



Medium Term Plan Year: 2 Term: 2

Maths

Week 1 - Addition and subtraction - <i>Number</i> - add across a 10 - subtract across 10 - subtract from a 10 - subtract a 1-digit number from a 2-digit number (across a 10)	Week 2 - Addition and subtraction - <i>Number</i> - understand 10 more, 10 less - add and subtract 10s - add two 2-digit numbers (not across a 10) - add two 2-digit numbers (across a 10)	Week 3 - Addition and subtraction - <i>Number</i> - subtract two 2-digit numbers (not across a 10) - subtract two 2-digit numbers (across a 10) - solve mixed addition and subtraction - compare number sentences - solve missing number problems	Week 4 - Shape - <i>Geometry</i> - recognise 2-D and 3-D shapes - count sides on 2-D shapes - count vertices on 2-D shapes - draw 2-D shapes	Week 5 - Shape - <i>Geometry</i> - identify lines of symmetry on shapes - use lines of symmetry to draw shapes - sort 2-D shapes - count faces on 3-D shapes	Week 6 - Shape - <i>Geometry</i> - count edges on 3-D shapes - count vertices on 3-D shapes - sort 3-D shapes - make patterns with 2-D and 3-D shapes
--	---	---	---	---	--

English Writing: Grandad's Camper - Harry Woodgate

Poetry unit (Kennings)			Non-fiction unit (Letter Writing)		
Week 1 - predict using 'because' - use commas in a list - use adjectives - write questions	Week 2 - identify features of a Kennings poem - create noun and verb Kennings phrases - use features of a Kennings poem - perform own work	Week 3 - identify possessive apostrophes (singular) - use possessive apostrophes (singular) - identify common contractions - use common contractions	Week 4 - identify features of an informal letter - discuss and plan - use features of a letter - edit	Week 5 - publish - explain and discuss an opinion about a book - use conjunctions - explore themes of a text	Week 6 - use simple past tense verbs - use the past tense progressive form - sort sentences types - identify different sentence types

English Reading - VIPERS

Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence/Summarise
- discuss and clarify the meanings of words.	<i>This domain is not planned for this term as the first week will be used to assess reading levels for all pupils</i>	- predict what might happen on the basis of what has been read so far.	- express views about a book or poem.	- draw on previously taught knowledge to support the answering of retrieval questions.	- discuss the sequence of events in books and how items of information are related.

Science: Materials & Sustainability

Lesson 1: -explore materials (step 1) -explore materials: wood, paper, cardboard (step 2) -explore materials: brick, rock (step 3) Knowledge: -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Working Scientifically: -Identify and classify. (step 1) -Perform simple tests. (step 2) Vocabulary: material, natural material, human-made material, recycle (step 1) material, smooth, rough, flexible, rigid (step 2)	Lesson 2: -explore materials: brick, rock (step 3) -explore materials: metal (step 5) Knowledge: -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Working Scientifically: -Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (non-statutory). (step 3) -Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (non-statutory). (step 5) Vocabulary: rock, stone, pebble, brick, material Hard, flexible, rigid, shiny, dull (step 5)	Lesson 3: -explore materials: glass, plastic (step 4) -explore materials: fabric (step 6) Knowledge: -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Working Scientifically: -Ask simple questions and recognise that they can be answered in different ways. (step 4) -Observe closely, using simple equipment. (step 6) Vocabulary: brittle, flexible, transparent, translucent, opaque (step 4) fabric, flexible, touch, lightweight (step 6)	Lesson 4: Same object different material (step 7) Bend, squash, twist, stretch (step 8) Knowledge: -Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Working Scientifically: -Use their observations and ideas to suggest answers to questions. (step 7) -Perform simple tests. (step 8) Vocabulary: Tough, brittle, hard, soft, flexible (step 7) Bend, squash, twist, stretch (step 8)	Lesson 5: Waterproof experiment (step 9 & step 10) Knowledge: -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Working Scientifically: -Ask simple questions and recognise that they can be answered in different ways. (step 9) -Use their observations and ideas to suggest answers to questions. (step 10) Vocabulary: independent variable, dependant variable, controlled variable (step 9) waterproof, lightweight, strong, breakable (step 10)	Lesson 6: -Sustainability plastic recycling (step 1) (step 2) Knowledge: Sustainability: How is plastic helpful and harmful? (non-statutory) Working Scientifically: -Explore the world around them and raise their own questions (non-statutory). (step 1) -Use their observations and ideas to suggest answers to questions. (step 2) Vocabulary: Plastic, human-made material, recycle, single-use plastic
--	--	---	---	---	---

Art and Design: Drawing & painting (Flowers of Georgia O'Keeffe)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Knowledge objective: WALT: know who Georgia O'Keeffe was and that she painted large scale close up flowers Skill objective: WALT: explore the work of an artist and express thoughts and feelings about a piece of art, explaining how it makes them feel Vocabulary: Modernism Abstract Frame	Skill objective: WALT: change tone through different pencil techniques and grades Vocabulary: Tone Pencil grades	Skill objective: WALT: change tone through different pencil techniques and grades Vocabulary: Tone Hatching and Cross-hatching	Skill objective: WALT: use sketchbooks to plan and develop simple ideas WALT: draw lines/marks from observations, demonstrating control Vocabulary: Frame Tone Hatch & Crosshatch	Skill objective: WALT: Make tints using white and shades by adding black paint. Vocabulary: Shade Tint	Skill objective: WALT: Make tints using white and shades by adding black paint. WALT: Use a suitable brush to produce marks appropriate to work WALT: Make marks from observation Vocabulary: Shade Tint

Geography: The United Kingdom

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Knowledge objective: Know how to use maps, atlases and globes to find Europe and the United Kingdom; know the 4 countries that make up the United Kingdom Skill objective: Use world maps, atlases and globes to identify the United Kingdom and its 4 countries Vocabulary: globe vs. atlas, country vs. continent <u>WALT: Use an atlas correctly.</u>	Knowledge objective: Know the 4 countries that make up the United Kingdom and their capital cities Skill objective: Use world maps, atlases and globes to identify the United Kingdom and its 4 countries Vocabulary: capital city, governed/government <u>WALT: Know the 4 countries of the UK and their capital cities.</u>	Knowledge objective: Know the seas around the UK - Irish Sea, North Sea, English Channel and Atlantic Ocean Vocabulary: sea/channel/ocean <u>WALT: Know the seas around the UK.</u>	Knowledge objective: Know the main rivers -The Thames, The Severn, River Forth. Skill objective: Find and describe physical geographical features on a map (rivers) Vocabulary: features, natural, human <u>WALT: Know the main rivers of the UK.</u>	Knowledge objective: Know how to find key human and physical geographical features of the UK using maps, atlases and globes Skill objective: Find human and physical geographical features on a map Vocabulary: city/town/village (related by feature/scale), dam/barrier, harbour vs. port, vegetation <u>WALT: Identify humans and physical features of the UK.</u>	Skill objective: Use basic geographical vocabulary to refer to key human and physical features Vocabulary: human/physical <u>WALT: Identify humans and physical features of the UK.</u>

Computing	French (MFL)	Music	Physical Education
Creating media – Digital photography - use a digital device to take a photograph - make choices when taking a photograph - describe what makes a good photograph - decide how photographs can be improved - use tools to change an image - recognise that photos can be changed	What are you doing? Learn, understand, and use the following: - Qu'est-ce que tu fais? – - Ask: What are you doing? Reply: - Je sors – I am going out - Je bois – I am drinking - Je chante – I am singing - Je danse – I am dancing - Je mange – I am eating - Je nage – I am swimming - Je parle – I am talking - Je joue – I am playing.	Song: HO HO HO <u>Listen and Appraise:</u> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars <u>Games:</u> Find the pulse of a song <u>Singing:</u> To find a comfortable singing position <u>Performance:</u> To add their ideas to the performance.	Gymnastics - combine 4 elements into a floor sequence. - create power in a variety of different jumps. - take weight on our hands and move in different ways. - use our flexibility in a bridge and japana gymnastic shape. - perform the point balance arabesque. - perform a teddy roll.
PSHE	Religious Education	Mastering Number	Phonics
Relationships: Friends and Families - Know how to be a good friend and how to make friends - Identify ways to positively resolve arguments between friends - Understand how to recognise, and ask for help, if we are feeling lonely or unhappy and how to help someone else Living in the Wider World: Belonging to a Community - Recognise the ways in which we are the same and different to others in our community (school/ local area) and know that people are all equal - Know how a community can help people from different groups feel included and identify the different rights and responsibilities we have in school and the wider community	Celebrations - Learn about how are special occasions celebrated - Understand what is it like to share a celebration - Identify what is a Religious Festival? And learn about the Festival of Christmas - Learn about the Festival of Hanukkah - Learn about different ways festivals are celebrated around the world in other countries and in other religions (including the Maroon festival in Jamaica)	• continue to practise conceptually subitising numbers they have already explored the composition of. • review the linear number system as they compare numbers. • continue to explore the composition of the numbers 7–9 in-depth, linking this to their understanding of odd and even numbers • compare numbers within 10, linking this to their understanding of the linear number system • use the inequality symbols to create expressions, e.g. $7 > 2$, and use the language of 'greater than' and 'less than' • draw on their knowledge of number bonds to answer questions in the form: True or false? $5 + 3 > 7$ • continue to practise recalling additive facts for numbers within 10, using a range of equations, games and picture problems.	Little Wandle Bridge to Spelling The underpinning concepts of spelling are introduced including: What do I need to know to think about spelling? Why do I double letters at the end of words? Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'? When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing? Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing? Additional phonics interventions for targeted children include: Rapid Catch-Up Phase 3 Rapid Catch Up Phase 4

Handwriting	horizontal join, no ascenders: ow, ou, ie, ue, oe, ve, ee, le. Numbers 1-100
Spelling	*Y1 Introduce: Adding -er, -est to adjectives with no change to the root word *Y1 Introduce: Digraphs -ai, -oi *Y1 Introduce: Digraphs -ay, -oy *Y1 Introduce: Digraph -oo *Y1 Introduce: Digraphs u-e, -ew *Y1 Introduce: Digraph -ph, -wh *Y1 Introduce: The spelling of the phoneme /k/ as -k *Y1 Introduce: Adding the prefix un with no change to the root word Introduce: homophones and near homophones *Y1 Reinforce: Adding -es, adding -ed with /t/ sound, adding -ed with /d/ sound
Story time texts	Darwin's Super-Pooping Worm Spectacular - Polly Owen
Texts for writing	Grandad's Camper - Harry Woodgate