

Medium Term Plan Year: 2 Term: 2					
Maths					
Week 1 - Addition and subtraction - *Number* - 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 - *Number*** - 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 - *Number*** - 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 - *Geometry*** - 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 - *Geometry*** - 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 - *Geometry*** - 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.	*This domain is not planned for this term as the first week will be used to assess reading levels for all pupils*	- 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 **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	**Week 2** **Skill objective:** WALT: change tone through different pencil techniques and grades **Vocabulary:** Tone Pencil grades	**Week 3** **Skill objective:** WALT: change tone through different pencil techniques and grades **Vocabulary:** Tone Hatching and Cross-hatching	**Week 4** **Skill objective:** WALT: use sketchbooks to plan and develop simple ideas WALT: draw lines/marks from observations, demonstrating control **Vocabulary:** Frame Tone Hatch & Crosshatch	**Week 5** **Skill objective:** WALT: Make tints using white and shades by adding black paint. **Vocabulary:** Shade Tint	**Week 6** **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 **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 ***WALT: Use an atlas correctly.***	**Week 2** **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 ***WALT: Know the 4 countries of the UK and their capital cities.***	**Week 3** Knowledge objective: Know the seas around the UK - Irish Sea, North Sea, English Channel and Atlantic Ocean **Vocabulary:** sea/channel/ocean ***WALT: Know the seas around the UK.***	**Week 4** **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 ***WALT: Know the main rivers of the UK.***	**Week 5** **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 ***WALT: Identify humans and physical features of the UK.***	**Week 6** **Skill objective:** Use basic geographical vocabulary to refer to key human and physical features **Vocabulary**: human/physical ***WALT: Identify humans and physical features of the UK.***

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** Listen and Appraise: To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars Games: Find the pulse of a song Singing: To find a comfortable singing position Performance: To add their ideas to the performance.	**Dance – Where the wild things are** - Recognise dance as movement to music - Move to show character/emotion - Move in different ways - Move as a group/ to tell a story - Rehearse and perform - Give useful feedback
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 *Y1Introduce: 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