



Medium Term Plan Year: 2 Term: 3

Maths

Week 1 - Money - Count money – pence - Count money – pounds (notes and coins) - Count money (pounds and pence) - Choose notes and coins	Week 2 - Money - Make the same amount - Compare amounts of money - Calculate with money - Make a pound - Find change - Solve two-step problems	Week 3 - Multiplication and division - Recognise equal groups - Make equal groups - Add equal groups - Introduce the multiplication symbol - Multiplication sentences	Week 4 - Multiplication and division - Use arrays - Make equal groups by grouping - Make equal groups by sharing	Week 5 - Multiplication and division - The 2 times-table - Divide by 2 - Doubling and halving - Odd and even numbers	
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English Writing

Narrative unit (Innovate a story)				Non-fiction unit (Persuasion)	
Week 1 - use adjectives - identify four sentence types - punctuate questions	Week 2 - punctuate exclamation sentences - use command sentences - write in the past tense - use correct rules for plurals	Week 3 - use first person - use a variety of sentence types - write an expanded noun phrase - plan a narrative	Week 4 - use past tense (start writing narrative) - use expanded noun phrases (finish writing narrative) - edit and improve - explore features of a persuasive text	Week 5 - use conjunctions - use the present tense - edit and improve - speak loudly and clearly	

English Reading - VIPERS

Vocabulary - Discuss and clarify the meanings of words; link new meanings to known vocabulary - Discuss our favourite words and phrases	Inference - Infer basic points and begin, with support, to pick up on subtle references - Use pictures or words to make inferences	Prediction - Make predictions using their own knowledge as well as what has happened so far - Make logical predictions and give explanations of them	Explanation - Express their own views about a book or poem - Discuss some similarities between books	Retrieval - Remember significant event and key information about the text that they have read	Sequence/Summarise - Retell using a wider variety of story language. - Order events from the text.
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Design and Technology: Design and make a vehicle	History: Transport - Then and Now	Science: Humans (basic needs and keeping healthy)
<p>Knowledge</p> <ul style="list-style-type: none"> - Know what a wheel and an axle is - Know that wheels and axles act together to create a moving vehicle <p>Skills</p> <ul style="list-style-type: none"> - Have my own ideas, explain what I want to do and describe how - Describe design using pictures, words and diagrams - Choose best tools and materials, explaining choices - Measure, mark out, cut and shape materials and components, with support and use finishing techniques to make product look good, while working safely - Describe what went well, thinking about design criteria, what I would do differently if I were to do it again and why <p>Vocabulary</p> <ul style="list-style-type: none"> - wheel, axle, washer, chassis, vehicle <p>Learning Revisited</p> <ul style="list-style-type: none"> - measure, mark out, cut and shape, with support and suggest ways to make material/product stronger <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - How are vehicles able to move? - What is a wheel? Axle? 	<p>Knowledge</p> <ul style="list-style-type: none"> - Know about different modes of transport in the past. - Know about different modes of transport now. - Know how to sort transport from then and now. - Know how to compare different modes of transport. - Know about how the car has changed since it was invented. - Know how to ask and answer questions about transport then and now. <p>Skills</p> <ul style="list-style-type: none"> - Use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’ to describe the passing of time. - Describe similarities and differences identified between historical pictures. - Use a source – why, what, who, how, where to ask questions and find answers. - Communicate understanding through class display, annotated photographs, ICT. <p>Vocabulary</p> <p>Transport, past, present, mode, source, picture, compare, contrast, identify, names of modes of transport eg, car, plane, bus</p> <p>Learning Revisited</p> <ul style="list-style-type: none"> - What kind of toys do you play with now? - What kind of toys did children play with in the past? - Does this toy belong in the past or the present? - What is the same about the toys from the past and my toys? - What are some of the differences between toys from the past and my toys? -How can you decide if a toy is from the past or now? <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - Can you name some modes of transport from the past? - Can you name some modes of transport from the present? - Is this mode of transport from the past or the present? How do you know? - Can you explain one of the ways the car has changed over time? - Can you ask a question about this mode of transport to help you find out if it is from the past or the present? 	<p>Knowledge (Scientific understanding)</p> <ul style="list-style-type: none"> - Know the basic needs of humans for survival (water, food and air) - Know the importance for humans of exercising to remain healthy - Know the importance for humans of eating the right amount of different types of food - Know the importance for humans of keeping good hygiene <p>Skills (Working Scientifically)</p> <ul style="list-style-type: none"> - Observing over time: To gather/record results Record data in simple prepared tables, pictorially or by taking photos - Observing over time: To present results Present what they learnt verbally or using pictures - Classifying: To ask scientific questions Be able to ask a Yes/No question to aid sorting <p>Vocabulary</p> <ul style="list-style-type: none"> - survive, survival, water, food, air, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy) <p>Learning Revisited</p> <ul style="list-style-type: none"> - Learn how to take care of themselves (EYFS) - Identify, name, draw and label the basic parts of the human body (Yr 1) <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - What do humans need to survive? - Why is exercise important for humans? - Why is a healthy balanced diet important for humans? - Why is having good hygiene important for humans?

Computing	French (MFL)	Music	Physical Education
<p>Programming – Robot algorithms</p> <ul style="list-style-type: none"> - Describe a series of instructions as a sequence - Explain what happens when we change the order of instructions - Use logical reasoning to predict the outcome of a program - Explain that programming projects can have code and artwork - Design an algorithm - Create and debug a program that I have written 	<p>Where are you going?</p> <ul style="list-style-type: none"> -Ask and answer simple questions with support - Ask: Où tu vas? – Where are you going? - Reply: Je vais... – I am going... -Repeat and say familiar words and short simple phrases, using understandable pronunciation. 	<p>Song: I Wanna Play In A Band</p> <p><u>Listen and Appraise:</u> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars</p> <p><u>Games:</u> Find the pulse of a song</p> <p><u>Singing:</u> Learn about voices singing notes of different pitches (high and low)</p> <p><u>Performance:</u> Choose a song they have learnt from the Scheme and perform it</p>	<p>Gymnastics – Landscapes & cityscapes</p> <ul style="list-style-type: none"> - Copy, explore and remember actions and movements to create their own sequence. - Travel in a variety of ways, including rolling. - Hold a still shape whilst balancing on different points of the body. - Jump in a variety of ways and land with increasing control and balance. - Move with increasing control and care.
PSHE	Religious Education	Mastering Number/Multiplication	Phonics
<p>Relationships: Friends and Families</p> <ul style="list-style-type: none"> -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 <p>Living in the Wider World: Belonging to a Community</p> <ul style="list-style-type: none"> -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 	<p>Judaism: Festivals in Jewish Life</p> <ul style="list-style-type: none"> - Identify different festivals: Succot (Sukkoth), Passover (Pesach), Hanukkah, Purim -Recognise the importance of the stories these festivals are based on - Understand how what happens at each festival helps to teach young Jewish people about their past - Know what these festivals show about Jewish people’s relationship with God - Understand that celebrations take place at home and in the Synagogue. 	<p>Understand the operation of multiplication (times, x)</p> <p>5x tables</p> <ul style="list-style-type: none"> - Identify the number in a group (multiplicand) - Identify the number of groups (multiplier) - Recognise the number in a group and the number of groups equal to an amount (product) - Count in 5s - Find patterns within the 5x tables 	<p>Group 1: Spelling units</p> <ul style="list-style-type: none"> - Understand why some words have the spellings ‘kn’ and ‘gn’ for /n/, and ‘wr’ for /r/ - Know when to drop the ‘e’ when I add the suffixes -ed, -ing, -er, -est and -y. -Identify why some words end in ‘ge’ or ‘dge’ - Understand why /j/ can be spelled ‘j’ or ‘g’ in different words. <p>Group 2: Bridge to Spelling</p> <ul style="list-style-type: none"> - Introduction to foundational skills for spelling: double letters such as: words ending in ‘k’ ‘ck’ ‘ch’ ‘tch’. Suffixes -es/-s, ‘y’ for an ‘i’ when adding -ed and rules for adding -ing <p>Group 3: Phase 5 Rapid Catch Up</p> <ul style="list-style-type: none"> -Recognise new and linked GPCs for /ai/, /ow/, /oi/, /ee/, /ur/ /oo/, /yoo/, /igh/ /oa/, /ai/,/or/, /e/, /w/, /j/, /f/ , /s/
Handwriting	Diagonal join to anticlockwise letters: ea, igh, dg, ng, oo, oa, wa, wo		
Story time texts	African and Caribbean Folktales, Myths and Legends - Wendy Shearer		
Texts for writing	The Journey Home - Frann Preston-Gannon		

