



Medium Term Plan Year: 2 Term: 4

Maths

Week 1 - Multiplication and division - <i>Number</i> - recall and use the 5 times-table - divide by 5 - recall and use the 5 and 10 times-table	Week 2 - Length and height - <i>Measurement</i> - measure in centimetres - measure in metres	Week 3 - Length and height - <i>Measurement</i> - compare lengths and heights - order lengths and heights - use the four operations to solve length and height problems	Week 4 - Mass, capacity and temperature - <i>Measurement</i> - compare mass - measure in grams - measure in kilograms - use the four operations to solve mass problems	Week 5 - Mass, capacity and temperature - <i>Measurement</i> - compare volume and capacity - measure in millilitres - measure in litres	Week 6 - Mass, capacity and temperature - <i>Measurement</i> - use the four operations to solve volume and capacity problems - understand and read temperatures
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English Writing: Anansi

Narrative Unit (Traditional Tale)

Non-fiction Unit (Non-Chronological Report)

Week 1 - use subordinating conjunction because - sequence a narrative - retell a narrative - explore conjunctions	Week 2 - use synonyms - collaboratively plan a narrative - plan a narrative - present ideas	Week 3 - use past tense - use time conjunctions - use adverbs - Use apostrophes for possession (singular)	Week 4 - identify sentence types - use suffixes -er and -est - use commas for a list - explore features of a non-chronological report	Week 5 - write questions - research - research - demarcate sentences	Week 6 - use conjunctions. - edit - use features of non-chronological report - publish
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English Reading - VIPERS

Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence/Summarise
- discuss favourite words and phrases.	- infer basic points and begin to pick up on increasingly subtle references.	- predict what might happen on the basis of what has been read so far; referencing plot and characters.		- ask and answer retrieval questions.	- - retell a narrative using a wider variety of story language

Living Things and Their Habitats

Science: Plants

Lesson 1:

-explore ocean habitats (step 4)

Knowledge:

-Identify and name a variety of plants and animals in their habitats, including microhabitats

Working Scientifically:

-Identify and classify.

Vocabulary:

ocean, fish, mammal, sea grass, habitat

Lesson 2:

-explore woodland habitats (step 5)

Knowledge:

-Identify and name a variety of plants and animals in their habitats, including microhabitats

Working Scientifically:

-Identify and classify.

Vocabulary:

woodland, fern, mammal, bird, moss

Lesson 3:

-explore microhabitats (step 6)

Knowledge:

-Identify and name a variety of plants and animals in their habitats, including microhabitats.

Working Scientifically:

-observe closely, using simple equipment.

Vocabulary:

microhabitat, insect, spider, snail, habitat

Lesson 4:

-explore the relationship between habitats and diet (step 7)
-explore food chains (step 8)

Knowledge:

-Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. (step 7)

-Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (step 8)

Working Scientifically:

-Gather and record data to help answering questions

Vocabulary:

carnivore, herbivore, omnivore, habitat, diet (step 7)

Food chain, carnivore, herbivore, omnivore, diet (step 8)

Lesson 5:

-explore and compare things that are living, dead or never alive (step 9)

Knowledge:

Explore and compare the differences between things that are living, dead, and things that have never been alive.

Working Scientifically:

Identify and classify.

Vocabulary:

living, dead, never alive, plant, animal

Lesson 6:

-investigate findings; Plants light & dark (step 1)

Knowledge:

-Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Working Scientifically:

-Gather and record data to help answering questions

Vocabulary:

Plant, seed, sunlight, living, dead

Art and Design: Foam Board Printing (Bernard Hoyes' Revival Series)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Knowledge objective: WALT: know who Bernard Hoyes is and what artwork he is known for Skill objective: Vocabulary:	Knowledge objective: WALT: understand what relief printing is and how it can be used to create a repeating pattern. Skill objective: Vocabulary: - Relief printing	Knowledge objective: WALT: sketch/record ideas in books as a plan for a print Skill objective: WALT: describe what went well and what I would do differently Vocabulary:	Knowledge objective: Skill objective: WALT: Use pressure to create negative space on a polystyrene tile WALT: Use equipment and media to produce a clean image Vocabulary: - Pressure - Negative (white) space	Knowledge objective: Skill objective: WALT: Use equipment and media to produce a clean image WALT: Use printmaking to create a simple mono colour print and repeating pattern. Vocabulary:	Knowledge objective: Skill objective: WALT: describe what went well and what I would do differently Vocabulary: - Pressure - Negative (white) space

Geography: Jamaica

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Knowledge objective: Know where the UK, the Poles and the equator are. Name and locate the world's seven continents. Vocabulary: North and South poles, Equator, North America, South America, Europe, Asia, Africa, Australia, Antarctica WALT: Identify the 7 continents of the world.	Knowledge objective: Know how to use maps, atlases and globes to find North and South America and Jamaica. Know where Jamaica is in relation to the UK, the poles and the equator. Know the names and locate the world's five oceans. Skill objective: Use world maps, atlases and globes to identify a country. Vocabulary: Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Antarctic Ocean WALT: Identify the world's 5 oceans.	Knowledge objective: Know that Kingston is the capital city of Jamaica and locate it on a map of Jamaica. Know the main geographical features - beaches, cliff, forests, hills and mountains, town, village - and locate them on a map of Jamaica. Know some differences and similarities between Jamaica and the UK: seasons, weather, towns and cities. Skill objective: Name, locate and identify characteristics of a country and the capital city and surrounding seas. Find human and physical geographical features on a map. Use basic geographical vocabulary to refer to key	Knowledge objective: Know that Kingston is the capital city of Jamaica and locate it on a map of Jamaica. Skill objective: Find human and physical geographical features on a map. Vocabulary: north/south/east/west, capital city WALT: Locate geographical features on a map of Jamaica.	Knowledge objective: Know some differences and similarities between Jamaica and the UK: seasons, weather, towns and cities. Vocabulary: season and weather WALT: Compare Jamaica and the UK.	Week 6 Trip opportunity and/or: <ul style="list-style-type: none"> revisiting/reviewing any sessions presenting learning in a written format

		<p>human and physical features.</p> <p>Vocabulary: Jamaica, beach, cliff, coast, forest, hill, mountain</p> <p>WALT: Find human and physical geographical features on a map.</p>			
Computing		French (MFL)		Music	
<p>Data and information – Pictograms</p> <ul style="list-style-type: none"> - recognise that we can count and compare objects using tally charts - recognise that objects can be represented as pictures - create a pictogram - select objects by attribute and make comparisons - recognise that people can be described by attributes - explain that we can present information using a computer 		<p>Counting Stationery</p> <p>Learn the following nouns:</p> <p>Un feutre – A felt-tip pen</p> <p>Une gomme – An eraser</p> <p>Un livre – A book</p> <p>Un cahier – A notebook</p> <p>Un stylo – A pen</p> <p>Un crayon – A pencil</p> <p>Une règle – A ruler</p> <p>Une trousse – A pencil case</p> <ul style="list-style-type: none"> - Say ‘Dans le sac, dans le sac, qu’est-ce qu’il y a dans le sac?’ – In the bag, in the bag, what’s in the bag? - Ask ‘Il y a combien de...?’ – How many...are there? -Reply ‘Il y a...’ – There are... - Ask ‘Qu’est-ce qui manque?’ – What’s missing? 		<p>Song: Zootime</p> <p>A Reggae Song.</p> <p>An integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>	
PSHE		Religious Education		Mastering Number	
<p>Relationships: Respecting Ourselves and Others</p> <ul style="list-style-type: none"> -recognise the value of similarities and differences -know the words and talk about race and racism -understand the word stereotypes -understand the word bias -understand why representation matters 		<p>Christianity: Easter and Symbols</p> <ul style="list-style-type: none"> - Know The story of Jesus’ death and resurrection emphasises the idea that Jesus is special for Christians - Talk about Jesus washing feet and sharing food with his friends – some of whom let him down. - Identify Easter symbols : Cross,egg, palm crosses, Easter gardens, colours of vestments and candles - Learn about symbolic actions: 		<p>NCETM:</p> <ul style="list-style-type: none"> -revisit the structure of the linear number system within 20, making links between the midpoints of 5 and 10, and 15. -review the composition of odd and even numbers, linking this to doubles and near doubles. -continue to compare numbers within 20, including questions which use the symbols +, <, >, or = -draw on their knowledge of the linear number system and apply this to calculations involving 1 more and 1 less, and pairs of numbers with a difference of 1 	
		Physical Education		Phonics	
				<p>Hit, Catch, Run.</p> <ul style="list-style-type: none"> - hit a ball and score points running to cones. - defend a target by kicking. - bowl underarm with control. - hit a ball using different bats and techniques. - throw accurately to a base. - hit a ball into space, away from fielders. 	
				<p>Little Wandle Year 2 Spelling Units</p> <p>Spring 2 Units 4-7</p> <ul style="list-style-type: none"> - Understand why w and qu change the sound that a, ar and or make - Know when to swap the y for an i when adding the suffix -es - Understand why some words have the ey spelling for the sound /ee/ - Know why do some words end -le, -al, -il or -el 	

	<ul style="list-style-type: none"> • Washing feet on Maundy Thursday • Christians share food together to recall • Jesus' last meal with his friends. <p>- Understand what the symbols of Easter represent and how symbols and symbolic actions show the importance of Easter for Christians</p>	<p>-use their understanding of the composition of odd and even numbers to find doubles and near doubles</p> <p>-apply known facts to calculations involving larger numbers, e.g. $5 + 2$, $15 + 2$, $25 + 2$.</p> <p>Understand the operation of multiplication (times, x) - 10x 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 10s - Find patterns within the 10x tables 	<p>Additional phonics interventions for targeted children include:</p> <p>Rapid Catch-Up Phase 4</p> <p>Rapid Catch-Up Phase 5</p>
Handwriting	horizontal and diagonal joins: wa, wo, air, ear, oor, our, ing		
Story time texts	Traditional Tale: Rapunzel - Rachel Isadora		
Texts for writing	Anancy and Mr Drybone		