



Medium Term Plan Year: 2 Term: 4

Maths

Week 1 - Multiplication and division - <i>Number</i> - the 10 times-table - divide by 10 - the 5 times-table - divide by 5 - the 5 and 10 times tables	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 - four operations with lengths and heights	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

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 - present.
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English Reading - VIPERS

Vocabulary - discuss and clarify the meanings of words; link new meanings to known vocabulary - recognise some recurring language in stories and poems	Inference - answering and asking questions and modifying answers as the story progresses. - 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 - listen to the opinion of others - explain and discuss their understanding of books, poems and other material	Retrieval - monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read - asking and answering retrieval questions	Sequence/Summarise - discuss the sequence of events in books and how items of information are related - begin to discuss how events are linked focusing on the main content of the story
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Art and Design: Polystyrene Tile Printing	Geography: Jamaica	Science: materials/Animals including humans
<p style="text-align: center;"><u>Artist: Bernard Hoyes (Revival series)</u></p> <p>Knowledge - know that Bernard Hoyes is an artist from Jamaica - know that relief printing involves carving into a printing block to create negative spaces.</p> <p>Skills - explore the work of a range of artists, craft makers and designers - express thoughts and feelings about a piece of art, explaining how it makes them feel. -use relief printing processes. -use printmaking to create a simple mono colour print and repeating pattern. - use equipment and media to produce a clean image. - begin to control the types of marks made in a range of painting techniques - use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks</p> <p>Vocabulary - Foam board/polystyrene, printing ink, roller, imprint, repeating pattern</p> <p>Learning Revisited - explore printing with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Key Questions (Assessment) - Who was Bernard Hoyes and what artworks did he create? - How can a foam board be used to create a printed image?</p>	<p style="text-align: center;"><u>Compare the UK and Jamaica</u></p> <p>- know the names and locate the world's seven continents and five oceans - 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 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</p> <p>Skills - use world maps, atlases and globes to identify a country - 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 human and physical features</p> <p>Vocabulary North and South poles, Equator, North America, South America, Europe, Asia, Africa, Australia, Antarctica, Jamaica, beach, cliff, coast, forest, hill, mountain, Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Antarctic Ocean, season and weather</p> <p>Learning Revisited - Can you find the UK on a map/globe/atlas? - What are the main mountainous areas of the UK? - What seas surround the United Kingdom? - Can you find key human and physical features of the UK on a map? Can you describe these features?</p> <p>Key Questions (Assessment) - What are the 7 continents? - What are the 5 oceans? - Can you describe any human and physical features that are different between Jamaica and the UK? - Can you describe any human and physical features that are similar between Jamaica and the UK?</p>	<p style="text-align: center;"><u>Uses of everyday materials</u></p> <p>Knowledge (Scientific understanding) - know and find out how the shapes of solid objects, made from some materials, can be changed by squashing, bending, twisting and stretching.</p> <p>Skills (Working Scientifically) Classifying: To present results - sort objects into two groups using a basic Venn diagram or table. Comparative/fair testing: To interpret results - answer their question in simple sentences using their observations or measurements.</p> <p>Vocabulary opaque, transparent, translucent, reflective, non-reflective, flexible, rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching</p> <p>Learning Revisited - distinguish between an object and the material from which it is made. (yr 1) - compare and group together everyday materials on the basis of their simple physical properties. (yr 1)</p> <p>Key Questions (Assessment) - how can the shapes of solid objects, made from some materials, be changed by squashing, bending, twisting and stretching?</p> <p style="text-align: center;"><u>Animals including humans</u></p> <p>Knowledge (Scientific understanding) - know that animals, including humans, have offspring which grow into adults.</p> <p>Skills (Working Scientifically) Observing over time: To ask scientific questions. - ask a question about what might happen in the future based on an observation Research: To present results - present what they have learnt verbally or using pictures.</p> <p>Vocabulary - offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, kitten/cat, caterpillar/butterfly),</p> <p>Learning Revisited - Children know about similarities and differences in relation to living things. They make observations of animals and explain why some things occur and talk about changes. (EYFS - Early learning goals - The World)</p> <p>Key Questions (Assessment) - How do humans change throughout their lifecycle? - How do different animals change throughout their life cycles?</p>

Computing	French (MFL)	Music	Physical Education
<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>Numbers in French/Counting Stationery</p> <p>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</p> <p>un feutre – A felt-tip pen une gomme – An eraser un livre – A book un cahier – A notebook un stylo – A pen un crayon – A pencil une règle – A ruler une trousse – A pencil case</p> <ul style="list-style-type: none"> - use simple singular nouns - translate words from French to English - repeat and say familiar words and short simple phrases, using understandable pronunciation. 	<p>Song: I Wanna Play In A Band</p> <ul style="list-style-type: none"> - listen and appraise, to learn how songs can tell a story or describe an idea - find the pulse of a song - learn about voices singing notes of different pitches (high and low) - learn to sing in an ensemble - perform - choose a song they have learnt from the Scheme and perform it 	<p>Athletics - Sports Day!</p> <ul style="list-style-type: none"> - run at different paces, using a variety of different stride length - to run with some coordination and rhythm over obstacles - throw a ball underarm and overarm towards a target with increasing accuracy - to throw overarm for distance - bounce a ball whilst moving with some control - work as a team to competitively perform a relay
PSHE	Religious Education	Mastering Number/Times Tables	Phonics
<p>Physical Health & Mental Wellbeing</p> <ul style="list-style-type: none"> - reflect on what we know already about keeping physically and mentally healthy (pre-assessment) - understand why sleep is important - recognise how medicines help us - know how to look after our teeth - identify things we can do to stay mentally healthy and recognise when to make changes or ask for help - present what we now know about keeping healthy 	<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: (washing feet on Maundy Thursday and how Christians share food together to recall Jesus’ last meal with his friends.) - understand what the symbols of Easter represent and how symbols and symbolic actions show the importance of Easter for Christians 	<p>Understand the operation of multiplication (times, x)</p> <p>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>Group 1: Spelling unit</p> <ul style="list-style-type: none"> - understand how ‘w’ and ‘qu’ change the sounds that ‘a’, ‘ar’ and ‘or’ make in some words - know why we swap the ‘y’ for an ‘i’ when we add the suffix -es - Understand why some words have the spelling ‘ey’ for the sound /ee/ - identify why some words end with -le, -al, -il or -el. <p>Group 2: Spelling unit</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’ <p>Group 3: Phase 4 CVCC CCVC words with long vowel sounds.</p> <ul style="list-style-type: none"> - CCCVC words, -CCV, -words ending in /s/ (s, z). - review words ending in -es, - root words with -ing - root words with -ed (t, id, ed), - root words with -er - root words with -est
Handwriting	Practising mixed joins for three letters: air, ear, or, our, ing		
Story time texts	The Big Book of Blooms - Yuval Zommer		
Texts for writing	Anancy and Mr Dry-Bone - Fiona French		

