



Medium Term Plan Year: 2 Term: 5

Maths

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| Week 1 - Fractions - Number - understand parts and a whole - identify equal and unequal parts - recognise a half - find a half - recognise a quarter - find a quarter | Week 2 - Fractions - Number - recognise a third - find a third - find the whole - understand unit fractions - understand non-unit fractions | Week 3 - Fractions - Number - recognise the equivalence of a half and two-quarters - recognise three-quarters - find three-quarters - count in fractions up to a whole | Week 4 - Time - Measurement - tell the time (o'clock and half past) - tell the time (quarter past and quarter to) | Week 5 - Time - Measurement - tell the time past the hour - tell the time to the hour - tell the time to 5 minutes | Week 6 - Time - Measurement - understand the number of minutes in an hour - understand the number of hours in a day |
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English Writing: The Great Fire of London - Emma Adams & James Weston Lewis & Toby and the Great Fire of London - Margaret Nash and Jane Cope

Non-fiction Unit: Newspaper Report

Narrative unit (Character Description)

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| Week 1 - use capital letters for proper nouns. -use adjectives -use past tense | Week 2 -use command sentences -use different sentence types -explore features of newspaper reports -use present progressive. | Week 3 -use simple past tense -use imperative verbs -use features of a newspaper article. | Week 4 -edit -publish -use exclamation sentences -use comparatives and superlatives. | Week 5 -use ambitious adjectives -explore a character -use suffixes -ful and -less. -use expanded noun phrases | Week 6 -use conjunctions -use figurative language -edit -publish |
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English Reading - VIPERS

| Vocabulary | Inference | Prediction | Explanation | Retrieval | Sequence/Summarise |
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| - recognise some recurring language in stories and poems. | - ask and answer questions about a story. | - make predictions using their own prior knowledge as well as what has happened so far. | - listen to the opinion of others. | | - discuss how events are linked focusing on the main content of the story. |

Science: Plants (bulbs and seeds)

Week 1:
WALT: explore bulbs and seeds (step 1)

Knowledge:
-Observe and describe how seeds and bulbs grow into mature plants.

Working Scientifically:
Observe closely, using simple equipment.

Vocabulary:
plant, bulb, seed, shoot, roots

Week 2:
WALT: identify what plants need to grow

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

Working Scientifically:
-Record and communicate their findings in a range of ways and begin to use simple scientific language (non-statutory).

Vocabulary:
seed, plant, sunlight, temperature, growth

Week 3:
WALT: plan (step3)
-plant (step 4)

Knowledge:
-Observe and describe how seeds and bulbs grow into mature plants. (step 3 & 4)

Working Scientifically:
-Ask simple questions and recognise that they can be answered in different ways. (step 3)

Perform simple tests. (step 4)

Vocabulary:
bulb, seed, plant, temperature, growth

Compost, measurement, observe

Science: Growing up

Week 4:
WALT: identify the relationship between parent and offspring (step 1)

Knowledge:
-Notice that animals, including humans, have offspring which grow into adults.

Working Scientifically:
Identify and classify.

Vocabulary:
offspring, growth, egg, adult, parent

Week 5:
WALT: explore the life cycle of humans (step 2)

Knowledge:
-Notice that animals, including humans, have offspring which grow into adults.

Working Scientifically:
-Ask simple questions and recognise that they can be answered in different ways.

Vocabulary:
baby, child, teenager, adult, life cycle

Week 6:
WALT: explore the life cycle of mammals (step 3)

Knowledge:
-Notice that animals, including humans, have offspring which grow into adults.

Working Scientifically:
-Record and communicate their findings in a range of ways and begin to use simple scientific language (non-statutory).

Vocabulary:
mammal, life cycle, baby, adolescent, adult

Design and Technology: Weaving and Sewing

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| Week 1 Knowledge objective: WALT: Know that weaving is the craft of lacing fibres together to make fabric or cloth WALT: Know that weaving has been used around the world and in different times in history Vocabulary: Weaving Warp, weft | Week 2 Skill objective: WALT: Join materials/ components by weaving Vocabulary: Weaving Warp, weft | Week 3 Skill objective: WALT: Carefully cut textiles to produce accurate pieces WALT: Join materials/ components by weaving Vocabulary: Loom Warp, weft | Week 4 Skill objective: WALT: Carefully cut textiles to produce accurate pieces WALT: Join materials/ components by weaving Vocabulary: Weaving Warp, weft | Week 5 Skill objective: WALT: Carefully cut textiles to produce accurate pieces WALT: Join materials/ components by weaving Vocabulary: Weaving Warp, weft | Week 6 Skill objective: WALT: Describe a design using pictures, words and diagrams Vocabulary: Loom Weaving Warp, weft |
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History: The Great Fire of London

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| Week 1 WALT: compare London then and now <i>-focus on housing and buildings</i> Knowledge objective: - Know how London looked in the past and now. Skill objective: Demonstrate knowledge and understanding of events beyond living memory through simple recording, using texts and drawings. Vocabulary: thatched roofs, pitch | Week 2 WALT: understand what 'The Great Fire of London' was Knowledge objective: - Know where, when and how the fire started. Skill objective: Demonstrate knowledge and understanding of events beyond living memory through simple recording, using texts and drawings. Vocabulary: 17th century, gunpowder | Week 3 WALT: know key dates from the fire Knowledge objective: Know key dates from the fire. Skill objective: Demonstrate knowledge and understanding of events beyond living memory through simple recording, using texts and drawings. Vocabulary: 1666 | Week 4 WALT: sequence the events from the fire Knowledge objective: Know the sequence of events from the fire. Skill objective: Sequence a collection of artefacts, pictures and events from a period in history studied. Vocabulary: Pudding Lane, St Paul's Cathedral. | Week 5 WALT: look closely at artefacts Knowledge objective: Look closely at artefacts. Skill objective: Find out about people and events in other times through artefacts. Vocabulary: artefact | Week 6 WALT: understand which sources are the most reliable Knowledge objective: - Understand how we know about the fire and which sources are the most reliable. Skill objective: Discuss the effectiveness of different historical sources. Vocabulary: source |
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| Computing | French (MFL) | Music | Physical Education |
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| Creating media - Digital music <ul style="list-style-type: none"> - say how music can make us feel - identify that there are patterns in music - experiment with sound using a computer - use a computer to create a musical pattern - create music for a purpose - review and refine our computer work | <p>Learn the following nouns: Le placard – The cupboard Le four – The oven La valise – The suitcase</p> <ul style="list-style-type: none"> - Ask 'Qu'est-ce qu'il y a dans le/la...?' – What is in the...? - Learn 'Où est le/la...' – Where is the...? - Say 'Le chien est dans le placard' – The dog is in the cupboard <ul style="list-style-type: none"> - Learn 'Elle est...' – She is and 'Il est...' – He is -Revise 'Il y a...' – (ee/ ee ya) There is/there are - Say 'Il y a une balle dans le four' – There is a ball in the oven. | <p>Song: Friendship Song</p> <p>Listen and Appraise various songs about friendship.</p> | Swimming |
| PSHE | Religious Education | Mastering Number | Phonics |
| <u>Health & Wellbeing Growing and Changing</u> <ul style="list-style-type: none"> -recognise the human life cycle (ageing/not puberty or conception) -understand how our needs change as we get older -recognise and challenge gender stereotypes -identify and name different parts of the body, including genitalia -think about how change makes us feel | <p>Hinduism: Worship</p> <ul style="list-style-type: none"> - Understand the importance of families in Hinduism - Understand the importance of honesty, loyalty and truthfulness in Hinduism - Know how Hindus pray both at home and at the temple - Understand the value of the relationship between brother and sister and the Festival of Raksha Bandhan - Understand what is The Hindu Mandir | <ul style="list-style-type: none"> -revisit previous activities which develop their subitising skills. -review the linear number system to 100, applying their knowledge of midpoints to place numbers on a structured number line – they will identify the multiples of 10 that come before and after a given number. -revisit previous activities which develop their understanding of the composition of numbers within 10 and 20. -reason about equalities and inequalities using equations and answering questions, such as: True or false? $5 + 3 = 6 + 2$ $9 + 4 > 9 + 5$ $9 + 6 < 10 + 5$ This will help them become fluent in the use of the inequality symbol as well as practising their number bond knowledge. -become fluent in a range of strategies involving calculations within 20, using 'make 10' strategies to add, and subtracting through the tens boundary | <p>Little Wandle Year 2 Spelling Units</p> <p>Unit 9: Different spelling for the sound /zh/ si su ge</p> <p>Unit 10: Adding suffixes to a root word -ness, -ment, -ful,</p> <p>Unit 11: Showing missing letters using ' in common contractions, (I'm, It's, They're) revisiting the homophones: they're their there</p> <p>Unit 12: /sh/spelled ti, adding suffixes to words with adjacent consonants,</p> <p>Plus focused small group interventions Phase 3, Phase 4 and Phase 5 content.</p> |

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| | | -practise recalling number bonds through a range of activities and games which will encourage them to reason about sums and differences. | |
| Handwriting | horizontal and diagonal joins: ck ,al, el... ui, ey, aw.... ok, ot, ob... oi, oy on... | | |
| Story time texts | The Pebble in my Pocket: A History of Our Earth - Meredith Hooper | | |
| Texts for writing | The Great Fire of London - Emma Adams & James Weston Lewis Toby and the Great Fire of London - Margaret Nash and Jane Cope | | |