



Medium Term Plan Year: 2 Term: 5

Maths

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 1 - Time - Measurement - tell the time (o'clock and half past) - tell the time (quarter past and quarter to)	Week 2 - Time - Measurement - tell the time past the hour - tell the time to the hour - tell the time to 5 minutes	Week 3 - Time - Measurement - understand the number of minutes in an hour - understand the number of hours in a day
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English Writing

Non-fiction unit (Newspaper Report)				Narrative unit (Character Description)	
Week 1 - use capital letters for proper nouns - use adjectives - use past tense	Week 2 - use command sentences. - use different sentences types - explore features of newspaper reports. - use present progressive	Week 3 - use simple past tense - use imperative verbs - edit - use features of a newspaper article	Week 4 - present - 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

English Reading - VIPERS

Vocabulary - discuss and clarifying the meanings of words; link new meanings to known vocabulary - discuss their favourite words and phrases - recognise some recurring language in stories and poems	Inference - make inferences about characters' feelings using what they say and do. - 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 - explain and discuss their understanding of books, poems and other material. - express my own views about a book or poem - discuss some similarities between books • listen to the opinion of others	Retrieval -ask and answer retrieval questions -draw on previously taught knowledge - remember significant events and key information about the text that they have read	Sequence/Summarise - discuss the sequence of events in books and how items of information are related. - retell using a wider variety of story language. - order events from the text. - begin to discuss how events are linked focusing on the main content of the story.
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Design and Technology: Textiles - Weaving & Sewing	History: The Great Fire of London	Science: Living things and their habitats
Knowledge - Know that weaving is the craft of lacing fibres together to make fabric or cloth - Know that sewing is making or mending cloth using a needle and thread - Know that embroidery is the craft of decorating fabric using a needle to apply thread - Know that these techniques have been used around the world and in different times in history Skills - Have own ideas, explain what I want to do and describe how -Describe design using pictures, words and diagrams -Design a product following design criteria -Talk about existing products considering: use, materials, how they work. -Work safely - Carefully cut textiles to produce accurate pieces - Measure and join textiles together to make a product, and explain how I did it Vocabulary - Embroidery, weaving, sewing - Fabric, textile, thread - Stitch, loom, needle Learning Revisited - design a product following simple design criteria and explain what I want to do to achieve desired result Key Questions (Assessment) - What is weaving/embroidery/sewing? - How are sewing and weaving used in everyday products?	Knowledge - Know how London looked in the past and now. - Know where, when and how the fire started. - Know key dates from the fire. - Know the sequence of events from the fire. - Look closely at artefacts. - Understand how we know about the fire and which sources are the most reliable. Skills - Sequence a collection of artefacts, pictures and events from a period in history studied. -Find out about people and events in other times through artefacts. -Demonstrate knowledge and understanding of events beyond living memory through simple recording, using texts and drawings. -Discuss the effectiveness of different historical sources. Vocabulary Burning, fire, bakery, diary, thatched roofs, pitch, gunpowder, damaged, Pudding Lane, 1666, water squirt, leather buckets, St Paul's Cathedral Learning Revisited - Where is St Peter's Church? - What did the church look like in the past? - How do we know what the church looked like in the past? - What does the church look like now? - What happened to the church in 1944? - Why is St Peter's Church important to some people? Key Questions (Assessment) - Where did the Great Fire of London start? - When did the fire start? - How did the fire start? - How did the fire travel? - How do we know what happened during the fire? - How was the fire stopped? - What tools did they use to put out the fire?	Knowledge - Know, explore and compare the differences between things that are living, dead, and things that have never been alive. - Know and 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. - Know, Identify and name a variety of plants and animals in their habitats, including micro-habitats. - Know and 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. Skills Classifying: To present results -Sort objects and living things into two group using a Venn diagram - Classify things found in the environment (choosing their own criteria to do so), leading to living, dead and never been alive. - Classify minibeasts found in the environment based on physical structure. - Classify plants found in the environment. Observing over time: To gather/record results -Record data pictorially or by taking photos - E.g. Explore animals in micro-habitats throughout the year/in term 5 and 6 (under a rock, under a log, in a pond. • Explore plants in micro-habitats throughout the year (e.g. woodland area, ponds, meadows). Pattern seeking: To gather/record results -Record data in simple, prepared tables and tally charts. - E.g. Children generate questions for investigation then record gathered data in tables such as: ▪ Where do you see more butterflies? Nature area/edible garden Vocabulary living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, names of local habitats (e.g. pond, woodland etc.), names of microhabitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and microhabitats studied Key Questions (Assessment) -What things in your local habitat can you identify as living, dead, and things that have never been alive? - Why are animals different depending on the environment they live in? - What animals and plants can you identify in your local habitat? - What does a food chain show? - How do animals obtain their food from plants and other animals?

Computing	French (MFL)	Music	Physical Education
Creating media - Digital music - 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	Hide and Seek - Learn the following nouns: le placard (the cupboard), le four (the oven), la valise (the suitcase) - 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 - Learn 'Elle est...' – She is and 'Il est...' – He is -Revise 'Il y a...' – (ee/ ee ya) There is/are - Say 'Il y a...' – There is a	Song: Friendship song <u>Listen and Appraise:</u> To learn how songs can tell a story or describe an idea <u>Games:</u> To listen and sing back <u>Singing:</u> Learn to start and stop singing when following a leader <u>Performance:</u> Record the performance and say how they were feeling about it	Swimming - To swim competently, confidently and proficiently - To use a range of strokes effectively (for example, front crawl and backstroke) - To develop an awareness of water-safety
PSHE	Religious Education	Mastering Number/Times tables	Phonics
Health and wellbeing: Growing and changing - Order the Human Life Cycle - Recognise changes that happen as humans get older (ageing not puberty) - Recognise and challenge gender stereotypes - Know the physical differences between boys and girls - Consider how we feel about change	Hinduism-Worship -Learn 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	Understand the operation of multiplication (times, x) Review 2x, 5x, 10x tables - 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 2s, 5s and 10s - find patterns within the 2x, 5x and 10x tables	<u>Group 1: Spelling Unit</u> - understand why the 'c' make the /s/ sound in some words - know how to spell the sounds /zh/ - understand what happens when we add the suffix -ment, -ness, -ful, -less and -ly to a root word - know how to use apostrophes to show missing letters in words (contractions) <u>Group 2: spelling unit</u> - 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. <u>Group 3: Phase 5</u> - ir - bird, ie - pie, ue - blue, rescue, u - unicorn - o - go, a - paper, e, he - Split digraphs - ew - chew, new, aw - claw
Handwriting	Size and spacing: (wh, is, fl, gg, le), building on diagonal join to ascender (ck, al, el, at, il, ill), building on diagonal join to no ascender (ui, ey, aw, ur, an, ip).		
Spelling	Introduce: Adding -ing, -ed, -er, -est & -y to words of one syllable, ending with a single vowel and single consonant E.g pat – patting Introduce: /ee/ sound spelt as -ey (inc adding the plural -s) Introduce: /o/ sound spelt as a following w or qu Introduce: /ur/ sound spelt as o following w Introduce: /or/ sound spelt as ar following w Introduce: /zh/ sounds spelt as an s		

	Introduce: Suffixes -ment, -ness, -ful, -less and -ly (with no change to root word) Introduce: Suffixes -ment, -ness, -ful, -less and -ly (with a change to root word) Introduce: Words ending in -tion
Story time texts	Hair Love - Matthew A Cherry
Texts for writing	The Great Fire of London - Emma Adams & James Weston Lewis