



## Medium Term Plan Year: 2 Term: 5

### Maths

<p><b>Week 1 - Fractions - Number</b></p> <ul style="list-style-type: none"> <li>- Understand parts and a whole</li> <li>- Identify equal and unequal parts</li> <li>- Recognise a half</li> <li>- Find a half</li> <li>- Recognise a quarter</li> <li>- Find a quarter</li> </ul>	<p><b>Week 2 - Fractions - Number</b></p> <ul style="list-style-type: none"> <li>- Recognise a third</li> <li>- Find a third</li> <li>- Find the whole</li> <li>- Understand unit fractions</li> <li>- Understand non-unit fractions</li> </ul>	<p><b>Week 3 - Fractions - Number</b></p> <ul style="list-style-type: none"> <li>- Recognise the equivalence of a half and two-quarters</li> <li>- Recognise three-quarters</li> <li>- Find three-quarters</li> <li>- Count in fractions up to a whole</li> </ul>	<p><b>Week 1 - Time - Measurement</b></p> <ul style="list-style-type: none"> <li>- Tell the time (o'clock and half past)</li> <li>- Tell the time (quarter past and quarter to)</li> </ul>	<p><b>Week 2 - Time - Measurement</b></p> <ul style="list-style-type: none"> <li>- Tell the time past the hour</li> <li>- Tell the time to the hour</li> <li>- Tell the time to 5 minutes</li> </ul>	<p><b>Week 3 - Time - Measurement</b></p> <ul style="list-style-type: none"> <li>- Understand the number of minutes in an hour</li> <li>- Understand the number of hours in a day</li> </ul>
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### English Writing

Non-fiction unit (Newspaper Report)				Narrative unit (Historical)	
<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>- use capital letters for proper nouns</li> <li>- use adjectives</li> <li>- use past tense</li> </ul>	<p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>- use command sentences.</li> <li>- use contractions</li> <li>- explore features of newspaper reports.</li> <li>- use present progressive</li> </ul>	<p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>- use simple past tense</li> <li>- use imperative verbs</li> <li>- edit</li> <li>- use features of a newspaper article</li> </ul>	<p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>- present</li> <li>- use exclamation sentences</li> <li>- use comparatives and superlatives</li> </ul>	<p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>- explore genre</li> <li>- use suffixes -ful and -less</li> <li>- use expanded noun phrases</li> <li>- plan</li> </ul>	<p><b>Week 6</b></p> <ul style="list-style-type: none"> <li>- use past tense</li> <li>- use conjunctions</li> <li>- edit</li> <li>- perform work</li> </ul>

### English Reading - VIPERS

<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- discuss and clarifying the meanings of words; link new meanings to known vocabulary</li> <li>- discuss their favourite words and phrases</li> <li>- recognise some recurring language in stories and poems</li> </ul>	<p><b>Inference</b></p> <ul style="list-style-type: none"> <li>- make inferences about characters' feelings using what they say and do.</li> <li>- answering and asking questions and modifying answers as the story progresses</li> <li>• use pictures or words to make inferences</li> </ul>	<p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>- make predictions using their own knowledge as well as what has happened so far</li> <li>- make logical predictions and give explanations of them</li> </ul>	<p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>- explain and discuss their understanding of books, poems and other material.</li> <li>- express my own views about a book or poem</li> <li>- discuss some similarities between books</li> <li>• listen to the opinion of others</li> </ul>	<p><b>Retrieval</b></p> <ul style="list-style-type: none"> <li>-ask and answer retrieval questions</li> <li>-draw on previously taught knowledge</li> <li>- remember significant events and key information about the text that they have read</li> </ul>	<p><b>Sequence/Summarise</b></p> <ul style="list-style-type: none"> <li>- discuss the sequence of events in books and how items of information are related.</li> <li>- retell using a wider variety of story language.</li> <li>- order events from the text.</li> <li>- begin to discuss how events are linked focusing on the main content of the story.</li> </ul>
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Design and Technology: Textiles - Weaving & Sewing	History: The Great Fire of London	Science: Living things and their habitats
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know that weaving is the craft of lacing fibres together to make fabric or cloth</li> <li>- Know that sewing is making or mending cloth using a needle and thread</li> <li>- Know that embroidery is the craft of decorating fabric using a needle to apply thread</li> <li>- Know that these techniques have been used around the world and in different times in history</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Have own ideas, explain what I want to do and describe how</li> <li>- Describe design using pictures, words and diagrams</li> <li>- Design a product following design criteria</li> <li>- Talk about existing products considering: use, materials, how they work.</li> <li>- Work safely</li> <li>- Carefully cut textiles to produce accurate pieces</li> <li>- Measure and join textiles together to make a product, and explain how I did it</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Embroidery, weaving, sewing</li> <li>- Fabric, textile, thread</li> <li>- Stitch, loom, needle</li> </ul> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- design a product following simple design criteria and explain what I want to do to achieve desired result</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- What is weaving/embroidery/sewing?</li> <li>- How are sewing and weaving used in everyday products?</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Understand how we know about the fire.</li> <li>- Know how London looked in the past and now.</li> <li>- Know where, when and how the fire started.</li> <li>- Know key dates from the fire.</li> <li>- Know the sequence of events from the fire.</li> <li>- Know how the fire was put out and some of the tools used to put out the fire.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Sequence events in chronological order.</li> <li>- Find out about people and events in other times through artefacts.</li> <li>- Explore cause and effect by looking at a significant individual's actions and what happened as a result.</li> <li>- Demonstrate knowledge and understanding of events beyond living memory through simple recording, using texts and drawings.</li> </ul> <p><b>Vocabulary</b></p> <p>Burning, fire, bakery, diary, thatched roofs, pitch, gunpowder, damaged, Pudding Lane, 1666, water squirt, leather buckets, St Paul's Cathedral</p> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Can you name some modes of transport from the past?</li> <li>- Can you name some modes of transport from the present?</li> <li>- Is this mode of transport from the past or the present? How do you know?</li> <li>- Can you explain one of the ways the car has changed over time?</li> <li>- Can you ask a question about this mode of transport to help you find out if it is from the past or the present?</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- Where did the fire start?</li> <li>- When did the fire start?</li> <li>- How did the fire start?</li> <li>- How did the fire travel?</li> <li>- How do we know what happened during the fire?</li> <li>- How was the fire stopped?</li> <li>- What tools did they use to put out the fire?</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know, explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>- 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.</li> <li>- Know, Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>- 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.</li> </ul> <p><b>Skills</b></p> <p><b>Classifying: To present results</b></p> <ul style="list-style-type: none"> <li>- Sort objects and living things into two group using a Venn diagram</li> <li>Classify things found in the environment (choosing their own criteria to do so), leading to living, dead and never been alive.</li> <li>- Classify minibeasts found in the environment based on physical structure.</li> <li>- Classify plants found in the environment.</li> </ul> <p><b>Observing over time: To gather/record results</b></p> <ul style="list-style-type: none"> <li>- Record data pictorially or by taking photos</li> <li>E.g. Explore animals in micro-habitats throughout the year/in term 5 and 6 (under a rock, under a log, in a pond.</li> <li>• Explore plants in micro-habitats throughout the year (e.g. woodland area, ponds, meadows).</li> </ul> <p><b>Pattern seeking: To gather/record results</b></p> <ul style="list-style-type: none"> <li>- Record data in simple, prepared tables and tally charts.</li> <li>E.g. Children generate questions for investigation then record gathered data in tables such as:</li> <li>• Where do you see more butterflies? Nature area/edible garden</li> </ul> <p><b>Vocabulary</b></p> <p>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</p> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- What things in your local habitat can you identify as living, dead, and things that have never been alive?</li> <li>Why are animals different depending on the environment they live in?</li> <li>What animals and plants can you identify in your local habitat?</li> <li>What does a food chain show?</li> <li>How do animals obtain their food from plants and other animals?</li> </ul>

Computing	French (MFL)	Music	Physical Education
<p><b>Creating media - Digital music</b></p> <ul style="list-style-type: none"> <li>- say how music can make us feel</li> <li>- identify that there are patterns in music</li> <li>- experiment with sound using a computer</li> <li>- use a computer to create a musical pattern</li> <li>- create music for a purpose</li> <li>- review and refine our computer work</li> </ul>	<p><b>Hide and Seek</b></p> <ul style="list-style-type: none"> <li>- Learn the following nouns: le placard (the cupboard), le four (the oven), la valise (the suitcase)</li> <li>- Ask 'Qu'est-ce qu'il y a dans le/la...?' - What is in the...?</li> <li>- Learn 'Où est le/la...' - Where is the...?</li> <li>- Say 'Le chien est dans le placard' - The dog is in the cupboard</li> <li>- Learn 'Elle est...' - She is and 'Il est...' - He is</li> <li>-Revise 'Il y a...' - (eel ee ya) There is/are</li> <li>- Say 'Il y a...' - There is a ....</li> </ul>	<p><b>Song: Friendship song</b></p> <p><u>Listen and Appraise:</u> To learn how songs can tell a story or describe an idea</p> <p><u>Games:</u> To listen and sing back</p> <p><u>Singing:</u> Learn to start and stop singing when following a leader</p> <p><u>Performance:</u> Record the performance and say how they were feeling about it</p>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>- To swim competently, confidently and proficiently</li> <li>- To use a range of strokes effectively (for example, front crawl and backstroke)</li> <li>- To develop an awareness of water-safety</li> </ul>
PSHE	Religious Education	Mastering Number/Times tables	Phonics
<p><b>Respecting Ourselves and Others</b></p> <ul style="list-style-type: none"> <li>-Present our understanding of Race and Racism (pre-assess)</li> <li>-Know it is good to have similarities and differences</li> <li>-Understand stereotypes</li> <li>-Understand unconscious bias</li> <li>-Understand how to be anti-racist</li> <li>-Understand why representation matters and Present our understanding of Race and Racism (post-assess)</li> </ul>	<p><b>Hinduism-Worship</b></p> <ul style="list-style-type: none"> <li>-Learn the importance of families in Hinduism.</li> <li>-Understand the importance of honesty, loyalty and truthfulness in Hinduism</li> <li>-Know how Hindus pray both at home and at the temple</li> <li>-Understand the value of the relationship between brother and sister and the Festival of Raksha Bandhan</li> <li>-Understand what is The Hindu Mandir</li> </ul>	<p>Understand the operation of multiplication (times, x)</p> <p>Review 2x, 5x, 10x tables</p> <ul style="list-style-type: none"> <li>- identify the number in a group (multiplicand)</li> <li>- identify the number of groups (multiplier)</li> <li>- recognise the number in a group and the number of groups equal to an amount (product)</li> <li>- count in 2s, 5s and 10s</li> <li>- find patterns within the 2x, 5x and 10x tables</li> </ul>	<p><u>Group 1: Spelling Unit</u></p> <ul style="list-style-type: none"> <li>- understand why the 'c' make the /s/ sound in some words</li> <li>- know how to spell the sounds /zh/</li> <li>- understand what happens when we add the suffix -ment, -ness, -ful, -less and -ly to a root word</li> <li>- know how to use apostrophes to show missing letters in words (contractions)</li> </ul> <p><u>Group 2: spelling unit</u></p> <ul style="list-style-type: none"> <li>- understand how 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words</li> <li>- know why we swap the 'y' for an 'i' when we add the suffix -es</li> <li>- Understand why some words have the spelling 'ey' for the sound /ee/</li> <li>- identify why some words end with -le, -al, -il or -el.</li> </ul> <p><u>Group 3: Phase 5</u></p> <ul style="list-style-type: none"> <li>- ir - bird, ie - pie, ue - blue, rescue, u - unicorn</li> <li>- o - go, a - paper, e, he</li> <li>- Split digraphs</li> <li>- ew - chew, new, aw - claw</li> </ul>
<b>Handwriting</b>	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).		
<b>Story time texts</b>	Hair Love - Matthew A Cherry		
<b>Texts for writing</b>	The Great Fire of London - Emma Adams & James Weston Lewis		

