



## Medium Term Plan Year: 2 Term: 6

### Maths

|                                                                                                         |                                                                                                                                                                                                                                    |                                                                                                                                       |                                                                                                                            |                                                                                                                               |                                                                                 |
|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <b>Week 1 - Statistics</b><br>- make tally charts<br>- understand tables<br>- understand block diagrams | <b>Week 2 - Statistics</b><br>- draw pictograms (1 to 1 correspondence)<br>- interpret pictograms (1 to 1 correspondence)<br>- draw pictograms (2, 5 and 10 correspondence)<br>- interpret pictograms (2, 5 and 10 correspondence) | <b>Week 3 - Position and Direction - Geometry</b><br>- understand the language of position<br>- describe movement<br>- describe turns | <b>Week 4 - Position and direction - Geometry</b><br>- describe movement and turns<br>- describe shape patterns with turns | <b>Week 5 - Consolidation</b><br>-adding 2 two-digit numbers<br>-subtracting 1 two-digit number from another two-digit number | <b>Week 6 - Consolidation</b><br>-multiplying by 2,5,10<br>- dividing by 2,5,10 |
|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|

### English Writing: Coming to England - Floella Benjamin / Adam's Day at the Market - Huda Essa

| Non-fiction unit (Diary Entry)                                                                                                       |                                                                                                         | Narrative unit (Setting Description)                                                                                                          |                                                                                                                                                                              |                                                                                             |                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>Week 1</b><br>- predict<br>- identify sentence types<br>- use expanded noun phrases<br>- identify simple past and continuous past | <b>Week 2</b><br>- identify features of a diary entry<br>- write in first person<br>- edit<br>- publish | <b>Week 3</b><br>- demarcate sentences correctly<br>- infer<br>- order events from a narrative<br>- use apostrophes for possession (singular) | <b>Week 4</b><br>- identify features of a setting description<br>- explore a setting using senses<br>- use commas to separate items in a list<br>- use expanded noun phrases | <b>Week 5</b><br>- use similes<br>- use adverbials of time and place<br>- edit<br>- publish | <b>Week 6</b><br>- identify contractions<br>- use apostrophes for contractions<br>- use conjunctions<br>- use present tense |

### English Reading - VIPERS

| Vocabulary                                                   | Inference                                                      | Prediction                                                                              | Explanation                                    | Retrieval                                                                            | Sequence/Summarise |
|--------------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------|--------------------------------------------------------------------------------------|--------------------|
| - join in with some recurring language in stories and poems. | - modify answers to questions about a story, as it progresses. | - give clear explanations for predictions using what has been read and prior knowledge. | - listen and respond to the opinion of others. | - remember significant events and key information from the text that they have read. |                    |

| Science                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Growing Up                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                | Observations and Findings                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                               | Wildlife                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Week 1:</b><br/>WALT: explore the life cycle of amphibians (step 4)</p> <p><b>Knowledge:</b><br/>-Notice that animals, including humans, have offspring which grow into adults.</p> <p><b>Working Scientifically:</b><br/>-Identify and classify.</p> <p><b>Vocabulary:</b><br/>life cycle, amphibian, frogspawn, tadpole, froglet</p> | <p><b>Week 2:</b><br/>WALT: explore the life cycle of a butterfly (step 5)</p> <p><b>Knowledge:</b><br/>-Notice that animals, including humans, have offspring which grow into adults.</p> <p><b>Working Scientifically:</b><br/>-Observe closely, using simple equipment.</p> <p><b>Vocabulary:</b><br/>life cycle, egg, caterpillar, pupa, butterfly</p> | <p><b>Week 3:</b><br/>WALT: compare life cycles of different animals (step 6)</p> <p><b>Knowledge:</b><br/>-Notice that animals, including humans, have offspring which grow into adults.</p> <p><b>Working Scientifically:</b><br/>-Use observations and ideas to suggest answers to questions.</p> <p><b>Vocabulary:</b><br/>life cycle, egg, amphibian, mammal, compare</p> | <p><b>Week 4:</b><br/>WALT: observe changes over time - Follow on from plants in term 5 (step 1)</p> <p><b>Knowledge:</b><br/>-Observe and describe how seeds and bulbs grow into mature plants</p> <p><b>Working Scientifically:</b><br/>-Observe closely, using simple equipment.</p> <p><b>Vocabulary:</b><br/>bulb, seed, plant, temperature, growth</p> | <p><b>Week 5:</b><br/>WALT: record observations (step 1)<br/>Follow on from lesson 2 - Teach this lesson when butterfly observations complete.</p> <p><b>Knowledge:</b><br/>-Notice that animals, including humans, have offspring which grow into adults.</p> <p><b>Working Scientifically:</b><br/>-Observe closely, using simple equipment</p> <p><b>Vocabulary:</b><br/>life cycle, egg, caterpillar, pupa, butterfly</p> | <p><b>Week 6:</b><br/>WALT: identify what we can do for wildlife (step 1 &amp; 2 - sustainability)</p> <p><b>Knowledge:</b><br/>Sustainability: What can we do for wildlife? (non-statutory)</p> <p><b>Working Scientifically:</b><br/>-Ask simple questions and recognise that they can be answered in different ways. (step 1)<br/><br/>-Use observations and ideas to suggest answers to questions. (step 2)</p> <p><b>Vocabulary:</b><br/>food chain, wildlife, habitat, crops, insect<br/><br/>nature, local</p> |

## Design and Technology: Cooking and nutrition - Dips and dippers

|                                                                                                                                                                       |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                   |                                                                                                                                           |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Week 1</b></p> <p><b>Knowledge objective:</b><br/>WALT: Know that when preparing food it is important to be hygienic</p> <p><b>Vocabulary:</b><br/>-hygiene</p> | <p><b>Week 2</b></p> <p><b>Knowledge objective:</b><br/>WALT: Know that food can come from different sources (animal, underground etc) and can be farmed, home-grown, caught.</p> <p><b>Vocabulary:</b><br/>- Ingredients</p> | <p><b>Week 3</b></p> <p><b>Knowledge objective:</b><br/>WALT: Know the importance of a varied diet<br/>WALT: Understand that foods can be put into groups and we should be eating 'five-a-day'</p> <p><b>Vocabulary:</b><br/>- Varied diet<br/>- Food groups<br/>- Five-a-day</p> | <p><b>Week 4</b></p> <p><b>Skill objective:</b><br/>WALT: Cut, peel, mash, grate</p> <p><b>Vocabulary:</b><br/>Cut, peel, mash, grate</p> | <p><b>Week 5</b></p> <p><b>Knowledge objective:</b><br/>WALT: Know that when preparing food it is important to be hygienic</p> <p><b>Skill objective:</b><br/>WALT: Cut, peel, mash, grate</p> <p><b>Vocabulary:</b><br/>- ingredients<br/>- Cut, peel, mash, grate</p> | <p><b>Week 6</b></p> <p><b>Knowledge objective:</b><br/>WALT: Know that when preparing food it is important to be hygienic</p> <p><b>Skill objective:</b><br/>WALT: Cut, peel, mash, grate</p> <p><b>Vocabulary:</b><br/>- ingredients<br/>- Cut, peel, mash, grate</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Geography: Local Geography - Streatham High Road

|                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <p><b>Week 1</b></p> <p><b>Knowledge objective:</b> Know the 4 point compass directions (N,S,E,W) and how they relate to each other.</p> <p><b>Skill objective:</b> Use simple compass directions. Use locational and directional language.</p> <p><b>Vocabulary:</b> North, South, East, West, compass</p> <p><b><u>WALT: Know the compass points N/S/E/W and use locational language to describe features on a map.</u></b></p> | <p><b>Week 2</b></p> <p><b>Knowledge objective:</b> Know how to use locational and directional language (near, far, left, right) to describe locations along Leigham Vale.</p> <p><b>Skill objective:</b> Use locational and directional language.</p> <p><b>Vocabulary:</b> North, South, East, West, near/far, left/right</p> <p><b><u>WALT: Use locational and directional language (near, far, left, right) to describe the location of features on a map.</u></b></p> | <p><b>Week 3</b></p> <p><b>Knowledge objective:</b> Know how to draw a map of Streatham High Road using a key to identify the shops, cinema, railway stations, bus depot, restaurants, Streatham Common and main road junctions.</p> <p><b>Skill objective:</b> Devise a simple map and use and construct basic symbols in a key.</p> <p><b>Vocabulary:</b> key, map</p> <p><b><u>WALT: Devise a simple map and use and construct basic symbols in a key.</u></b></p> | <p><b>Week 4</b></p> <p><b>Knowledge objective:</b></p> <p><b>Skill objective:</b></p> <p><b>Vocabulary:</b> language specific to describing the features and locations of places in a local area - Hitherfield/Leigham Vale/Streatham High Road</p> <p><b><u>Cover objectives appropriate for *local field trip*</u></b></p> | <p><b>Week 5</b></p> <p><b>Knowledge objective:</b> Know what different human and physical features are along Streatham High Road (observational skills) - Different shops, cinema, railway stations, bus depot, restaurants, Streatham Common, trees and planters and main road junctions. Know how to use a plan and aerial photographs to identify what features of Streatham High Road are in the N,S,E+W of the road.</p> <p><b>Skill objective:</b> Describe the location of features on a map. Use aerial photographs to recognise landmarks and basic human and physical features</p> <p><b>Vocabulary:</b> language specific to the features of a local area - Hitherfield/Leigham Vale/Streatham High Road</p> <p><b><u>WALT: Describe the location of</u></b></p> | <p><b>Week 6</b></p> <p><b>AVAILABLE RECAP SESSION</b><br/>(previous cohort needed map/key symbols recap)</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                               |                           |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                               | <u>features on a map.</u> |  |
| <b>Computing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>French (MFL)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Music</b>                                                                                                                                                                                                    | <b>Physical Education</b>                                                                                                                                                                                                                                                                                                                                                                                                                     |                           |  |
| <b>Programming - Programming quizzes</b><br>- explain that a sequence of commands has a start<br>- explain that a sequence of commands has an outcome<br>- create a program using a given design<br>- change a given design<br>- create a program using my own design<br>- decide how my project can be improved                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Hide and Seek</b><br>- Revise 'Qu'est-ce qu'il y a dans le/la...? - What is in the...?<br>- Revise Où est le/la... - Where is the...?<br>Learn the following nouns:<br>Le sac – The bag<br>Le sac de bonbons – The bag of sweets<br>La poubelle – The bin<br>Le bébé – The baby<br>Le chien – The dog<br>Le cheval – The horse<br>Le gâteau – The cake<br>Le fromage – The cheese<br>L'oiseau – The bird                                                                                                                                                                                                                                                                                                                                                      | Revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.                                                                                        | <b>Swimming</b>                                                                                                                                                                                                                                                                                                                                                                                                                               |                           |  |
| <b>PSHE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Religious Education</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Mastering Number</b>                                                                                                                                                                                         | <b>Phonics</b>                                                                                                                                                                                                                                                                                                                                                                                                                                |                           |  |
| <b>Health and Wellbeing: Keeping Safe</b><br>- recognise how to stay safe at home (fire, (electricity, medicines, household products)<br>- recognise how to stay safe 'out and about' (including road, water and rail safety)<br><br><b>Living in the Wider World: Money and Work</b><br>- identify that people get paid money for the jobs they do<br>- know the different forms money can take (coins, notes, debit cards, electronic payments) and that money can be kept and looked after<br>- know that people make choices about getting, keeping and spending the money they earn and understand the difference between needs and wants<br><br><b>Health and Wellbeing: Keeping Safe</b><br>- know what to do in potentially unsafe situations, including removing themselves from danger, who to ask for help and how to dial 999 in an emergency | <b>Christianity</b><br><b>Unit 4</b><br><b>A local church.</b><br><br>Understand why Sunday is a special day for Christians and what's happens in a Christian place of worship<br><br>Recognise objects and symbols in Christian buildings<br><br>Understand important ceremonies e.g. welcoming / dedication / infant baptisms, weddings;<br><br>Know that Christians try to follow the example of Jesus by caring for others, e.g. the elderly and those less fortunate, e.g. at Harvest, through charities and food banks.<br><br><b>Key questions:</b><br><br>What happens in a Christian place of worship?<br><br>How does a place of worship help Christians to remember their beliefs about Jesus?<br><br>How do Christians try to follow Jesus' example? | <ul style="list-style-type: none"> <li>develop their fluency in additive relationships within 20, using a range of activities and games and revisiting previously taught strategies where necessary.</li> </ul> | <b>Little Wandle Year 2 Spelling Units</b><br><br><b>Unit 12:</b> /sh/spelled ti, adding suffixes to words with adjacent consonants,<br><br><b>Unit 13:</b> adding the apostrophe s to a name to show that something belongs to someone.<br><br><b>Unit 14:</b> When do I swap, double or drop letters before adding a suffix? (-er, -est, -ed, -ing, -y)<br><br>Plus focused small group interventions Phase 3, Phase 4 and Phase 5 content. |                           |  |

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Handwriting       | Horizontal join to anticlockwise letters: oc, og, od, va, vo<br>Introducing joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks<br>Practising joining ed and ing                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Spelling          | Reinforce: Adding -ing, -ed, -er, -est to root words ending in -y with a consonant before it E.g hurry - hurried<br>Reinforce: Adding -ed, -ing, -er, -est and -y to a root word ending in -e with a consonant before it. E.g smile - smiling<br>Reinforce: Possessive apostrophe -s (singular nouns) Introduce: New additional compound words<br>Reinforce: Adding -ing, -ed, -er, -est & -y to words of one syllable, ending with a single vowel and single consonant E.g pat - patting<br>Introduce: New additional homophones and near homophones ¥ Y1 Reinforce: Months of the year, days of the week and seasons |
| Story time texts  | My First Book of Haiku Poems - Classic Poems by Japanese Haiku Masters                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Texts for writing | Coming to England - Floella Benjamin                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |