



Medium Term Plan
Year 2 – Term 5 – 2022/2023

Writing Genre:	Non Fiction: Recounts (Newspaper Reports) Model Text: Handwriting <ul style="list-style-type: none">• Form lower-case letters of the correct size relative to one another• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters• Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined• use spacing between words that reflects the size of the letters. Composition <ul style="list-style-type: none">• Write narratives about personal experiences and those of others (real and fictional)• Write about real events• Plan or say out loud what they are going to write about• Write down ideas and/or key words, including new vocabulary• Encapsulate what they want to say, sentence by sentence• Evaluate their writing with the teacher and other pupils• Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form• Read aloud what they have written with appropriate intonation to make the meaning clear.• Learn how to use a wider range of punctuation including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)• Use some features of written Standard English• Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
Reading	Class Texts: Fantastic Mr Fox (Roald Dahl) The Lost Thing (Shaun Tan) Word Reading <ul style="list-style-type: none">• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes• read accurately words of two or more syllables that contain the same graphemes as above• read words containing common suffixes• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Comprehension <ul style="list-style-type: none">• Discuss the sequence of events in books and how items of information are related• Checking that the text makes sense to them as they read, and correcting inaccurate reading• Draw on what they already know or on background information and vocabulary provided by the teacher• Check that the text makes sense to them as they read and correcting inaccurate reading<ul style="list-style-type: none">• making inferences on the basis of what is being said and done• Answer and ask questions• Predict what might happen on the basis of what has been read so far
SPAG	<ul style="list-style-type: none">• / or/ spelt a before l and ll Example words: all, ball, call, walk, talk.• / u/ spelt o Example words: other, mother, brother.• / o/ spelt a after w and qu Example words: want, wash, squash.• / ur/ spelt or after w Example words: word, work, worm, world.• / or/ spelt ar after w Example words: war, warm, towards.• Homophones Example words: here/hear, see/sea, night/ knight



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	<ul style="list-style-type: none">• Statutory spellings: earth, water, again, half, Mr, Mrs• Learn to spell more words with contracted forms• Continue to learn the possessive apostrophe (singular) [for example, the girl's book]
Mathematics	<p>Fractions</p> <ul style="list-style-type: none">• Recognise, find, name and write Fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.• Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ <p>Time</p> <ul style="list-style-type: none">• Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.• Know the number of minutes in an hour and the number of hours in a day.• Compare and sequence intervals of time. <p>Arithmetic: Mastering Number</p> <p>Problem Solving:</p> <p>Pupils will have further opportunities to use their knowledge of the composition of numbers within 10 to calculate within 20 and to reason about equations and inequalities.</p> <p>Pupils will:</p> <ul style="list-style-type: none">• continue to explore a range of strategies to subtract across the 10-boundary• review bonds of 20 in which the given addend is greater than 10, and reason about bonds of 20, in which the given addend is less than 10• practise previously explored strategies to support their reasoning about inequalities and equations• review doubles and near doubles and transform additions in which two addends are adjacent odd/ even numbers into doubles• consolidate previously taught facts and strategies through continued, varied practice
Science	<p>Living Things and their Habitats and Plants</p> <p>Pupils learn:</p> <ul style="list-style-type: none">• That scientists (such as Jane Goodall and David Attenborough) observe their surroundings in order to suggest answers to questions.• To gather and classify objects that are living, dead and have never lived.• That all objects either are living, dead or have never been alive. Living things are plants (Including seeds) and animals. Dead things include dead animals, plants, and parts of plants and animals that are no longer attached e.g. leaves and twigs, shells, fur, hair and feathers.• That an object made of wood is classed as dead. Objects made of rock, metal and plastic have never been alive.• That within a habitat, there are different microhabitats, for example in a woodland – in the leaf litter, on the bark of trees, on the leaves. Microhabitats are very small habitats where mini-beasts may live.• These microhabitats have different conditions such as light or dark, damp or dry.• Mini-beasts that can be found there include worms, snails, ants, centipedes, millipedes, and butterflies and they help to keep the microhabitat healthy.• To observe animals out of their natural habitat.• To ask simple questions about the animals surroundings and care at the park.• To know that a carnivore is an animals that eats meat and a herbivore is an animal that only eats plants.• That scientists use Wildlife parks and conservation centres to understand animals better and help them reintegrate back in to the wild.• That scientists observe over periods of time in order to suggest answers to simple questions.• That animals and plants live in a habitat to which they are suited. This means that animals have suitable features that help them move and find food and plants have suitable features that help them to grow well. The habitat provides the basic needs of the animals and plants – shelter, food and water.• That habitats vary in size; some are large, like the ocean, and some are very small, such as under a log.• That plants and animals in a habitat depend on each other for food and shelter. The way that animals obtain their food from plants and other animals can be shown in a food chain.



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	<ul style="list-style-type: none">• That all living things (or things that were once living) have a part to play in food chains. Without them, other animals and plants may not be able to survive. <p>Scientist Study</p> <ul style="list-style-type: none">• Jane Goodall and David Attenborough: <p>Scientific Enquiry</p> <ul style="list-style-type: none">• Observation over time
Religious Education	<p>How and why do we celebrate special and sacred times?</p> <ul style="list-style-type: none">• Pupils learn:• What a celebration is and how it is a special time for many.• To observe how different communities celebrate festivals within their religion including Easter in Christianity and Hannukah in Judaism.• That by observing we learn about different religions.• That there are similarities and differences in the way that different religions celebrate sacred times.• The story of Easter and Chanukah.• That symbolism is used in many festivals in different religions – (such as candles in Hannukah and lent candles during Easter)• That Hannukah is a special festival for Jewish people which is also known as Chanukah and is the festival of light.
Physical Education	<p>Athletics</p> <p>Pupils learn:</p> <ul style="list-style-type: none">• To develop the sprinting action.• To develop jumping for distance.• To develop technique when jumping for height.• To develop throwing for distance.• To develop throwing for accuracy.• To select and apply knowledge and technique in an athletics carousel.• To measure performance and to improve on their own score and against others.• To know that exercise increases your heart rate so that blood can be taken to the muscles. <p>Additional Language: jog, take off, landing, overarm, underarm.</p> <p>Swimming</p> <p>Pupils learn:</p> <p>To develop confidence when entering and moving in the water.</p> <ul style="list-style-type: none">• To safely enter and exit the pool and develop confidence in the water.• To develop confidence when travelling in the water.• To begin to develop floating.• To develop confidence to submerge in the water.• To develop floating on front and back.• To develop the kicking action on front.• To develop the kicking action and introduce breathing.• To develop the arm action of pulling.• To develop the pulling arm action and begin to glide on fronts.• To develop the kicking action and gliding on backs.• To develop confidence and consistency in a range of skills. <p>Additional Language: splash, unaided</p>
History	<p>Internet and Communication</p> <ul style="list-style-type: none">• That historians use sources to find out about the past, specifically how historians make claims about the earliest forms of communication.• That some of the earliest forms of communication relied on symbols and drawings to tell stories and pass messages, specifically hieroglyphics in Ancient Egypt and cave drawings in Stone Age Britain.



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	<ul style="list-style-type: none">• That historians make judgments about the amount, nature or pace of change across time, specifically in relation to communication.• That the history of communication started with people sharing spoken messages and that this has developed over time.• That Samuel Morse developed telegrams and Morse Code which revolutionised long-distance communication and allowed complex messages to be sent in code.• That the telephone was first officially developed by Alexander Graham Bell almost 200 years ago and allowed people to communicate across long-distances.• That the World Wide Web was developed by Tim Berners-Lee and changed communication forever by introducing instant messaging services such as emails.• To compare aspects of communication in different periods.
RSHE	<p><u>Communities</u></p> <ul style="list-style-type: none">• That they belong to various groups and communities, including family and school.• That people in families and schools have different roles and responsibilities within the group and within the community.• That people learn about communities by observing their practices and ways of living and asking questions of community members.• What harms their local, natural and built environments, specifically waste, and identify how they can help look after their environment, specifically reducing, reusing and recycling. <p><u>Media literacy & digital resilience</u></p> <ul style="list-style-type: none">• That not everything they see online is true or can be trusted.
Computing	<p>Programming Scratch Jnr</p> <p>Pupils learn:</p> <ul style="list-style-type: none">• that when a programmer removes unnecessary detail to help solve a problem, it is called abstraction.• To understand that a loop means to repeat an action.• That programmers use logical thinking to explore software, predicting, testing and explaining what it does.• how to build an animation using ScratchJr (blocks connect to build the code, the green flag to start, a sprite as a character and the red hexagon to stop).• how to debug an algorithm (look at the steps and find the error).• To use characters as buttons in an animation.• how to incorporate characters speaking in a ScratchJr animation using blocks. <p>Online Safety</p> <p>Pupils learn:</p> <ul style="list-style-type: none">• that not everything we read online is true.• To know that users have strategies to find out if something is true or not and to use these themselves.
ART	<p>Printing</p> <p>Pupils learn:</p> <ul style="list-style-type: none">• That printmaking is when you put paint or ink on one object and use it to make pictures on a surface like paper or fabric.• That printmaking can be done with tools or objects from nature.• That artists choose different mediums for different reasons: What they can get, how much time they have, how easy they are to use or how they look when used.• That abstract art can be used for things you can touch or see, but not copying it exactly. This can include using the colour or shape of an object to draw it.• Different methods of printmaking:<ul style="list-style-type: none">• Monoprint: Paint paper, use a brush to make a pattern in it, then put paper over it.• Relief print: Cut parts out of foam or clay, put paint on it then put paper over it.• Bubble print: Blow bubbles into paint then put paper over it to make a print.• That a roller helps paint a whole surface or press paper flat over paint to print.• That a stencil is a thin, flat piece of plastic or metal with shaped holes in it. You can put paint or another medium in these holes to make the shape of the holes.• That when you make abstract art, someone looking at it might see different things or feel a different way to how you did when making it.• To take pride in a finished piece and understand the value of their own art.• To value others' art, understand that it took time and effort, and take care handling it.



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<p>Primary Languages – Spanish</p>	<p>Vegetables Pupils learn</p> <p>Vocabulary:</p> <ul style="list-style-type: none">• To say, read and write the following vegetables in Spanish:<ul style="list-style-type: none">❖ The vegetables (<i>las verduras</i>)❖ The spinach (<i>las espinacas</i>)❖ The onions (<i>las cebollas</i>)❖ The carrots (<i>las zanahorias</i>)❖ The aubergines (<i>las berenjenas</i>)❖ The potatoes (<i>las patatas</i>)❖ The green beans (<i>las judías verdes</i>)❖ The tomatoes (<i>los tomates</i>)❖ The peas (<i>los guisantes</i>)❖ The mushrooms (<i>los champiñones</i>)❖ The courgettes (<i>los calabacines</i>)• That, by using cognates, we can understand new vocabulary more easily.• To say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables in a short sentence (e.g. Quisiera un kilo de zanahorias)<ul style="list-style-type: none">❖ A kilo of (<i>un kilo de</i>)❖ I would like (<i>quisiera</i>)❖ One kilo of (<i>un kilo de</i>)❖ Half a kilo of (<i>medio kilo de</i>)❖ Please (<i>por favor</i>)❖ And (<i>y</i>)❖ Can I help you? (<i>¿Puedo ayudarte?</i>)❖ How to pick out familiar vocabulary from a short paragraph.❖ To have a short interaction (e.g. role play) using the vocabulary that they have learnt. <p>Grammar:</p> <ul style="list-style-type: none">• That that 'de' (of) replaces 'los' when using a quantity (e.g. 'los tomates' becomes 'un kilo de tomates').• That 'las' and 'los' both mean 'the' and is dependent on whether the noun is feminine or masculine.• That the definite article 'las' is often used in Spanish when we don't in English (e.g. 'Me gustan las patatas' would be 'I like the potatoes' in English).• That accents are used over vowels to indicate stress (e.g. <i>judías</i>). <p>Phonics:</p> <ul style="list-style-type: none">• Revisit the following phonics patterns: Ñ, J, CH, LL, RR <p>Cultural links:</p> <ul style="list-style-type: none">• Look at markets in Spain (+ the wider world) and think about how they are similar/different to those in the UK.• That learning another language enables us to communicate with people from other countries, backgrounds and cultures.
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