

SPRING 1 Medium Term Plan 2023 Year Group 2

Subject	Week 1 3 days	Week 2	Week 3	Week 4	Week 5	Week 6
English	<p>Narrative Unit: Quests: Lost and Found (Oliver Jeffers)</p> <p>Lesson 1 To enjoy and respond to the pictures and to talk together about what the illustrations contribute to their understanding of the text.</p> <p>Lesson 2 LO: To complete a thought bubble to show character's thoughts</p>	<p>Narrative Unit: Quests: Lost and Found (Oliver Jeffers)</p> <p>Lesson 3 To create a story map of Lost and Found</p> <p>Lesson 4 To create a story map of Lost and Found add in story language</p> <p>Lesson 5 To box up main points throughout the story</p> <p>Lesson 6 To box up main points throughout the story</p>	<p>Narrative Unit: Quests: Lost and Found (Oliver Jeffers)</p> <p>Lesson 7 LO To innovate own story (using question cards as prompts)</p> <p>Lesson 8 LO To create their new innovated story</p> <p>Lesson 9 LO: To add adventurous story language to their map</p> <p>Lesson 10 LO To write an extended piece of writing</p>	<p>Narrative Unit: Fantasy/portal The Magic Bed (John Burningham)</p> <p>Lesson 1 To read, share, enjoy and identify the common features of fantasy portal genre text. <i>(Hook- lion, witch and wardrobe) and other examples including class text.</i></p> <p>Lesson 2 To sequence the Magic Bed</p> <p>Lesson 3 To aurally rehearse the beginning paragraph of the Magic Bed</p> <p>Lesson 4 To retell the first paragraph of the Magic Bed.</p>	<p>Lesson 5 To walk to a local vintage shop and find a strange object to innovate their own beginning paragraph.</p> <p>Lesson 6 To box-up their own innovated version of the beginning paragraph drawing on their trip and chosen object.</p> <p>Lesson 7 To write up their own innovated version of the beginning paragraph.</p> <p>Lesson 8 To aurally rehearse the second paragraph of the story</p>	<p>Lesson 9 To write a retell of the middle paragraph of the story.</p> <p>Lesson 10 To box up the middle of the story using picture prompts (character and setting) and generating vocabulary.</p> <p>Lesson 11 To write the middle paragraph of their innovated story.</p> <p>Lesson 12 To aurally rehearse last paragraph and box up end paragraph</p> <p>Lesson. To write innovated ending of story.</p>

Spelling	Gem, giant, Magic, giraffe, Energy, find Kind, mind Behind, find Pick huff Mess less After again Air along Bear been	Race, ice, cell, City, fancy, old Cold, gold, hold Told Began moon Book shook Box test Fish food Sock play	Knock, know Knee, gnat Gnaw, eye Could, should Would, who Fox garden Good green Grow spray Keep sort King looking	Write, written Wrote wrong Wrap wild Climb most Only both Looks morning Much Feet Need night Or seed Queen right	Table apple Bottle little Middle every Everybody even Pretty beautiful Room sleep Snow soon Than thing Things took Rich wish	Camel tunnel Squirrel travel Towel tinsel Whole any Many clothes Dish yes Buzz jazz Shock pocket Sunset rocket Tray think
Handwriting						
Reading/ Comprehension	Room on the Broom Julia Donaldson Author Study (different texts by the same author)	The Gruffalo Julia Donaldson Author Study (different texts by the same author)	The Gruffalo's Child Julia Donaldson Author Study (different texts by the same author)	The Snail and the Whale Julia Donaldson Author Study (different texts by the same author)	The Highway Rat Julia Donaldson Author Study (different texts by the same author)	Stick Man Julia Donaldson Author Study (different texts by the same author)
Maths	Unit 3: Addition and Subtraction Lesson 5 To subtract a 2- digit number from a 20-digit number not across tens Lesson 6	Unit 3: Addition and Subtraction Lesson 8 To find the difference of two amounts using subtraction Lesson 9	Unit 3: Addition and Subtraction Lesson 12 To represent two addition and subtraction word problems using single and comparative bar models	Unit 4: Recognise 2D and 3D shapes Lesson 1 To recognise 2D and 3D shapes Lesson 2	Unit 4: Recognise 2D and 3D shapes Lesson 5 To draw lines of symmetry on shapes Lesson 6	Unit 4: Recognise 2D and 3D shapes Lesson 9 To count edges on 3D shapes Lesson 10 To count vertices on 3D shapes

	<p>To subtract a 2-digit number from a 20-digit number across tens</p> <p>Lesson 7 To find how much fewer or more two amounts are on a number line</p>	<p>To compare two calculation using symbols</p> <p>Lesson 10 To solve missing numbers in calculations</p> <p>Lesson 11 To represent addition and subtraction word problems using single bar models</p>	<p>End of unit check (1 day)</p> <p>Power Maths assessment for end of unit 1,2+3 (2 days)</p>	<p>To count sides on 2D shapes</p> <p>Lesson 3 To count vertices on 2D shapes</p> <p>Lesson 4 To draw 2D shapes</p>	<p>To sort 2D shapes</p> <p>Lesson 7 To make patterns with 2D shapes</p> <p>Lesson 8 To count faces on 3D shapes</p>	<p>Lesson 11 To sort 3D shapes</p> <p>Lesson 12 To make patterns with 3D shapes</p>
Calculation (NCETM)		<p>Mastering Number Week 7</p> <p>Lesson 1 recap the 'shape' of an odd number identify that odd numbers are composed of an even number and 1 more.</p> <p>Lesson 2 recap that odd numbers are composed of an even number and 1 more explore whether 7 is composed of</p>	<p>Mastering Number Week 8</p> <p>Lesson 1 LO: To identify ways to make 7 To reason about odd and even addends in expressions for 7</p> <p>Lesson 2 LO: To identify ways to make 7 To practise recalling missing parts for 7.</p> <p>Lesson 3</p>	<p>Mastering Number Week 9</p> <p>Lesson 1 recap that 9 is an odd number that lies in between 5 and 10 on a number line identify and record bonds of 9.</p> <p>Lesson 2 identify bonds of 9 using a 3-by-3 grid</p>	<p>Mastering Number Week 10</p> <p>Lesson 1 identify that the numbers 11–15 are composed of '10 and a bit' make 11–15 using both rows of the rekenrek</p> <p>Lesson 2 identify the numbers 16–19 from their</p>	<p>Mastering Number Week 11</p> <p>Lesson 1 recap that the numbers 11–15 are composed of '10 and a bit' locate the numbers 11–15 on the number line complete equations and inequalities, choosing the correct symbol: < > or =.</p>

		<p>odd parts or even parts.</p> <p>Lesson 3</p> <p>recap all the odd numbers to 10</p> <p>identify that odd numbers can be made with a double and 1 more.</p> <p>Lesson 4</p> <p>recap that odd numbers can be made with a double and 1 more</p> <p>identify that adding numbers which are adjacent creates an odd number, and that this is called a 'near double'.</p>	<p>LO: To identify pairs of numbers which sum to 7</p> <p>To identify missing parts when 7 is the whole.</p> <p>Lesson 4</p> <p>To identify pairs of numbers that sum to 7</p> <p>identify missing addends in equations where 7 is the sum.</p>	<p>read equations for 9</p> <p>identify the missing part to make 9.</p> <p>Lesson 3</p> <p>identify the missing part to make 9</p> <p>identify the missing symbol in written statements.</p> <p>Lesson 4</p> <p>identify whether a pattern shows 9 or NOT 9</p> <p>identify pairs of numbers that sum to 9</p> <p>reason about 9 using statements that include the symbols + and < or =.</p>	<p>composition as '10 and a bit'</p> <p>make 11–19 using both rows of the rekenrek.</p> <p>Lesson 3</p> <p>identify and make the numbers 11–19</p> <p>describe the composition of the numbers 11–19 as being made of '10 and _____'</p> <p>complete missing number equations.</p> <p>Lesson 4</p> <p>make the numbers 11–19 on the rekenrek</p> <p>complete missing number equations.</p>	<p>Lesson 2</p> <p>recap that 5 sits halfway between 0 and 10</p> <p>identify the relative positions of 10 and 15</p> <p>use knowledge of midpoints to place numbers on a number line.</p> <p>Lesson 3</p> <p>recap that 5 and 10 are the midpoints of 0–10 and 0–20 respectively</p> <p>identify that 15 is halfway between 10 and 20</p> <p>use reasoning to find the lengths of given objects.</p> <p>Lesson 4</p> <p>visualise the number line</p> <p>use reasoning about midpoints to identify the position of other numbers on an</p>
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						empty number line.
<p>Science</p> <p>Uses of Everyday Materials and Movement Y2</p> <p>Sc2/3.1a identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses</p> <p>Sc2/3.1b compare how things move on different surfaces.</p> <p>Sc2/3.1c find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Pre-unit assessment / concept map</p> <p>L.O – To show current knowledge and understanding of materials and their properties</p>	<p>Identifying materials Sc2/3.1a</p> <p>LO: - To identify different everyday materials</p> <p>Outcome</p> <p>Children will be able to explain at least 3 different materials and what they can be used for</p> <p>L.O – To compare the suitability of</p>	<p>Compare uses of materials for different purposes Sc2/3.1a</p> <p>L.O - Compare the suitability of a variety of everyday materials</p> <p>Outcome</p> <p>Children can make scientific suggestions as to why some materials are suitable/ unsuitable.</p>	<p>Compare uses of materials for different purposes Sc2/3.1a</p> <p>L.O – To investigate waterproof materials</p> <p>Outcome</p> <p>What is the most suitable material for the boy's coat?</p> <p>Planning</p> <p>Variables</p> <p>Carry out investigation</p> <p>Results</p>	<p>Exploring changes in materials Sc2/3.1c</p> <p>L.O – Investigating how the shapes of solid objects can be changed</p> <p>Outcome</p> <p>Children will be able to suggest at least 4 ways that the objects can be changed</p>	<p>Compare how things move on different surfaces.</p> <p>Sc2/3.1b</p> <p>LO: Investigating how an object moves on different surfaces</p> <p>Outcome</p> <p>Children will perform a scientific experiment to find out which everyday materials are the best.</p>

		materials for different uses Wood, Metal, Plastic, Glass, Brick, Rock, Paper		Conclusions/Advice		
Art & design	No art this half term					
Computing 2.2 How do I create a multimedia story? Communicating: Multimedia	Lo: to tell stories using images and sounds using a computer	Lo: to tell stories using images and sounds using a computer To use Superhero Comic Maker Outcome Children will choose a relevant background for their story.	Lo: to tell stories using images and sounds using a computer To use Superhero Comic Maker Outcome Children will create their characters	Lo: to tell stories using images and sounds using a computer To use Superhero Comic Maker Outcome Children will begin to record their story	Lo: to tell stories using images and sounds using a computer To use Superhero Comic Maker Outcome Children will finish recording their story	Lo: to tell stories using images and sounds using a computer To use Superhero Comic Maker Outcome Children will watch their own and peers animated films.
Design & technology		Rubber band Propelled Boat (Links to Science – Everyday Materials)	DT2/1.1b Design: Own product generate, develop, model	DT2/1.2a Make: Materials select from and use a wide range of materials and components,	DT2/1.2a DT2/1.4a Make: skills/ Techniques	DT2/1.3a Evaluate: explore and evaluate a range of existing products

		DT2/1.1a Design: Research and Development Design purposeful, functional, appealing products for themselves and other users based on design criteria	and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	including construction materials, textiles and ingredients, according to their characteristics DT2/1.2a Make: Tools select from and use a range of tools and equipment to perform practical tasks	build structures, exploring how they can be made stronger, stiffer and more stable	DT2/1.3b Evaluate: Their product evaluate their ideas and products against design criteria
Geography	No geography this half term					
History	No history this half term					
PE Invasion Games (indoor Tag Rugby Beanbag Bonanza PE1/1.1a To master as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities	PE1/1.1a PE2/1.1b Tag Rugby L.O – To learn about a new game and the skills involved Introduction to Tag Rugby using: Video Clip Rugby balls Tag Belts	PE1/1.1a PE2/1.1b Tag Rugby L.O – To pass and receive the ball from team mates	PE1/1.1a PE2/1.1b Tag Rugby L.O - To use attacking and defending skills	PE1/1.1a PE2/1.1b Tag Rugby L.O – to take part in small sided tag rugby games	PE1/1.1a PE2/1.1b Tag Rugby L.O – To understand the main rules in Touch and apply them to a conditioned game	PE1/1.1b PE2/1.1b Tag Rugby L.O – to play competitive tag rugby based games Outcome Children to play games in house teams against

<p>PE1/1.1b Team Games To participate in team games, developing simple tactics for attacking and defending</p> <p>Personal Challenge How many times can you throw and catch a ball (on the floor) in 30 seconds?</p> <p>Outdoor (To be undertaken in the classroom due to season) Gymnastics / Yoga</p> <p>PE1/1.1a To master as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Whole class games using balls</p>	<p>Yoga</p> <p>L.O. To develop balance, agility and co-ordination through stretching and bending</p> <p>Outcome: Children can hold a stable balance</p> <p>Balance</p>	<p>Yoga</p> <p>L.O. To balance, agility and co-ordination on all fours</p> <p>Outcome: Children can hold a stable balance using 4 contact points</p> <p>All Fours</p>	<p>Yoga</p> <p>L.O. To develop balance, agility and co-ordination using the dog pose</p> <p>Outcome: Children can move from one stable balance position to another</p> <p>Strength</p>	<p>Yoga</p> <p>L.O. To develop balance, agility and co-ordination through following peers</p> <p>Outcome: Children can follow peers to create a synchronised series of poses</p> <p>Standing</p>	<p>other members of the class</p> <p>Yoga</p> <p>L.O. To develop balance, agility and co-ordination through working with peers</p> <p>Outcome: Children can lead peers through a sequence of poses</p> <p>Leading Yoga</p>
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<p>RE <i>D. Symbols In what ways are churches / mosques / synagogues important to believers?</i></p>	<p>LO: To gain an understanding that people follow many different religions.</p> <p>Outcome: Through general discussion children talk about the different religions they are aware of.</p>	<p>Places of worship Islam</p> <p>LO: To learn about what you might see and experience at a mosque</p> <p>Outcome: To learn about why it is an important place to many people</p>	<p>LO: To Learn about the symbols for the Islam religion</p> <p>Outcome: Children will be able to talk about the meaning behind different islamic religious symbols</p>	<p>L.O. understand the background to Ramadan</p> <p>Outcome: Children can retell the story of Ramadan's origins</p>	<p>L.O. To understand the requirements of Ramadan</p> <p>Outcome: Children can explain the rules and rituals during Ramadan</p>	<p>L.O. To understand the importance of Eid Al Fitr</p> <p>Outcome: Children can explain Eid Al Fitr in their own words</p>
<p>RSHE</p>	<p>Fa4) When should I say no?</p> <p>Outcome: Children understand that some parts of our body are private</p>	<p>Fa4) When should I say no?</p> <p>Outcome: Children understand social etiquette around hugging</p>	<p>Fa5) Who owns my body? I do!</p> <p>Outcome: Understand that secrets and surprises are different</p>	<p>Fa5) Who owns my body? I do!</p> <p>Outcome : Understand how to report concerns and who to</p>	<p>Fa6) Are all families the same</p> <p>Outcome: Understand different family structures</p>	<p>Fa6) Are all families the same</p> <p>Outcome: Draw family that is different to your own</p>