

Summer 1 Medium Term Plan 2023 Year Group 2

Subject	Week 1	Week 2	Week 3 4 days	Week 4 4 days	Week 5	Week 6
English Writing	<p>Traditional tales</p> <p>Lesson 1 Group mind map of traditional tales already known</p> <p>Lesson 2 Read less familiar traditional tales identified from mind maps</p> <p>Lesson 3-4 Comparing 2 traditional tales – Little Red/ Riding Hood Three Little Pigs</p>	<p>Traditional three little pigs</p> <p>Lesson 1 Box up the main events</p> <p>Lesson 2 Identify the characters feelings</p> <p>Lesson 3 Suggest language to convey characters feelings</p>	<p>The real story of the three pigs</p> <p>Lesson 1 Box up the main events</p> <p>Lesson 2 Identify the characters feelings</p> <p>Lesson 3 Suggest language to convey characters feelings</p>	<p>Innovated version of Red Riding Hood</p> <p>Lesson 1 Identify and suggest opposite motives to original box-up</p> <p>Lesson 2 Consider feelings that match motives and suggest language that supports feelings.</p> <p>Lesson 3 and 4 Children write an innovated story of the Red Riding Hood from the perspective of the wolf</p>	SATs	

Spelling	hike hiking hiked hiker nice nicer nicest, shiny shinier shiniest push pull full bank honk sunk stuck glass class next	patting patted humming hummed dropping dropped sadder saddest fatter fattest plants still stop do some come were there little one	plant busy people water all ball call walk talk always well cliff pick huff mess less buzz pocket carrot sunset	other mother brother nothing Monday want watch wander quantity squash sea, dream, meat, each ,read oil, join, coin, point, soil	SATs	word work worm world worth war warm towards half money come want all my like children them with see this
Handwriting	Recapping all letters through discrete teaching	Recapping all letters through discrete teaching	Recapping all letters through discrete teaching	Recapping all letters through discrete teaching	Recapping all letters through discrete teaching	Recapping all letters through discrete teaching
Reading	SATs Reading Comprehension Papers	SATs Reading Comprehension Papers	SATs Reading Comprehension Papers	SATs Reading Comprehension Papers		
Maths	Unit 7 Multiplication and division 2 Lesson 1: To identify the 2 times-table using multiplication sentences. Lesson 2: To relate multiplication facts from the 2 times-table to dividing by 2. Lesson 3: To develop an understanding of	Lesson 5: To identify the 10x table using multiplication sentences. Lesson 6 To relate multiplication facts from the 10 times- table to divide by 10. Lesson 7 To identify the 5 times-tables using multiplication sentences.	Lesson 9 To represent division calculations using a bar model and using grouping. Lesson 10 To represent division calculations using a bar model and a sharing method. Unit 8 Length and Height Lesson 1	Lesson 3 To compare lengths measured in centimetres and metres. Lesson 4 To order sets of lengths measured in centimetres or metres. Lesson 5 To use a range of methods to solve word problems involving length and height.	SATs (Lesson 2 To explore the use of grams and how they can measure these using both balance scales and weighing scales. Lesson 3 To explore the use of Kg and estimating mass using both grams and kilograms.	Lesson 6 To introduce litres as a standard unit of measure, and will carry out a variety of calculations using litres. Lesson 7 To read temperatures from a thermometer and use temperature to make simple comparisons and to carry out calculations.

	<p>how doubling and halving relate to multiplication and division by 2.</p> <p>Lesson 4: children will understand the difference between odd and even by grouping in 2's</p>	<p>Lesson 8 To divide numbers by 5 by linking division facts to times-tables.</p>	<p>To use rulers to measure simple objects to the nearest centimetre.</p> <p>Lesson 2 To estimate and measure a range of objects, using metres as a unit of measurement.</p>	<p>Unit 9 Mass capacity and temperature</p> <p>Lesson 1 To balance scales to compare the mass of two or more objects.</p>	<p>Lesson 4 To explore, measure and compare volume and capacity.</p> <p>Lesson 5 To explore and use millilitres (ml) as a standard unit of measuring capacity and volume.)</p>	<p>Lesson 8 To apply knowledge of counting in 2s, 5s and 10s to reading different scales on thermometers.</p>
Calculation	<p>Week 17 Mastering Number</p> <p>Lesson 1 find the total number of objects that are arranged in 3 groups</p> <p>Lesson 2 identify when 3 numbers sum to 10 write equations with 3 addends</p>	<p>Week 18 Mastering Number</p> <p>Lesson 1 recap bonds of 10 reason about and solve problems that involve adding across 10.</p> <p>Lesson 2 recap how 3, 4 and 5 can be partitioned when 1 is a part reason about and solve problems that involve adding across 10.</p>	<p>Week 19 Mastering Number</p> <p>Lesson 1 recap bonds of 10 reason about and solve problems that involve adding across 10.</p> <p>Lesson 2 recap how an expression can be used to tell the 'first' and 'then' parts of an addition story</p>	<p>Week 20 Mastering Number</p> <p>Lesson 1 recap that subtraction can represent 'first, then, now' stories reason about subtraction calculations that do not cross 10</p> <p>Lesson 2 practise solving subtractions that do not cross 10 reason about subtractions with a difference of 10.</p>	SATS	<p>Week 21 Mastering Number</p> <p>Lesson 1 identify how a subtrahend can be split to bridge through 10.</p> <p>Lesson 2 identify how the subtrahend should be split to bridge through 10.</p>

	<p>Lesson 3 find the total of 3 addends when 2 of the given addends sum to 10.</p> <p>Lesson 4 find the total of 3 addends when 2 of the given addends sum to 10 identify whether 3 numbers sum to a number greater than, less than or equal to 10.</p>	<p>Lesson 3 subitise numbers 11–14, presented as '10 and a bit' reason about and solve problems that involve adding across 10.</p> <p>Lesson 4 represent in a part–part–whole diagram how 5 can be split represent addition stories pictorially.</p>	<p>record how children getting on a bus can be split between 2 decks.</p> <p>Lesson 3 recap how to show an addend being split to 'make 10' in an expression link a 'first, then, now' story to an equation record calculations that 'bridge 10'.</p> <p>Lesson 4 record calculations that 'bridge 10' reason about calculations that 'bridge 10'.</p>	<p>Lesson 3 reason about calculations with a difference of 10 describe and solve problems that bridge through 10.</p> <p>Lesson 4 reason about subtractions that involve bridging through 10 begin to identify how a subtrahend can be split to bridge through 10.</p>		<p>Lesson 3 identify how the subtrahend should be split to bridge through 10.</p> <p>Lesson 4 recap the procedure for bridging through 10 use equations to record calculations that involve bridging through 10.</p>
--	---	--	---	--	--	--

<p>Science</p> <p>Sc2/2.2 Plants</p> <p>Sc2/2.2b find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p>LO: To describe what happens if plants don't get all the things they need.</p> <p><u>Outcome</u> Children able to sort healthy plants from unhealthy plants and begin to give scientific reasons why.</p>	<p>LO: Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><u>Outcome</u> Through discussion children will be able to explain how different habitats can affect how a plant grows.</p>	<p>SATs Practise</p>	<p>SATs Practise</p>	<p>SATs</p>	
<p>Art & design</p>	<p>No Art this Half term</p>					
<p>Computing <i>understand that algorithms are made up of clear and precise instructions.</i></p>	<p>LO: Explain that we control computers by giving them instructions.</p>	<p>LO: Write a sequence of instructions to make something happen.</p>	<p>LO: Create a simple program e.g. to control a floor robot.</p>	<p>LO: Create a more complex algorithm..</p>	<p>LO: debug an error in a simple algorithm or program e.g. for a floor robot.</p>	<p>LO: debug an error in a simple algorithm or program e.g. for a floor robot.</p>
<p>Design and Technology</p> <p>Textile (Rat puppet – links to Plague)</p>	<p>Textile Rat puppet (links to History)</p> <p>LO: Design purposeful, functional, appealing products for themselves and other users based on design criteria</p>	<p>DT2/1.1b Design: Own product</p> <p>LO: To generate and develop ideas for a product design.</p>	<p>DT2/1.2a Make:</p> <p>DT2/1.3a Evaluate: explore and evaluate a range of existing products</p> <p>LO: To select and use a variety of tools and materials to make a product.</p>	<p>DT2/1.2a Make: Materials</p> <p>LO: To make product following design</p>	<p>DT2/1.2a DT2/1.4a Make: skills/ Techniques</p> <p>exploring how they can be made stronger, stiffer and more stable</p>	<p>DT2/1.3b Evaluate: Their product</p> <p>LO: To evaluate finished product</p>

					LO: To make product following design	
Geography	No Geography this half Term					
History Hi1/1.3 significant historical events, people and places in their own locality. <u>The Great Plagues/Europe (1346) and Eyam (1665)</u>	LO: To Sequence the events of the Plague in the Village of Eyam 1665 <u>Outcome</u> Through discussion and group work children will be able to explain how the plague came to Eyam	SATs Practise	SATs Practise	SATs Practise	SATs	
MFL						
PE Indoor PE2/1.1d Dance Perform dances using a range of movement patterns	LO: Explore combining skills such as travelling and jumping, turning on different levels. <u>Outcome</u> Describe how their body feels during different activities and explain what their	LO: Explore combining skills such as travelling and jumping, turning on different levels. <u>Outcome</u> Describe how their body feels during different activities and explain what their	LO: Link 2 or more movements together to form a sequence. Remember the movement order and perform the sequence. <u>Outcome</u> Use their imagination when	LO: Link 2 or more movements together to form a sequence. Remember the movement order and perform the sequence. <u>Outcome</u> Use their imagination when	LO: Work with a partner or small group to copy start and end positions. <u>Outcome</u> Demonstrate control over movements and show good co-ordination.	LO: Work with a partner or small group to copy start and end positions. <u>Outcome</u> Demonstrate control over movements and show good co-ordination.

	body needs to keep healthy	body needs to keep healthy	creating actions and ideas.	creating actions and ideas.		
<p>PE- Outdoor</p> <p>PE1/1.1a To master basic movements including, throwing and catching, To master as well as develop balance, agility and co - ordination, and begin to apply these in a range of activities</p> <p>PE2/1.1f Evaluating Performance Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>PE1/1.1c To perform dances using simple movement patterns.</p>	<p>PE1/1.1a PE2/1.1f</p> <p>Athletics</p> <p>LO: To jump for height.</p> <p>Outcome: Children bend their knees before take off, lean forward, swing arms to aid jump. use their arms and legs at the same time to jump as high as possible;</p>	<p>PE1/1.1a PE2/1.1f</p> <p>Athletics</p> <p>LO: To throw with accuracy.</p> <p>Outcome: Children bring their opposite leg forward as they bring their arm forward to release the ball; keep their eye on the target, to focus their aim;</p>	<p>PE1/1.1a PE2/1.1f</p> <p>Athletics</p> <p>LO: Run for speed</p> <p>Outcome: Children change direction using their foot to push off, without significantly losing pace; set off at a sustainable pace and switch back to this pace after running at their fastest;</p>	<p>PE1/1.1a PE2/1.1f</p> <p>Athletics</p> <p>LO: To jump for distance</p> <p>Outcome: Children bend their knees to take off; lean forward, swinging their arms back when jumping; swing their arms forward to propel themselves through the air;</p>	<p>PE1/1.1a PE2/1.1f</p> <p>Athletics</p> <p>LO: To throw for distance</p> <p>Outcome: Children bring their opposite leg forward as they bring their arm forward to release the ball;</p>	<p>PE1/1.1a PE2/1.1f</p> <p>Athletics</p> <p>LO: Run for distance</p> <p>Outcome: Children change direction using their foot to push off, without significantly losing pace; set off at a sustainable pace and switch back to this pace after running at their fastest;</p>
<p>RE Belonging</p>	<p>Key Question Do we belong together? How does it show?</p>	<p>Key Question Do they think it is true that we all belong together in families?</p>	<p>Key Question Do they think it is true that we all belong together at our school?</p>	<p>Key Question Do they think it is true that we all belong together in the human family of the world?</p>	<p>To show how we belong Give children a strip of paper, and explain we will make a paper chain for the classroom to show we all belong. Children write their names and draw</p>	<p>Key Question Who else, apart from those in the class are part of our 'chain of belonging'?</p>

					self-portraits on the strips.	
RSHE	<p>P3) How do we stop getting ill?</p> <p>LO: Understand that germs are spread by coughs, sneezes and physical contact with dirt and other people</p> <p>Outcome Children to create poster to show how to wash hands correctly.</p>	<p>P3) How do we stop getting ill?</p> <p>LO: Understand that we can prevent tooth decay by brushing our teeth regularly</p> <p>Outcome Children will undertake scientific experiment to show damage sugar can do to teeth</p>	<p>P4) How can I stay safe?</p> <p>LO: Identify common dangers that they may encounter both at home and in the wider world:</p> <p>Outcome Children will sort pictures and through discussion will make suggestions as to why it is safe/unsafe.</p>	<p>G1) Will I always be a child?</p> <p>LO: Consider how their lives will change as they get older</p> <p>Outcome Children to role play being different age groups and give suggestions what might be good or bad.</p>	SATs	<p>G1) Will I always be a child?</p> <p>LO: Consider how their lives will change as they get older</p> <p>Outcome Children to role play being different age groups and give suggestions what might be good or bad.</p>
<p>Music</p> <p>Y 2 Music <i>National curriculum outcomes for KS1</i> <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> <i>play tuned and untuned instruments</i> <i>musically listen with concentration and</i></p>	<p>LO: Looking at patterns in music</p> <ul style="list-style-type: none"> • Performing steady beat patterns with a song • Playing different patterns of steady beat within four beats, and matching to a simple score 		<p>LO: Looking at patterns in music</p> <ul style="list-style-type: none"> • Performing steady beat patterns in groups to accompany a song • Playing different patterns of steady beat in groups and matching them to a simple score 		<p>LO: Looking at patterns in music</p> <ul style="list-style-type: none"> • Interpreting a score to perform different beat patterns • Performing beat patterns with voices and percussion • Exploring different ways to organise music 	

<i>understanding to a range of high-quality live and recorded music</i>	<ul style="list-style-type: none"> • Performing and creating simple rhythms using a simple score 		<ul style="list-style-type: none"> • Performing and creating simple three-beat rhythms using a simple score 			
---	---	--	--	--	--	--

Please Note:

DT continued this half term as not fully completed./Art moved to HT 6 to align with History Module.

History finishing off the module of the Plague from HT 4 so History will be undertaken in HT6 with remainder of HT5 for further SATs Practise

PE for this Half term will be moved to HT6 to align with History Module. PE from HT6 to be undertaken