
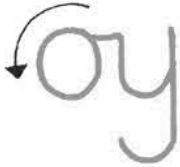



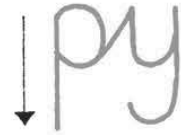


## Summer 1 Medium Term Plan 2024 Year Group Y2

Subject	Week 1	Week 2	Week 3	Week 4 4 days	Week 5	Week 6
<b>English Writing</b>	<p><b>Traditional tales</b></p> <p><b>Lesson 1</b> Group mind map of traditional tales already known</p> <p><b>Lesson 2</b> Read less familiar traditional tales identified from mind maps</p> <p><b>Lesson 3-4</b> Comparing 2 traditional tales – Little Red/ Riding Hood Three Little Pigs</p>	<p><b>Traditional three little pigs</b></p> <p><b>Lesson 1</b> Box up the main events</p> <p><b>Lesson 2</b> Identify the characters feelings</p> <p><b>Lesson 3</b> Suggest language to convey characters feelings</p>	<p><b>The real story of the three pigs</b></p> <p><b>Lesson 1</b> Box up the main events</p> <p><b>Lesson 2</b> Identify the characters feelings</p> <p><b>Lesson 3</b> Suggest language to convey characters feelings</p>	<p><b>Innovated version of Red Riding Hood</b></p> <p><b>Lesson 1</b> Identify and suggest opposite motives to original box-up</p> <p><b>Lesson 2</b> Consider feelings that match motives and suggest language that supports feelings.</p> <p><b>Lesson 3 and 4</b> Children write an innovated story of the Red Riding Hood from the perspective of the wolf</p>	<p><b>Poetry</b></p> <p>LO: To understand what onomatopoeias are and how they are used in poetry.</p> <p>(The sound collector Poem)</p> <p>LO: to use onomatopoeia In their writing</p> <p><u>Outcome</u></p> <p>Children will Gather a variety of onomatopoeia words outside the classroom and link to a noun</p> <p>LO: To organise their onomatopoeia words and nouns into structure of the sound collector poem</p>	<p><b>Non-fiction: Recount</b></p> <p>LO: To use time adverbials to sequence events. Outcome- recount what they did in their holidays.</p> <p>LO: To use past tense verbs (and adverbs) Outcome: Write a variety of sentences in the past tense, include some adverbs.</p> <p>LO: To write in past tense. Outcome- shared write recount of Eyam trip.</p> <p>Friday- Big Write Outcome: Children produce a recount of trip to Eyam.</p> <p><b>SPaG Focus:</b></p>

					LO: To create their own Sound collector poem.	<b>Fronted Adverbials Past tense</b>
<b>Spelling</b>	<p>hike hiking hiked hiker nice nicer nicest, shiny shinier shiniest</p> <p>push pull full bank honk sunk stuck glass class next</p> <p>bank honk sunk think wink quiz quit quilt by my</p>	<p>patting patted humming hummed dropping dropped sadder saddest fatter fattest</p> <p>plants still stop do some come were there little one</p> <p>wing song ring bang bring rock sock pack pick sick</p>	<p>plant busy people water all ball call walk talk always</p> <p>well cliff pick huff mess less buzz pocket carrot sunset</p> <p>gran pram rest hand trip here come said are you</p>	<p>other mother brother nothing Monday want watch wander quantity squash</p> <p>sea, dream, meat, each ,read oil, join, coin, point, soil</p> <p>frog lamp pond tent flag there your they some were</p>	<p>word work worm world worth war warm towards half money</p> <p>come want all my like children them with see this</p> <p>plan went stop crab plug where house pull full once</p>	Consolidation of Year 1 and Year 2 Common Exception Words
<b>Handwriting</b>						

<p><b>Reading</b></p>	<p>The Three Billy Goats Gruff. Little Red Hen.</p> <p>The Runaway Pancake.</p> <p>Anansi and the Golden Pot.</p>	<p>The Three Little Pigs.</p> <p>Three Little Wolves and the Big Bad Pig by Eugene Trivizas,</p> <p>Beware of the Story book Wolves- Lauren Child</p>	<p>Little Red – Bethan Woolvin Honestly, Red Riding Hood was Rotten! by Trisha Speed Shaska</p> <p>Not Again Red Riding Hood – Kate Clynes</p> <p>Little Red – Lynn Roberts</p>	<p>Cindergorilla. ... Inside the Villains.</p> <p>Into the Forest</p> <p>Snow White in New York</p> <p>Hansel and Gretel - Bethan Woolvin</p>	<p>The King with Dirty Feet.</p> <p>Stone Soup</p> <p>The Magic Paintbrush</p>	
<p><b>Maths</b></p> <p><b>2C Wk 1,2 &amp; 3</b> <b>Unit 10</b> <b>Fractions</b></p> <p><b>Week 4, 5 &amp; 6</b> <b>Unit 11</b> <b>Time</b></p>	<p><b>Lesson 1</b> Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p><b>Lesson 2</b></p>	<p><b>Lesson 6</b> Recognise, find, name and write fractions <math>1/3</math> , <math>1/4</math> , <math>2/4</math> and <math>3/4</math> of a length, shape, set of objects or quantity</p> <p><b>Lesson 7</b> Recognise, find, name and write fractions <math>1/3</math> ,</p>	<p><b>Lesson 11</b> Recognise, find, name and write fractions <math>1/3</math> , <math>1/4</math> , <math>2/4</math> and <math>3/4</math> of a length, shape, set of objects or quantity</p> <p><b>Lesson 12</b> Non-statutory guidance: Pupils should count in fractions up to 10, starting from any</p>	<p>Practical lessons Using clocks</p> <p><b>Lesson 1</b> Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</p> <p><b>Lesson 2</b> Tell and write the time to five minutes,</p>	<p><b>Lesson 3</b> 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</p> <p><b>Lesson 4</b> Know the number of minutes in an hour and the</p>	<p>Assessment Power Maths</p> <p>Spring 1 Arithmetic and Reasoning (focus multiplication and measurement)</p> <p>Spring 2 Arithmetic and Reasoning (focus fractions)</p>

	<p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p><b>Lesson 3</b> Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p><b>Lesson 4</b> Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p><b>Lesson 5</b> Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</p>	<p><math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</p> <p><b>Lesson 8</b> Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</p> <p><b>Lesson 9</b> Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></p> <p><b>Lesson 10</b> Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></p>	<p>number and using the 1 2 and 2 4 equivalence on the number line (for example, 1 1 2, 1 2 4 (or 1 1 2), 1 3 4, 2)</p> <p><b>Lesson 4 and 5</b></p> <p>Consolidation of Fractions (Practical )</p>	<p>including quarter past/to the hour and draw the hands on a clock face to show these times</p>	<p>number of hours in a day</p> <p><b>Lesson 5</b> Know the number of minutes in an hour and the number of hours in a day</p> <p>Consolidation of time over 2 days</p>	
<b>Calculation</b>	Week 19 Mastering Number	Week 20 Mastering Number	Week 21 Mastering Number	Partitioning in different combinations	Partitioning in different combinations	<b>Multiplication and understanding</b>

	<p><b>Lesson 1</b> recap bonds of 10 Reason about and solve problems that involve adding across 10.</p> <p><b>Lesson 2</b> recap how an expression can be used to tell the 'first' and 'then' parts of an addition story record how children getting on a bus can be split between 2 decks.</p> <p><b>Lesson 3</b> 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><b>Lesson 1</b> recap that subtraction can represent 'first, then, now' stories reason about subtraction calculations that do not cross 10</p> <p><b>Lesson 2</b> practise solving subtractions that do not cross 10 reason about subtractions with a difference of 10.</p> <p><b>Lesson 3</b> reason about calculations with a difference of 10 describe and solve problems that bridge through 10.</p> <p><b>Lesson 4</b> reason about subtractions that involve bridging through 10 begin to identify how a subtrahend can be split to</p>	<p><b>Lesson 1</b> Identify how a subtrahend can be split to bridge through 10.</p> <p><b>Lesson 2</b> Identify how the subtrahend should be split to bridge through 10.</p> <p><b>Lesson 3</b> identify how the subtrahend should be split to bridge through 10.</p> <p><b>Lesson 4</b> recap the procedure for bridging through 10 use equations to record calculations that involve bridging through 10.</p>	<p>Use a variety of different 2-digit numbers to partition in different combinations</p> <p><b>Number bonds to within 20 And their relationship</b></p>	<p>Use a variety of different 2-digit numbers to partition in different combinations</p> <p><b>Number bonds to within 20 And their relationship</b></p>	<p><b>of commutativity</b></p> <p>2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).</p>
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	<p><b>Lesson 4</b></p> <p>record calculations that 'bridge 10'</p> <p>reason about calculations that 'bridge 10'.</p>	bridge through 10.				
<p><b>Science</b></p> <p>Animals including humans</p>	<p>LO: To match, sort and group young animals and their adults</p> <p><u>Outcome</u> Can say that some animals give birth to live babies and that some animals lay eggs and that these grow into adults.</p>	<p>LO: To find out how animals change as they grow into adults.</p> <p><u>Outcome</u> Can talk about the different stages of some life cycles such as human, frog, chicken.</p>	<p>LO: To compare the stages of the human life cycle</p> <p><u>Outcome</u> Can talk about the different stages of some life cycles such as human, frog, chicken.</p>	<p>LO: To research and describe what animals, including humans, need to survive.</p> <p><u>Outcome</u> Is able to recall that all living things need air, water and food to survive.</p>	<p>LO: To test the effects of exercise on the human body.</p> <p><u>Outcome</u> Can talk about the need for the right amounts of different food types and exercise.</p>	<p>LO: To investigate the importance of healthy eating and hygiene.</p> <p><u>Outcome</u> Can name different types of food and the groups that they belong to – fruits and vegetables, carbohydrates, dairy and protein.</p> <p><u>Outcome</u> Is able to discuss how we need to wash our hands to stop germs spreading and making us ill.</p>

<p><b>Art &amp; design</b></p>					<p><b>Ar1/1.3</b> <b>Ar1/1.4</b></p> <p>Look at the work of a range of artists. Compare the differences and similarities of a variety of techniques e.g. printing, drawing, painting etc.</p> <p>LO – To have a basic understanding of a variety of artistic techniques</p> <p><b>Skills:</b> Mix different hues by adding black and white.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p>	<p><b>Hi1/1.3</b></p> <p>LO: Generate questions about a topic.</p> <p>Outcome: Children will discuss what they already know/think they know about the GFL. They will then generate questions they wish to investigate.</p> <p>LO: To know how the GFL started.</p> <p>Outcome: Children create a short 3-4 sentence <b>BREAKING NEWS</b> report about the fire starting.</p> <p>LO: Place significant events in the order in which they happened.</p>
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						Outcome: Timeline of GFL and wider events.
<b>Computing</b> <i>understand that algorithms are made up of clear and precise instructions.</i>	LO: Explain that we control computers by giving them instructions.	LO: Write a sequence of instructions to make something happen.	LO: Create a simple program e.g. to control a floor robot.	LO: Create a more complex algorithm.	LO: debug an error in a simple algorithm or program e.g. for a floor robot.	LO: debug an error in a simple algorithm or program e.g. for a floor robot.
<b>Design &amp; technology</b>	DT2/1.2a Make:  DT2/1.3a Evaluate: explore and evaluate a range of existing products  LO: To select and use a variety of tools and materials to make a product.	DT2/1.2a Make: Materials  LO: To make product following design	DT2/1.2a DT2/1.4a Make: skills/ Techniques  exploring how they can be made stronger, stiffer and more stable  LO: To make product following design	DT2/1.3b Evaluate: Their product  LO: To evaluate finished product		
<b>Geography</b>						
<b>History</b>	LO: To Sequence the events of the Plague in the Village of Eyam 1665	LO: To Sequence the events of the Plague in the Village of Eyam 1665	LO: Generate questions about a topic.  Outcome: Children will	LO: Place significant events in the order in which they happened.	LO: To know how the GFL started.  Outcome: Children create a short 3-4	LO: To ask and answer questions about a significant person from history.





<b>RE</b>	Key Question Do we belong together? How does it show?	Key Question Do they think it is true that we all belong together in families?	Key Question Do they think it is true that we all belong together at our school?	Key Question Do they think it is true that we all belong together in the human family of the world?	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 self-portraits on the strips.	Key Question Who else, apart from those in the class are part of our 'chain of belonging'?
<b>RSHE</b>	G1) Will I always be a child?  LO: Consider how their lives will change as they get older  Outcome Children to role play being different age groups and give suggestions what might be good or bad.	G1) Will I always be a child?  LO: Consider how their lives will change as they get older  Outcome Children to role play being different age groups and give suggestions what might be good or bad.				

<p><b>Y 2 Music National curriculum outcomes for KS1</b>  <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>  <i>play tuned and untuned instruments musically</i>  <i>listen with concentration and understanding to a range of high-quality live and recorded music</i></p>	<p>GREAT FIRE OF LONDON</p> <p>Warm up with London's Burning (as a round)</p> <p>Introduce song 1666</p> <p>Teach chorus</p> <p>Select percussion instruments to make fire sounds</p> <p>Select dancers and percussionists for Fire Dance</p> <p>Y2HR</p>	<p>No music Thornbridge week</p>	<p>GREAT FIRE OF LONDON</p> <p>Warm up with London's Burning (as a round)</p> <p>Introduce song 1666</p> <p>Teach chorus</p> <p>Select percussion instruments to make fire sounds</p> <p>Select dancers and percussionists for Fire Dance</p> <p>Y2MW</p>	<p>GREAT FIRE OF LONDON</p> <p>London's Burning in two parts</p> <p>Learn more of song 1666</p> <p>Allocate percussion instruments to players.  Scrapers 3  Bells 3  Triangles 3  Cymbal 1  Shakers and Tambourines 3 of each  Glocks 3  Rainstick 1  17 in total</p> <p>Teach dance to dancers</p> <p>Y2HR</p>	<p>GREAT FIRE OF LONDON</p> <p>London's Burning in two parts</p> <p>Learn more of song 1666</p> <p>Allocate percussion instruments to players.  Scrapers 3  Bells 3  Triangles 3  Cymbal 1  Shakers and Tambourines 3 of each  Glocks 3  Rainstick 1  17 in total</p> <p>Teach dance to dancers</p> <p>Y2HR</p>	<p><b>Both classes together in Hall?? I could do from 1:30pm on Wednesday this week (by cancelling Y4) Parents??</b></p> <p><b>Some time will be needed in class run by teachers to get this to performance standard</b></p> <p><b>Music and script available on Out of the Ark Login</b></p>
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**Please Note:**

**DT continued this half term as not fully completed**

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