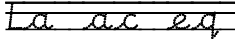
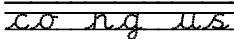
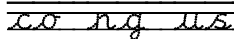
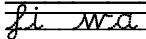
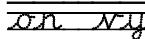


## SPRING 1 Medium Term Plan 2024 Year Group Y2

Subject	Week 1 4 days	Week 2	Week 3	Week 4	Week 5
<b>English Writing</b>	<p><b>Narrative Unit: Quests: Lost and Found (Oliver Jeffers)</b></p> <p><b>Lesson 1</b> To enjoy and respond to the pictures and to talk together about what the illustrations contribute to their understanding of the text.</p> <p><b>Lesson 2</b> LO: To complete a thought bubble to show character's thoughts</p> <p><b>Lesson 3</b> To create a story map of Lost and Found</p> <p><b>Lesson 4</b> To create a story map of Lost and Found add in story language</p>	<p><b>Narrative Unit: Quests: Lost and Found (Oliver Jeffers)</b></p> <p><b>Lesson 5</b> To box up main points throughout the story</p> <p><b>Lesson 6</b> To box up main points throughout the story</p> <p><b>Lesson 7</b> To box up main points throughout the story</p> <p><b>Lesson 8</b> To box up main points throughout the story</p> <p><b>Lesson 9</b> To box up main points throughout the story</p>	<p><b>Narrative Unit: Quests: Lost and Found (Oliver Jeffers)</b></p> <p><b>Lesson 10</b> LO To innovate own story (using question cards as prompts)</p> <p><b>Lesson 11</b> LO To create their new innovated story</p> <p><b>Lesson 12</b> LO: To add adventurous story language to their map</p> <p><b>Lesson 13</b> LO To write an extended piece of writing</p> <p><b>Lesson 14</b> LO To write an extended piece of writing</p> <p><b>Lesson 15</b> LO To check and edit work</p>	<p><b>Non-chron report: Guide to caring for animals</b></p> <p>LO: To recognise the features of an instructional text</p> <p>Outcome: Children annotate and label an example text</p> <p>L.O. To appreciate the importance of sequencing</p> <p>Outcome: Children sequence a set of simple instructions</p> <p>L.O. To contribute to a class activity</p> <p>Outcome: Children work in groups to feed into a set of class instructions</p> <p>L.O. To apply acquired knowledge</p> <p>Outcome : Children independently</p>	<p><b>Non-chron report: Guide to caring for animals</b></p> <p>L.O. To record key information</p> <p>Outcome: Children create a visual record of their DT activities</p> <p>L.O. To use adverbial phrases</p> <p>Outcome: Children clarify a set of instructions through the addition of appropriate adverbs</p> <p>L.O. To plan an instructional text</p> <p>Outcome : Children have an effective Big Write plan</p> <p>L.O. To use instructional language</p>

				produce an simple set of instructions	Outcome: Children produce effective instructions
<b>Spelling</b>	<p>gem giant magic giraffe energy find kind mind behind find</p> <p>print, blend, tramp, flask, spend frost hiss, glass, grass, toss</p> <p>mad wet zip van hot rat sit jog fox lip</p>	<p>Race, ice, cell, City, fancy, old Cold, gold, hold Told</p> <p>Rabbit jacket carrot rocket Pocket animals Mess less sunset laptop</p> <p>ant bad bed cat did dog end fun top us</p>	<p>Knock, know Knee, gnat Gnaw, eye Could, should Would, who</p> <p>Duck eggs buzz its fell lots tell pick huff cliff</p> <p>hat hot let lot man ran red run sat sun</p>	<p>Write, written Wrote wrong Wrap wild Climb most Only both</p> <p>Lemon stand fabric panic habit Crust spent strap Split blink</p>	<p>Table apple Bottle little Middle every Everybody even Pretty beautiful</p>
<b>Handwriting</b>	<b>Joining letters</b> 	<b>Joining letters</b> 	<b>Joining letters</b> 	<b>Joining letters</b> 	<b>Joining letters</b> 
<b>Reading</b>	<p>The Storm Whale – Benji Davies</p> <p>Be Brave Little Penguin by Giles Andrea</p> <p>The Brave Beast – Chris Judge</p>	<p>Whale Gets Stuck – Charles Fuge and Karen Hayles</p> <p>The Boy who unplugged the Sea – Paul Brown</p>	<p>I love Guinea Pigs by Dick King Smith</p> <p>White Owl, Barn Owl by Nicola Davies</p>		

	<p>Little penguin Lost – Tracey Corderoy</p>	<p>Bringing down the Moon- Jonathan Emmett</p> <p>The odd Fish – James Jones</p> <p>The Snail and The Whale – Julia Donaldson</p>			
<b>Maths</b>	<p><b>Unit 5: Money</b></p> <p><b>Lesson 1</b> To learn the value of coins and find totals of amounts.</p> <p><b>Lesson 2</b> To learn the value of notes and find total amounts of notes.</p> <p><b>Lesson 3</b> To count different amounts of money and record their answers in pounds and pence.</p> <p><b>Lesson 4</b> To select the right combination of coins and notes for a given amount and find how much is left over.</p>	<p><b>Lesson 5</b> To use different combinations of coins and notes to make the same amount of money.</p> <p><b>Lesson 6</b> To compare amounts of money using the correct vocabulary and the signs &lt;, &gt; and =.</p> <p><b>Lesson 7</b> To find the total cost by adding pounds and pence (not crossing the 100 boundary)</p> <p><b>Lesson 8</b> To use different coins to make a value of £1.</p>	<p><b>Lesson 9</b> To calculate the difference between the cost and the amount paid to work out the change.</p> <p><b>Lesson 10</b> To solve two-step word problems about money.</p> <p>Unit 6: Multiplication and Division</p> <p><b>Lesson 1</b> To write sentences to describe repeated equal groups.</p> <p><b>Lesson 2</b> To describe and draw equal groups.</p>	<p><b>Lesson 3</b> To work out a total by counting equal groups through repeated addition</p> <p><b>Lesson 4</b> To write repeated addition and multiplication sentences to match a picture.</p> <p><b>Lesson 5</b> To write calculations as multiplication number sentences to represent different equal grouping situations.</p> <p><b>Lesson 6</b> To identify arrays to a multiplication sentence.</p>	<p><b>Lesson 7</b> To use repeated subtraction to model division calculations.</p> <p><b>Lesson 8</b> To learn another strategy for dividing by sharing a number equally into groups.</p> <p><b>Lesson 9 - 10</b> Power Maths Assessments: Money and multiplication</p>

<b>Calculation</b>	<p>Mastering Number Week 10</p> <p><b>Lesson 1</b> identify that the numbers 11–15 are composed of '10 and a bit' make 11–15 using both rows of the rekenrek</p> <p><b>Lesson 2</b> identify the numbers 16–19 from their composition as '10 and a bit' make 11–19 using both rows of the rekenrek.</p> <p><b>Lesson 3</b> identify and make the numbers 11–19 describe the composition of the numbers 11–19 as</p>	<p>Mastering Number Week 11</p> <p><b>Lesson 1</b> 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: &lt; &gt; or =.</p> <p><b>Lesson 2</b> recap that 5 sits halfway between 0 and 10 identify the relative positions of 10 and 15 use knowledge of midpoints to place numbers on a number line.</p> <p><b>Lesson 3</b> recap that 5 and 10 are the midpoints of</p>	<p>Mastering number Week 12</p> <p><b>Lesson 1</b> Lo: recap doubles to double 5 Identify the structure of double 6 as a combination of double 5 and double 1.</p> <p><b>Lesson 2</b> Lo: explore and describe different arrangements that show doubles Identify the structure of the double for 6–9 as a combination of double '5 and a bit'</p> <p><b>Lesson 3</b> Recall doubles facts and the related facts for halves within 10 Recap that doubles are made of even numbers</p>	<p>Mastering number Week 13</p> <p><b>Lesson 1</b> Lo: show bonds of 10 on their fingers Identify missing parts of 10.</p> <p><b>Lesson 2</b> Lo: subitise arrangements shown as '10 and a bit' Identify missing parts of 20.</p> <p><b>Lesson 3</b> Lo: subitise numbers in a '5 and a bit' arrangement Identify missing parts of 20.</p> <p><b>Lesson 4</b> Lo: recap and use bonds of 10 to</p>	<p>Mastering number Week 14</p> <p><b>Lesson 1</b> Lo: recap that when the order of a pair of addends is changed, the sum remains the same Identify that known number bonds can be used to reason about other addition calculations.</p> <p><b>Lesson 2</b> Lo: recap that known bonds can be used to derive other facts Identify that known number bonds can be used to reason about other subtraction calculations.</p> <p><b>Lesson 3</b></p>

	<p>being made of '10 and _____'</p> <p>complete missing number equations.</p> <p><b>Lesson 4</b></p> <p>make the numbers 11–19 on the rekenrek</p> <p>complete missing number equations.</p>	<p>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><b>Lesson 4</b></p> <p>visualise the number line</p> <p>use reasoning about midpoints to identify the position of other numbers on an empty number line.</p>	<p>Recap the structure of the double for 6–9 as a combination of double '5 and a bit'.</p> <p><b>Lesson 4</b></p> <p>Lo: subitise</p> <p>Doubles to double 9</p> <p>Practise reasoning about the structure of the double for 6–9 as a combination of double '5 and a bit'.</p>	<p>subtract a 1-digit number from 10</p> <p>Subtract from 20.</p>	<p>Lo: recap number bonds for 6, 7, 8 and 9 where 5 is a part</p> <p>Use these number bonds to reason about related calculations.</p> <p><b>Lesson 4</b></p> <p>Lo: reason about related equations</p> <p>Use number bonds for 6 and 7 to find missing parts within 20.</p>
<p><b>Science</b></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><b>Pre-unit assessment / concept map</b></p> <p>L.O – To show current knowledge and understanding of materials and their properties</p> <p><b>Identifying materials Sc2/3.1a</b></p> <p>LO: - To identify different everyday materials</p>	<p><b>Compare uses of materials for different purposes</b></p> <p><b>Sc2/3.1a</b></p> <p>L.O - Compare the suitability of a variety of everyday materials</p> <p><b>Outcome</b></p> <p>Children can make scientific suggestions as to why some materials are suitable/unsuitable.</p>	<p><b>Compare uses of materials for different purposes</b></p> <p><b>Sc2/3.1a</b></p> <p>L.O – To investigate waterproof materials</p> <p><b>Outcome</b></p> <p>What is the most suitable material for the boy's coat?</p>	<p><b>Exploring changes in materials</b></p> <p><b>Sc2/3.1c</b></p> <p>L.O – Investigating how the shapes of solid objects can be changed</p> <p><b>Outcome</b></p> <p>Children will be able to suggest at least 4 ways that the objects can be changed</p>	<p><b>Compare how things move on different surfaces.</b></p> <p>Sc2/3.1b</p> <p>LO:</p> <p>Investigating how an object moves on different surfaces</p> <p><b>Outcome</b></p> <p>Children will perform a scientific experiment to find</p>

<p>Sc2/3.1b compare how things move on different surfaces. 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><b>Outcome</b></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 materials for different uses</p> <p>Wood, Metal, Plastic, Glass, Brick, Rock, Paper</p>		<p>Planning</p> <p>Variables</p> <p>Carry out investigation</p> <p>Results</p> <p>Conclusions/ Advice</p>		<p>out which everyday materials are the best.</p>
<p><b>Art &amp; design</b></p>					
<p><b>Computing</b></p> <p>2.2 How do I create a multimedia story? Communicating: Multimedia</p>	<p>Lo: To tell stories using images and sounds using a computer</p>	<p>Lo: to tell stories using images and sounds using a computer</p> <p>To use <a href="http://storyboardthat.com">storyboardthat.com</a></p> <p>Outcome Children will choose a relevant background for their story.</p>	<p>Lo: to tell stories using images and sounds using a computer</p> <p>To use storyboardthat.com</p> <p>Outcome Children will create their characters</p>	<p>Lo: to tell stories using images and sounds using a computer</p> <p>To use storyboardthat.com</p> <p>Outcome Children will begin to record their story</p>	<p>Lo: to tell stories using images and sounds using a computer</p> <p>To use storyboardthat.com</p> <p>Outcome Children will finish recording their story</p>
<p><b>Design &amp; technology</b></p>	<p>Rubber band Propelled Boat</p>	<p>DT2/1.1b Design: Own product</p>	<p>DT2/1.2a Make: Materials</p>	<p>DT2/1.2a DT2/1.4a</p>	<p>DT2/1.3a Evaluate: explore and evaluate a</p>

	(Links to Science – Everyday Materials)  DT2/1.1a Design: Research and Development  Design purposeful, functional, appealing products for themselves and other users based on design criteria	generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	select from and use a wide range of materials and components, 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	Make: skills/ Techniques  build structures, exploring how they can be made stronger, stiffer and more stable	range of existing products  DT2/1.3b Evaluate: Their product  evaluate their ideas and products against design criteria
<b>Geography</b>					
<b>History</b>					
<b>MFL</b>					
<b>PE</b>  <b>Indoor PE Gymnastics</b>  PE1/1.1a To master as well as develop balance, agility and co-	<b>PE1/1.1a Gymnastics</b>  To develop balance, agility and co-ordination when balancing on different parts of the body	<b>PE1/1.1a Gymnastics</b>  To develop balance, agility and co-ordination by performing balances with a partner.	<b>PE1/1.1a Gymnastics</b>  To develop balance, agility and co-ordination when rolling.	<b>PE1/1.1a Gymnastics</b>  To develop balance, agility and co-ordination when jumping.	<b>PE1/1.1a Gymnastics</b> To develop balance, agility and co-ordination by combining movements to create a sequence.

<p>ordination, and begin to apply these in a range of activities</p> <p><b>Outdoor PE</b></p> <p>PE1/1.1b Team Games To participate in team games, developing simple tactics for attacking and defending</p>	<p>Outcome To perform and improve upon balances on different parts of the body (balancing)</p> <p>LO: To participate in team games, developing simple tactics for attacking and defending</p> <p>Outcome Children will be able to move with a game in the game.</p>	<p>Outcome To create matching balances with a partner.  (partner Balances)</p> <p>LO: To participate in team games, developing simple tactics for attacking and defending</p> <p>Outcome Children will be able to use space when passing and receiving in a game</p>	<p>Outcome To roll in different ways while showing control.  (Rolling)</p> <p>LO: To participate in team games, developing simple tactics for attacking and defending</p> <p>Outcome Children will be able to use throwing and catching to pass and receive in a game</p>	<p>Outcome To jump safely in a variety of ways, including on and off apparatus (jumping)</p> <p>LO: To participate in team games, developing simple tactics for attacking and defending</p> <p>Outcome Children will be able to create space by dodging and swerving</p>	<p>Outcome To combine a selection of movements to create a gymnastic sequence (Building Sequences)</p> <p>LO: To participate in team games, developing simple tactics for attacking and defending</p> <p>Outcome Children will be able to shoot at a target when passing</p>
<p><b>RE</b></p> <p><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><b>Outcome:</b> Through general discussion children talk about the different religions they are aware of.</p> <p><b>Places of worship Islam</b></p>	<p>LO: To Learn about the symbols for the Islam religion</p> <p><b>Outcome:</b> 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>LO: To learn about what you might see and experience at a mosque</p> <p><b>Outcome:</b> To learn about why it is an important place to many people</p>				
<b>RSHE</b>	<p>P1) How do I help my body stay healthy?</p> <p><b>Activity</b> Children draw an outline of themselves on a piece of paper Throughout the lesson, they should add labels and pictures to the outline, to show the things that will help their bodies to stay healthy</p>	<p>P2) Why do we need sleep?</p> <p><b>Activity</b> Watch the video for a second □me Children write down/draw on mini-whiteboards</p>	<p>P2) How do I decide what to eat?</p> <p><b>Activity</b> Show each video, children fill out the worksheet as they go along, with boxes and questions to help structure the information.</p> <p>Additional Storybots video on diet.</p>	<p>P2) How do I decide what to eat?</p> <p><b>Activity</b> Show each video, children fill out the worksheet as they go along, with boxes and questions to help structure the information.</p> <p>Additional Storybots video on diet.</p>	<p>P3) How do we stop getting ill?</p> <p><b>Activity</b> Create poster to show one way of avoiding illness</p> <ul style="list-style-type: none"> <li>●Washing hands</li> <li>●Catching sneezes</li> <li>●Brushing teeth</li> <li>●Sugar in foods</li> </ul>
<b>Music</b> <i>National curriculum outcomes for KS1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>	<p>Listening to a steady beat</p> <ul style="list-style-type: none"> <li>•Identifying and responding to changes in pitch</li> </ul> <p>Performing changes in pitch</p> <p>Warm up with actions and marking the beat</p>	<p>Listening to a steady beat</p> <ul style="list-style-type: none"> <li>•Identifying and responding to changes in pitch</li> </ul> <p>Performing changes in pitch</p> <p>Warm up with actions and marking the beat</p>	<p>Understanding and performing upwards and downwards pitch direction</p> <ul style="list-style-type: none"> <li>•Reading pitch line notation</li> </ul> <p>Nosy Dog</p>	<p>Understanding and performing upwards and downwards pitch direction</p> <ul style="list-style-type: none"> <li>•Reading pitch line notation</li> </ul> <p>Nosy Dog</p>	<p>Playing pitch lines on tuned percussion</p> <p>Combining pitch change with changes in other elements/dimensions</p>

<p><i>play tuned and untuned instruments musically</i></p> <p><i>listen with concentration and understanding to a range of high-quality live and recorded music</i></p>	<p>to A Lion sleeps Tonight Match sounds to animal images and recreate those sounds Improvise movement and pitch to animal images</p> <p style="text-align: center;">Y2HR</p>	<p>to A Lion sleeps Tonight Match sounds to animal images and recreate those sounds Improvise movement and pitch to animal images</p> <p style="text-align: center;"><b>Y2MW</b></p> <p style="text-align: center;">Y2MW</p>	<p>Identify animals then sing song</p> <p>As the Crow Flies Follow pitch with hands then match with voices</p> <p>Create own pitch lines and vocalise</p> <p style="text-align: center;">Y2HR</p>	<p>Identify animals then sing song</p> <p>As the Crow Flies Follow pitch with hands then match with voices</p> <p>Create own pitch lines and vocalise</p> <p style="text-align: center;"><b>Y2MW</b></p> <p style="text-align: center;">Y2MW</p>	<p>Nosy Dog pictures</p> <p>Use voice and tuned percussion to represent images</p> <p>Nosy dog pitch lines Create pitch lines on printed sheets and vocalise with a small group</p> <p>Nosy dog performance Perform created pitch lines incorporating the song Y2HR</p>
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					<b>Y2MW</b>
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