

SPRING 2 Medium Term Plan 2023 Year Group 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Writing	<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.</p> <p><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</p>	<p>Lesson 5 and 6 To box-up their own innovated version of the beginning paragraph</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 write innovated ending of story.</p>	<p>Narrative Unit: Plague Story.</p> <p>L.O – To listen to and discuss a nursery rhyme.</p> <p>Outcome: Children listen to the rhyme and research the meaning behind-record using bullet points.</p> <p>L.O- To inform using historical facts.</p> <p>Outcome: To write an explanation text about the meaning behind 'Ring O' Roses' 3 DAYS</p>	<p>Narrative Unit: Plague Story</p> <p>L.O – To listen to and appreciate a well-known story</p> <p>LO: To use expanded noun phrases to describe a character</p> <p>L.O. – To write a Character Profile and include specific features</p>	<p>Narrative Unit: Plague Story</p> <p>LO: To Story-map ideas for innovated story</p> <p>LO: To Story-map ideas for innovated story</p> <p>LO: to write up their innovated story</p> <p>LO: To make simple additions, revisions to writing</p>

	To retell the first paragraph of the Magic Bed.					
Spelling	<p>Camel tunnel Squirrel travel Towel tinsel Whole any Many clothes</p> <p>Dish yes Buzz jazz Shock pocket Sunset rocket Tray think</p>	<p>Metal pedal Capital hospital, Animal great Break steak Parents Christmas</p> <p>car, start, park, arm, garden</p> <p>girl, bird, shirt, first, third</p>	<p>Pencil fossil nostril move prove improve after father Mr Mrs</p> <p>own, blow, snow, grow, show</p>	<p>Dry dries dried Reply replying Replies replied Cry cries cried</p> <p>high, night, light, bright, right for, short, born, horse, morning</p>	<p>Copy copying copied copier Copies happy Happier happiest Nasty nastiest</p> <p>air, fair, pair, hair, chair out, about, mouth, around, sound</p>	<p>Hike hiking hiked Hiker nice nicer nicest, shiny shinier shiniest</p> <p>sea, dream, meat, each ,read oil, join, coin, point, soil</p>
Handwriting	Curved letters	ascenders	Descenders	Zigzag letters		
Reading	<p>The Gruffalo's Child</p> <p>Julia Donaldson Author Study (different texts by the same author)</p>	<p>The Gruffalo's Child</p> <p>Julia Donaldson Author Study (different texts by the same author)</p>	<p>The Snail and the Whale</p> <p>Julia Donaldson Author Study (different texts by the same author)</p>	<p>The Snail and the Whale</p> <p>Julia Donaldson Author Study (different texts by the same author)</p>	<p>The Highway Rat</p> <p>Julia Donaldson Author Study (different texts by the same author)</p>	<p>The Highway Rat</p> <p>Julia Donaldson Author Study (different texts by the same author)</p>
Maths	<p>Unit 4: Recognise 2D and 3D shapes</p> <p>Lesson 9 To count edges on 3D shapes</p>	<p>Unit 5: Money</p> <p>Lesson 1 To learn the value of coins and find totals of amounts.</p>	<p>Lesson 5 To use different combinations of coins and notes to make the same amount of money.</p>	<p>Lesson 9 To calculate the difference between the cost and the amount paid to work out the change.</p>	<p>Lesson 3 To work out a total by counting equal groups through repeated addition</p>	<p>Lesson 7 To use repeated subtraction to model division calculations.</p> <p>Lesson 8</p>

	<p>Lesson 10 To count vertices on 3D shapes</p> <p>Lesson 11 To sort 3D shapes</p> <p>Lesson 12 To make patterns with 3D shapes</p>	<p>Lesson 2 To learn the value of notes and find total amounts of notes.</p> <p>Lesson 3 To count different amounts of money and record their answers in pounds and pence.</p> <p>Lesson 4 To select the right combination of coins and notes for a given amount and find how much is left over.</p>	<p>Lesson 6 To compare amounts of money using the correct vocabulary and the signs $<$, $>$ and $=$.</p> <p>Lesson 7 To find the total cost by adding pounds and pence (not crossing the 100 boundary)</p> <p>Lesson 8 To use different coins to make a value of £1.</p>	<p>Lesson 10 To solve two-step word problems about money.</p> <p>Unit 6: Multiplication and Division</p> <p>Lesson 1 To write sentences to describe repeated equal groups.</p> <p>Lesson 2 To describe and draw equal groups.</p>	<p>Lesson 4 To write repeated addition and multiplication sentences to match a picture.</p> <p>Lesson 5 To write calculations as multiplication number sentences to represent different equal grouping situations.</p> <p>Lesson 6 To identify arrays to a multiplication sentence.</p>	<p>To learn another strategy for dividing by sharing a number equally into groups.</p> <p>Lesson 9 - 10 Power Maths Assessments: Money and multiplication</p>
Calculation	<p><u>Mastering number</u> <u>Week 12</u> Lesson 1 Lo: recap doubles to double 5 Identify the structure of double 6 as a combination of</p>	<p><u>Mastering number</u> <u>Week 13</u> Lesson 1 Lo: show bonds of 10 on their fingers Identify missing parts of 10.</p>	<p><u>Mastering number</u> <u>Week 14</u> Lesson 1 Lo: recap that when the order of a pair of addends is changed, the sum remains the same</p>	<p><u>Mastering number</u> <u>Week 15</u> Lesson 1 Lo: recap double 6, 7, 8 and 9 Subitise images that show 'doubles and 1 more'</p>	<p><u>Mastering number</u> <u>Week 16</u> Lesson 1 Lo: subitise doubles beyond 10 <ul style="list-style-type: none"> Identify that doubles are even numbers </p>	<p><u>Mastering number</u> <u>Week 17</u> Lesson 1 Lo: find the total number of objects that are arranged in 3 groups.</p>

	<p>double 5 and double 1.</p> <p>Lesson 2</p> <p>Lo: explore and describe different arrangements that show doubles</p> <p>Identify the structure of the double for 6–9 as a combination of double ‘5 and a bit’</p> <p>Lesson 3</p> <p>Recall doubles facts and the related facts for halves within 10</p> <p>Recap that doubles are made of even numbers</p> <p>Recap the structure of the double for 6–9 as a combination of double ‘5 and a bit’.</p> <p>Lesson 4</p> <p>Lo: subitise</p> <p>Doubles to double 9</p>	<p>Lesson 2</p> <p>Lo: subitise arrangements shown as ‘10 and a bit’</p> <p>Identify missing parts of 20.</p> <p>Lesson 3</p> <p>Lo: subitise numbers in a ‘5 and a bit’ arrangement</p> <p>Identify missing parts of 20.</p> <p>Lesson 4</p> <p>Lo: recap and use bonds of 10 to subtract a 1-digit number from 10</p> <p>Subtract from 20.</p>	<p>Identify that known number bonds can be used to reason about other addition calculations.</p> <p>Lesson 2</p> <p>Lo: recap that known bonds can be used to derive other facts</p> <p>Identify that known number bonds can be used to reason about other subtraction calculations.</p> <p>Lesson 3</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>Lesson 4</p>	<p>Describe doubles and 1 more as ‘near doubles’.</p> <p>Lesson 2</p> <p>Lo: subitise and describe images showing ‘doubles and 1 more’ and identify these as ‘near doubles’</p> <p>Make near doubles on a rekenrek</p> <p>Begin to identify that 1 more can be added to either part of a double to create a near double.</p> <p>Lesson 3</p> <p>Lo: recap that near doubles can be made with a ‘double and 1 more’</p> <p>Match expressions to images of near doubles and begin to</p>	<p>Identify that ‘near doubles’ are odd numbers because they are 1 more or 1 less than a double.</p> <p>Lesson 2</p> <p>Lo: recap that a ‘near double’ can be created by adding or taking 1 to or from a double</p> <p>Write expressions to match doubles and related near doubles.</p> <p>Lesson 3</p> <p>Lo: derive ‘near doubles’ using known doubles.</p> <p>Lesson 4</p> <p>Lo: recap that ‘near doubles’ are composed of adjacent numbers</p> <p>Use a range of strategies to</p>	<p>Lesson 2</p> <p>Lo: identify when 3 numbers sum to 10</p> <p>Write equations with 3 addends.</p> <p>Find the total of 3 addends when 2 of the given addends sum to 10.</p> <p>Lesson 3</p> <p>Lo: find the total of 3 addends when 2 of the given addends sum to 10</p> <p>Lesson 4</p> <p>Lo: identify whether 3 numbers sum to a number greater than, less than or equal to 10.</p>
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	Practise reasoning about the structure of the double for 6–9 as a combination of double '5 and a bit'.		Lo: reason about related equations Use number bonds for 6 and 7 to find missing parts within 20.	recognise the addends as adjacent numbers. Lesson 4 Lo: recap that near doubles can be made with a 'double and 1 more' Relate expressions to 'near doubles' Identify that near doubles can be made by taking 1 away from a double.	calculate near doubles.	
Science Sc2/2.2 Plants Sc2/2.2a observe and describe how seeds and bulbs grow into mature plants Sc2/2.2b find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	What Do Plants Need to Grow? To design and set up a test to find out what plants need to stay healthy. Resources • Soil • Small pots • Fast growing seeds such as cress or beans • Fully grown plants (one healthy, one beginning to wilt)	What's Inside a Seed? To look closely at the parts of a seed that will grow into a plant and explain how it will germinate. Resources • Magnifying glasses • Various types of seeds to observe, such as pumpkin seeds, cress seeds and beans - enough	Life Cycle of a Plant To describe the life cycle of a plant.	What do plants need to stay healthy? To explain what plants need to grow and stay healthy	What do plants need to stay healthy? To describe what happens if plants don't get all the things they need.	How do plants grow in hot, dry or cold places? To explain how plants are suited to their habitats

	<p>through dehydration)</p> <ul style="list-style-type: none"> • Cotton wool • Bulbs or different seeds for class plant 	<p>for the class to handle.</p> <ul style="list-style-type: none"> • Large beans, such as kidney beans - at least one per child. Beans should be pre-soaked for 24 hours. (You can use frozen beans which will not need to be soaked, but will need thawing.) • A piece of paper or paper towel, per child, to place their seed 				
<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>LO: To make product following design</p>	<p>DT2/1.3b Evaluate: Their product</p> <p>LO: To evaluate finished product</p>
<p>Art</p>	<p>No Art this half term</p>					

<p>Computing</p> <p>3.2 What is a branching database? Understanding & Sharing Data</p>	<p>LO: Investigate how information can be found</p> <p>Outcomes: Children can explain how branch databases can be used (Mind map exercise)</p>	<p>LO: Pupils can identify an object by asking yes/no questions (use PPT in Computing file)</p> <p>Outcome Children draw their own simple branch data base</p>	<p>LO: Create paper based branching data base</p> <p>Outcome: Make paper branching diagram with pictures of various animals</p>	<p>LO: Introduce concept of data base on devises</p> <p>Outcome: Use j2data.com software/app to make branching diagram</p>	<p>LO: Create own database on chrome book</p> <p>Outcome: Given a new set of examples children create their own branching database on j2data.com.</p>	<p>LO: Evaluate peers database.</p> <p>Outcome: Children use each other's databases to find out what animal has been picked</p>
<p>Geography</p>	<p>No Geography this half term</p>					
<p>History</p> <p>Hi1/1.3 significant historical events, people and places in their own locality.</p> <p><u>The Great Plagues/Europe (1346) and Eyam (1665)</u></p>	<p>LO: To discuss and place significant events on a timeline</p> <p>Outcome To create own timeline using previously learned historical events</p>	<p>LO: To gain an understanding of the Chronology of the Plague</p> <p>Outcome To create a time line specifically for the events of the plague</p>	<p>LO: To recognise the symptoms of the plague</p> <p>Outcome To illustrate on a body the different plague symptoms</p>	<p>LO: To label and explain some of the features of a plague Doctor</p> <p>Outcome To create a flip up fact file.</p>	<p>LO: To Sequence the events of the Plague in the Village of Eyam 1665</p> <p>Outcome To sort the events into order.</p>	
<p>MFL</p>						

<p>PE</p> <p>Rounders (outdoor)</p> <p>Tri Golf (Indoors)</p>	<p>Indoors</p> <p>LO: Understand where to stand safely when playing Tri-Golf games.</p> <p>Outcome To be able to stand sideways to ball swing the club</p> <p>Outdoors</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Indoors</p> <p>LO: Control the distance of the ball using both putter and chipper.</p> <p>Outcome To control the distance by length of swing</p> <p>Outdoors</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p>Indoors</p> <p>LO: develop control of the chipper and putter</p> <p>Outcome To control the distance of the ball using both putter and chipper.</p> <p>Outdoors</p> <p>To master basic movement skills including running, throwing and catching.</p> <p>To develop balance, agility and co-ordination.</p> <p>To able abilities to a team game. To participate in team games</p>	<p>Indoors</p> <p>LO: control the distance and height of the ball using a chipper.</p> <p>Outcome To control the distance of the ball in the air using a chipper.</p> <p>Outdoors</p> <p>To master basic movement skills including running, throwing and catching.</p> <p>To develop balance, agility and co-ordination.</p> <p>To able abilities to a team game. To participate in team games</p>	<p>Indoors</p> <p>LO: Work together as a team, measure out and build a challenge.</p> <p>Outcome To demonstrate their understanding of aim and distance control through taking part in a number of skills challenges</p> <p>Outdoors</p> <p>To master basic movement skills including running, throwing and catching. To develop balance, agility and co-ordination. To able abilities to a team game. To participate in team games</p>	<p>Indoors</p> <p>LO: Work together as a team, measure out and build a challenge.</p> <p>Outcome To demonstrate their understanding of aim and distance control through taking part in a number of skills challenges</p> <p>Outdoors</p> <p>To master basic movement skills including running, throwing and catching. To develop balance, agility and co-ordination. To able abilities to a team game. To participate in team games</p>
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<p>RE</p> <p>Believing – Christianity</p>	<p>LO: To understand why God is important to Christians</p> <p>Outcome To explain what Christians mean by God – through discussion/written task</p>	<p>LO: To understand what Christians believe about God</p> <p>Outcome To complete a task that shows that the Christian God exists in three parts</p>	<p>LO: To explore the meaning of forgiveness in Christianity</p> <p>Outcome To sort a variety of scenarios into forgive/not forgive</p>	<p>LO: To understand why Jesus is important to Christians</p> <p>Outcome Through discussion recall some of the events in the life of Jesus.</p>	<p>LO: To understand some of the values taught by Jesus</p> <p>Outcome To recall some of the parables of Jesus and suggest what they might mean.</p>	<p>LO: To understand how a Christian might live their life today</p> <p>Outcome To discuss ideas what they can do to show kindness to those around them.</p>
<p>RSHE (Health and Wellbeing – Physical Health)</p>	<p>P1) How do I help my body stay healthy?</p> <p>LO: Understand that active lifestyles including regular exercise can keep our bodies more healthy</p> <p>Outcome Discuss different factors which can keep our bodies healthy</p>	<p>P1) How do I help my body stay healthy?</p> <p>LO: Understand that active lifestyles including regular exercise can keep our bodies more healthy</p> <p>Outcome Have a body outline and add labels/pictures to show what keeps us healthy</p>	<p>P2) How do I decide what to eat?</p> <p>LO: Identify the components of a balanced diet</p> <p>Outcome Children to create a healthy eating poster</p>	<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>Music</p>						

Please note: Our English for this half term is slightly different than the year overview. We had not completed the narrative Magic bed so have pushed this onto first 3 weeks. Our personal recount will be covered during first 2 weeks of next half term.