



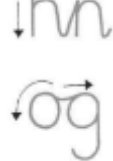



SPRING 2 Medium Term Plan 2024 Year Group 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 (4 days)
<p>English Writing</p> <p>Narrative Unit: The Magic bed (Fantasy/Adventure) John Burningham</p> <p>Retelling through boxing up</p> <p>Innovated story</p> <p>Setting Description</p>	<p>Narrative Unit: Fantasy/portal The Magic Bed (John Burningham)</p> <p>Lesson 1 To 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>Outcome Children will be able to identify some of the main features of a fantasy story.</p> <p>Lesson 2 To read, share, enjoy and identify the common features of fantasy portal genre text.</p> <p>Outcome Children will have listened to the magic bed story and begin to</p>	<p>Lesson 6 LO: Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence.</p> <p>Outcome To retell the first paragraph of the Magic Bed.</p> <p>Lesson 7 Lo: To organise and plan the beginning of their innovated story.</p> <p>Lesson 8 To box-up their own innovated version of the beginning paragraph.</p> <p>Lesson 9 To write up their own innovated version of the beginning paragraph.</p>	<p>Lesson 11 To write a retell of the middle paragraph of the story.</p> <p>Lesson 12 Lo: To organise and plan the middle of their innovated story.</p> <p>Lesson 13 To box up the middle of the story using picture prompts (character and setting) and generating vocabulary.</p> <p>Lesson 14 To write the middle paragraph of their innovated story.</p> <p>Lesson 15 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 listen to and appreciate a well-known story</p> <p>LO: To Story-map ideas for innovated story LO: To Story-map ideas for innovated story</p> <p>LO: To make simple additions, revisions to writing</p>

	<p>identify the fantasy features.</p> <p>Lesson 3 LO: To organise pictures and text to form a short narrative</p> <p>Outcome Children will be able to sequence the Magic Bed story.</p> <p>Lesson 4 +5 LO: Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence.</p> <p>Outcome To aurally rehearse the beginning paragraph of the Magic Bed</p>	<p>Lesson 10 To aurally rehearse the second paragraph of the story</p>				
<p>Spelling</p>	<p>Camel tunnel Squirrel travel Towel tinsel Whole any Many clothes</p> <p>Green, sheep, meet, keep, teeth</p>	<p>Metal pedal Capital hospital, Animal great Break steak Parents Christmas</p> <p>car, start, park, arm, garden</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</p>	<p>Copy copying copied copier Copies happy Happier happiest Nasty nastiest</p> <p>air, fair, pair, hair, chair</p>	<p>Common Exception Words practice. (Year 1 and 2)</p> <p>Assessment of these words. – reading and writing</p>

	<p>Moon, soon, zoo, pool, spoon</p> <p>Pin, pan, bet, fin, jam, sit, net, kin, nag, gap</p>	<p>girl, bird, shirt, first, third</p> <p>dad, gig, tag, map, dim, did, pat, tap, mat, dip</p>	<p>cook, hood, wool, shook, stood</p> <p>chip, chat, chop, chap, much, such the, has, his, to</p>	<p>for, short, born, horse, morning</p> <p>ship, shop, dish, hush, fish, shed we, do, go, my</p>	<p>out, about, mouth, around, sound</p> <p>thin, that, this, then, with, no he, so, here, was</p>	
Handwriting		<p>Joining letters</p> 	<p>Joining letters</p> 	<p>Joining letters</p> 	<p>Joining letters</p> 	<p>Joining letters</p> 
Reading	<p>Nat Fantastic and the Brave Knights – Giles Andreae</p> <p>Where the Wild Things Are – Maurice Sendak</p> <p>Mr Gumpy's Outing John Burningham</p>	<p>Flat Stanley – Jeff Brown</p>	<p>The Night Pirates – Peter Harris and Deborah Allwright</p> <p>Phoebe and the Monster maze – Caroline Castle and Susie Jenkin-Pearce</p>	<p>A Bear Called Paddington – Michael Bond</p>	<p>A Bear Called Paddington – Michael Bond</p>	<p>The Magic Faraway Tree Enid Blyton</p>
Maths	<p>Unit 7 Multiplication and division 2</p> <p>Lesson 1: To identify the 2 times-table using multiplication sentences.</p>	<p>Lesson 6 To relate multiplication facts from the 10 times-table to divide by 10.</p> <p>Lesson 7</p>	<p>Unit 8 Length and Height</p> <p>Lesson 1 To use rulers to measure simple objects to the nearest centimetre.</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 6 To introduce litres as a standard unit of measure, and will carry out a variety of calculations using litres.</p> <p>Lesson 7</p>	<p>Consolidation Of previous topics and Power Maths Assessments.</p>

	<p>Lesson 2: To relate multiplication facts from the 2 times-table to dividing by 2.</p> <p>Lesson 3: To develop an understanding of 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 5: To identify the 10x table using multiplication sentences.</p>	<p>To identify the 5 times-tables using multiplication sentences.</p> <p>Lesson 8 To divide numbers by 5 by linking division facts to times-tables.</p> <p>Lesson 9 To represent division calculations using a bar model and using grouping.</p> <p>Lesson 10 To represent division calculations using a bar model and a sharing method.</p>	<p>Lesson 2 To estimate and measure a range of objects, using metres as a unit of measurement.</p> <p>Lesson 3 To compare lengths measured in centimetres and metres.</p> <p>Lesson 4 To order sets of lengths measured in centimetres or metres.</p> <p>Lesson 5 To use a range of methods to solve word problems involving length and height.</p>	<p>(Lesson 2) To explore the use of grams and how they can measure these using both balance scales and weighing scales.</p> <p>Lesson 3 To explore the use of Kg and estimating mass using both grams and kilograms.</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>To read temperatures from a thermometer and use temperature to make simple comparisons and to carry out calculations.</p> <p>Lesson 8 To apply knowledge of counting in 2s, 5s and 10s to reading different scales on thermometers</p>	
<p>Calculation NCTEM weeks 16-21</p>	<p>Mastering number Week 16 Lesson 1 Lo: subitise doubles beyond 10</p>	<p>Mastering number Week 17 Lesson 1 Lo: find the total number of objects</p>	<p>Week 18 Mastering Number Lesson 1 recap bonds of 10 Reason about and solve problems that</p>	<p>Week 19 Mastering Number Lesson 1 recap bonds of 10 Reason about and solve problems that</p>	<p>Week 20 Mastering Number Lesson 1 recap that subtraction can represent 'first, then, now' stories</p>	<p>Week 21 Mastering Number Lesson 1 Identify how a subtrahend can be split to bridge through 10. Lesson 2</p>

	<ul style="list-style-type: none"> Identify that doubles are even numbers <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>that are arranged in 3 groups.</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>	<p>involve adding across 10.</p> <p>Lesson 2</p> <p>recap how 3, 4 and 5 can be partitioned when 1 is a part</p> <p>reason about and solve problems that involve adding across 10.</p> <p>Lesson 3</p> <p>subitise numbers 11–14, presented as '10 and a bit'</p> <p>reason about and solve problems that involve adding across 10.</p> <p>Lesson 4</p> <p>represent in a part–part–whole diagram how 5 can be split</p> <p>represent addition stories pictorially.</p>	<p>involve adding across 10.</p> <p>Lesson 2</p> <p>recap how an expression can be used to tell the 'first' and 'then' parts of an addition story</p> <p>record how children getting on a bus can be split between 2 decks.</p> <p>Lesson 3</p> <p>recap how to show an addend being split to 'make 10' in an expression</p> <p>link a 'first, then, now' story to an equation</p> <p>record calculations that 'bridge 10'.</p> <p>Lesson 4</p> <p>record calculations that 'bridge 10'</p>	<p>reason about subtraction calculations that do not cross 10</p> <p>Lesson 2</p> <p>practise solving subtractions that do not cross 10</p> <p>reason about subtractions with a difference of 10.</p> <p>Lesson 3</p> <p>reason about calculations with a difference of 10</p> <p>describe and solve problems that bridge through 10.</p> <p>Lesson 4</p> <p>reason about subtractions that involve bridging through 10</p>	<p>Identify how the subtrahend should be split to bridge through 10.</p> <p>Lesson 3</p> <p>identify how the subtrahend should be split to bridge through 10.</p> <p>Lesson 4</p> <p>recap the procedure for bridging through 10</p> <p>use equations to record calculations that involve bridging through 10.</p>
--	---	---	--	--	--	--

	Use a range of strategies to calculate near doubles.			reason about calculations that 'bridge 10'.	begin to identify how a subtrahend can be split to bridge through 10.	
<p>Science</p> <p>Sc2/2.2 Plants</p> <p>Sc2/2.2a observe and describe how seeds and bulbs grow into mature plants</p>	<p>What Do Plants Need to Grow?</p> <p>To design and set up a test to find out what plants need to stay healthy.</p> <p>Resources</p> <ul style="list-style-type: none"> • Soil • Small pots • Fast growing seeds such as cress or beans • Fully grown plants (one healthy, one beginning to wilt through dehydration) • Cotton wool • Bulbs or different seeds for class plant 	<p>What's Inside a Seed?</p> <p>To look closely at the parts of a seed that will grow into a plant and explain how it will germinate.</p> <p>Resources</p> <ul style="list-style-type: none"> • Magnifying glasses • Various types of seeds to observe, such as pumpkin seeds, cress seeds and beans - enough for the class to handle. • 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>Life Cycle of a Plant</p> <p>To describe the life cycle of a plant.</p>	<p>What do plants need to stay healthy?</p> <p>To explain what plants needs to grow and stay healthy</p>	<p>What do plants need to stay healthy?</p> <p>To describe what happens if plants don't get all the things they need.</p> <p>Children create a classification sorting database on paper to work out which seed had which conditions or lack of conditions.</p>	<p>What do plants need to stay healthy?</p> <p>To describe what happens if plants don't get all the things they need.</p> <p>Children create a classification sorting database (on J2data.com linked to ict project) to work out which seed had which conditions or lack of conditions.</p>
Art & design						

<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>LO: Pupils can identify an object by asking yes/no questions</p> <p>https://docs.google.com/presentation/d/1yW21H7Z3Y4l4mLCfv4I53tE8p3zNa0hmEWHWkl7zQ1w/edit#slide=id.p1</p> <p>https://drive.google.com/file/d/1kmo5YXVCgFjg7WHRm4XIS8P5pySrT-nU/view</p> <p>j2data.com</p>	<p>LO: Create paper based branching data base</p> <p>https://classic.csunplugged.org/documents/activities/community-activities/databases/DatabasesUnplugged-Version2.pdf</p> <p>(focus on questions to ask)</p>	<p>LO: Introduce concept of data base on devises</p> <p>j2data.com</p>	<p>LO: Create own database on chrome book</p> <p>j2data.com</p>	<p>LO: Evaluate their scientific experiment using branching database.</p> <p>(Links to science)</p> <p>Make own version.</p>
<p>Design & technology</p> <p>(Weeks 1-2 carried over from Spring 1)</p>	<p>DT2/1.2a DT2/1.4a</p> <p>Make: skills/ Techniques</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>DT2/1.3a Evaluate: explore and evaluate a range of existing products</p> <p>DT2/1.3b Evaluate: Their product</p> <p>evaluate their ideas and products against design criteria</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>

Geography						
History Hi1/1.3 significant historical events, people and places in their own locality. The Great Plagues/Europe (1346) and Eyam (1665)	LO: To discuss and place significant events on a timeline	LO: To gain an understanding of the Chronology of the Plague	LO: To gain an understanding of the Chronology of the Plague	LO: To recognise the symptoms of the plague	LO: To label and explain some of the features of a plague Doctor	LO: To Sequence the events of the Plague in the Village of Eyam 1665
MFL						
PE Tri – Golf (indoor)) PE1/1.1a To master as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities	WALT: know how to stand to use a golf club Success Criteria Stand sideways to ball Swing the club – tick tock Learning Outcomes All children will be able to Understand where to stand	WALT: know how to control the length of the ball with a golf club Success Criteria Stand on the feet sideways to the ball Tick tock swing Start on yellow cones Stop ball in the half hoop	WALT: develop control of the chipper and putter Success Criteria Stand sideways to ball Swing the club – tick tock Learning Outcomes All children will be able to control the distance of	WALT: know how to control the height of the ball Learning Outcomes All children will be able to control the distance and height of the ball using a chipper.	WALT: develop skills of working as a team Success Criteria What's the challenge? How do you play? How do you score? Learning Outcomes	WALT: develop skills of working as a team Success Criteria What's the challenge? How do you play? How do you score? Learning Outcomes

<p>Rounders – (Outdoor)</p>	<p>safely when playing Tri-Golf games.</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><u>Outcome</u> Children will be able to catch a ball in different ways.</p>	<p>Learning Outcomes All children will be able to Control the distance of the ball using both putter and chipper.</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p><u>Outcome</u> Children will be able to throw a ball in different ways.</p>	<p>the ball in the air using a chipper.</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><u>Outcome</u> Children will be able to hit a ball with a racket accurately.</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><u>Outcome</u> Children will be able to hit a target accurately.</p>	<p>All children will be able to Work together as a team, measure out and build a challenge.</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><u>Outcome</u> Children will be able to confidently perform the basic movements in a co-ordinated way. <i>I can apply skills to games</i></p>	<p>All children will be able to Work together as a team, measure out and build a challenge.</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><u>Outcome</u> Children will be able to apply the skills to the games of rounders.</p>
-----------------------------	---	---	---	---	---	--

RE G. Believing – (prayer) Christianity C. Stories of Jesus	LO: To understand why God is important to Christians Outcome To explain what Christians mean by God – through discussion/written task	LO: To understand what Christians believe about God Outcome To complete a task that shows that the Christian God exists in three parts	LO: To explore the meaning of forgiveness in Christianity Outcome To sort a variety of scenarios into forgive/not forgive	LO: To understand how the importance of prayer in Christianity. Outcome To investigate how and why people pray in different religions.	LO: To understand why Jesus is important to Christians Outcome Through discussion recall some of the events in the life of Jesus.	LO: To understand some of the values taught by Jesus Outcome To recall some of the parables of Jesus and suggest what they might mean.
RSHE	P2) How do I decide what to eat? Activity Show each video, children fill out the worksheet as they go along, with boxes and questions to help structure the information. Additional Storybots video on diet.	P2) How do I decide what to eat? Activity Show each video, children fill out the worksheet as they go along, with boxes and questions to help structure the information.	P2) How do I decide what to eat? Activity Show each video, children fill out the worksheet as they go along, with boxes and questions to help structure the information.	P3) How do we stop getting ill? Activity Create poster to show one way of avoiding illness ●Washing hands ●Catching sneezes ●Brushing teeth ●Sugar in foods	P3) How do we stop getting ill? Activity Create poster to show one way of avoiding illness ●Washing hands ●Catching sneezes ●Brushing teeth ●Sugar in foods	P3) How do we stop getting ill? Activity Create poster to show one way of avoiding illness ●Washing hands ●Catching sneezes ●Brushing teeth ●Sugar in foods
Music	21.02.24	28.02.24	06.03.24	13.03.24	20.03.24	27.03.24

	<p style="text-align: center;"><u>Y2HR</u></p> <p>Weather</p> <p>Perform a rhythmic chant and play an independent rhythm pattern to accompany it Listen in detail to a piece of orchestral music</p>	<p style="text-align: center;"><u>Y2MW</u></p> <p>Weather</p> <p>Perform a rhythmic chant and play an independent rhythm pattern to accompany it Listen in detail to a piece of orchestral music</p>	<p style="text-align: center;"><u>Y2HR</u></p> <p>Weather</p> <p>Perform an updated version of a traditional nursery rhyme with a rap section included Accompany a song with three different repeated word patterns</p>	<p style="text-align: center;"><u>Y2MW</u></p> <p>Weather</p> <p>Perform an updated version of a traditional nursery rhyme with a rap section included Accompany a song with three different repeated word patterns</p>	No Music	Planning time
--	---	---	--	--	----------	---------------