



## Year 2 – Spring Medium Term Plan

Topic: Scented Garden



<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> <li>● Curriculum booklet for parents</li> <li>● Scrutinies</li> <li>● Headteacher’s nominations</li> <li>● Spring 2 OTrack assessment</li> <li>● Spring 2 classtrack assessment</li> <li>● EAL and PP Tracking to be completed</li> </ul>	<ul style="list-style-type: none"> <li>● World Religion Day</li> <li>● Safer Internet Day</li> <li>● Fairtrade Fortnight</li> <li>● Women’s History Month</li> <li>● World Book Day</li> <li>● Sport Relief</li> <li>● Science Week</li> </ul>	<ul style="list-style-type: none"> <li>● Entry point - Grow a plant in a jar</li> <li>● Exit point -</li> <li>● Class Story - James and the Giant peach</li> <li>● Homework - spellings, TTrackstars, Education City</li> <li>● PE - Daily Mile, Go Noodle/Yoga, BBC Supermovers</li> <li>● Science - Explorify</li> </ul>
<u>English (Reading)</u>	<u>English (Spoken Language)</u>	<u>English (Grammar and Phonics)</u>
<p><b>Focus:</b></p> <p>The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p><b>Comprehension</b></p> <p>TLC: Can I explain my understanding of new words?  TLC: Can I listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction?  TLC: Can I discuss the sequence of events in books and how items of information are related?  TLC: Can I be introduced to non-fiction books that are structured in different ways?  TLC: Can I recite poems with intonation?  TLC: Can I recite a number of poems by heart?</p>	<p><b>Spoken Language skills embedded across all subjects</b></p> <ul style="list-style-type: none"> <li>● Kagan strategies</li> <li>● Echo reading</li> <li>● Deeper questioning</li> <li>● Guided Reading</li> <li>● Imitate</li> <li>● 80:20 rule</li> <li>● Early Listening skills workbooks</li> <li>● English Experience lessons</li> <li>● Odd one Out activities</li> <li>● Different languages from Oddizzi assemblies</li> </ul> <p>The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout english lessons and across the curriculum:</p> <p>TLC: Can I hold the attention of listeners by adapting the way I talk?  TLC: Can I begin to understand how to speak for different purposes and audiences?  TLC: Can I express myself using complete sentences when required?</p>	<p><b>Focus: Spring 1</b></p> <p><u>Grammar</u></p> <p>TLC: Can I use subordinate conjunctions? (SS Session 1)  TLC: Can I use apostrophes for possession? (SS Session 2)  TLC: Can I use ‘because’ to add extra information? (SS Session 3)  TLC: Can I use a variety of conjunctions to add information to a sentence? (‘and’ ‘which’ SS Session 4)  TLC: Can I write question sentences? (SS Session 6,8)  TLC: Can I use commas in a list? (SS Session 7)  TLC: Can I write exclamation sentences? (SS Session 8)</p> <p><u>Spelling</u></p> <p>TLC: Can I spell words using the suffix -ful? (SS Session 5)  TLC: Can I spell words using contractions? (SS Session 6)</p> <p>List coverage: Sounds Write</p>



**Year 2 – Spring Medium Term Plan**  
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TLC: Can I make more specific vocabulary choices. E.g. technical language?  
 TLC: Can I usually listen carefully and respond appropriately?  
 TLC: Can I take turns when talking in pairs or in small groups?  
 TLC: Can I offer appropriate comments in paired or small group discussion?

**English (Writing)**

**Spring 1 Focus: Writing - Non-Fiction - Information Text - Plants**

**Focus: Handwriting**

TLC: Can I form lower case letters to the correct size relative to one another?  
 TLC: Can I write capital letters and digits to the correct size/orientation/relationship to one another and to lower case letters?  
 TLC: Can I use spacing between words that reflects the size of the letters?  
 TLC: Can I start to use some of the horizontal and diagonal strokes needed to join letters?  
 TLC: Can I identify which letters are best left unjoined?

**Additional composition/grammar taught through JC Unit**

Synonyms (SS Session 7)  
 Similes (SS Session 3)  
 Alliteration (SS Session 1, 5)  
 Adjectives (SS Session 1)  
 Use of colons (SS Session 7)

**Spring 2 Focus: Writing - Free verse poem**

**Spring 1 - Composition (Planning and Composition)**  
 (internalisation of the text - reading focus)

TLC: Can I discuss writing to learn from its structure, vocabulary and grammar? (identifying features/shapes of the text/plot points)  
 TLC: Can I plan and say what I am going to write about? (SS Sessions 1-8 including experiences)  
 TLC: Can I show a positive attitude towards writing and sustain my effort and length of writing? (SS Sessions 1-8 including experiences)  
 TLC: Can I write down ideas using keywords? (SS Sessions 1-8 including experiences)  
 TLC: Can I write using different sentences? (SS Sessions 1-8 including experiences)  
 TLC: Can I talk about my work with my teacher?  
 TLC: Can I talk about my work with another child?  
 TLC: Can I read my work aloud and clearly?

**Independent writing.**

TLC: Can I write an information text?

**Spring 2 - Composition (Planning and Composition)**  
 (internalisation of the text - reading focus)

**Composition (Editing)**

TLC: Can I re-read my work to check if sentences make sense?  
 TLC: Can I re-read my work to check verbs are correct and consistent?  
 TLC: Can I check my spelling, punctuation and grammar?

**Performance (Reading as a Writer)**

TLC: Can I hold the attention of listeners by adapting the way I talk?

**Focus: Spring 2**

**Grammar**

TLC: Can I use apostrophes to show contraction? (SS Session 1, 3, 4)  
 TLC: Can I use expanded noun phrases? (SS Session 1,2)

**Composition (Editing)**

TLC: Can I re-read my work to check if sentences make sense?  
 TLC: Can I check my spelling, punctuation and grammar?



**Year 2 – Spring Medium Term Plan**  
**Topic: Scented Garden**



Additional composition/grammar taught through JC Unit  
Repetition (SS Session 3)  
Inverted Commas (SS Session 4)  
Imagining actions/verbs (SS Session 4, 5)

TLC: Can I discuss poetry to learn from its structure, vocabulary and grammar? (identifying features/shapes of the poem/plot points)  
TLC: Can I plan and say what I am going to write about? (SS Sessions 1-5 including experiences)  
TLC: Can I show a positive attitude towards writing and sustain my effort and length of writing? (SS Sessions 1-5 including experiences)  
TLC: Can I write down ideas using keywords? (SS Sessions 1-5 including experiences)  
TLC: Can I write using different sentences? (SS Sessions 1-5 including experiences)  
TLC: Can I talk about my work with my teacher?  
TLC: Can I talk about my work with another child?  
TLC: Can I read my work aloud and clearly?  
Independent writing.  
TLC: Can I write a free verse poem?

**Maths**

Multiplication and Division

**Cold Task** - Multiplication and Division

TLC: Can I recognise equal groups?  
TLC: Can I make equal groups?  
TLC: Can I add equal groups?  
TLC: Can I complete multiplication sentences using the x symbol?  
TLC: Can I complete multiplication sentences from pictures?  
TLC: Can I use arrays?  
TLC: Can I make doubles?  
TLC: Can I use and apply 2x table facts?  
TLC: Can I use and apply 5x table facts?  
TLC: Can I use and apply 10x table facts?  
TLC: Can I make equal groups by sharing?  
TLC: Can I make equal groups by grouping?

Statistics

**Cold Task** - Statistics

TLC: Can I make tally charts?  
TLC: Can I draw and interpret pictograms?  
TLC: Can I draw block diagrams?

**Hot Task** - Statistics

**Additional Maths Teaching**

Daily:

- Counting
- Arithmetic practise

Weekly:

- Times tables lesson
- Arithmetic test
- Times Tables test
- Problem of the Week
- Number bonds



**Year 2 – Spring Medium Term Plan**  
**Topic: Scented Garden**



<p>TLC: Can I identify odd and even numbers?  TLC: Can I divide by 2?  TLC: Can I divide by 5?  TLC: Can I divide by 10?  <b>Hot Task</b> - Multiplication and Division</p>		
<p><b>Focus:</b> Properties of Shape  <b>Cold Task</b> - Shape  TLC: Can I recognise 2D and 3D shapes?  TLC: Can I draw 2D shapes?  TLC: Can I count sides and vertices on 2D shapes?  TLC: Can I find lines of symmetry?  TLC: Can I sort and make patterns with 2D shapes?  TLC: Can I recognise and draw 2D shapes?  TLC: Can I count faces, edges and vertices on 3D shapes?  TLC: Can I sort and make patterns with 3D shapes?  <b>Hot Task</b> - Shape</p>	<p><b>Focus:</b> Fractions  <b>Cold Task</b> - Fractions  TLC: Can I make equal parts?  TLC: Can I recognise and find a half?  TLC: Can I recognise and find a quarter?  TLC: Can I recognise and find a third?  TLC: Can I write unit and non-unit fractions?  TLC: Can I understand the equivalence of <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math>?  TLC: Can I find <math>\frac{3}{4}</math> of objects, shapes and numbers?  TLC: Can I count in fractions?  TLC: Can I solve problems with fractions?  <b>Hot Task</b> - Fractions</p>	
<p><b>Art</b></p>	<p><b>Computing</b></p>	<p><b>Design and Technology, Cooking and Nutrition, Enterprise including STEM</b></p>
<p><b>Focus:</b> Painting  TLC: Can I evaluate artwork by Georgia O’Keeffe  TLC: Can I hold a paintbrush correctly, using a tripod grip, varying hand placement on the brush to improve control?  TLC: Can I use thick and thin brushes?  TLC: Can I identify and name the secondary colours?  TLC: Can I create a colour wheel using primary and secondary colours?  TLC: Can I add white to colours to make tints and black to colours to make shades?    <b>Focus:</b> Sculpture - Barbara Hepworth  TLC: Can I use a combination of shapes?  TLC: Can I use cutting techniques?</p>	<p><b>Focus:</b> <u>2.3 Spreadsheets</u>  TLC: Can I input data and an image into a spreadsheet?  TLC: Can I use a spreadsheet to total an amount?  TLC: Can I use a spreadsheet to solve a problem?    <b>Focus:</b> 2.1 Coding  TLC: Can I explain an algorithm is a set of instructions to complete a task?  TLC: Can I find and correct some errors in my program?  TLC: Can I say what will happen in a program?  TLC: Can I create a computer program?  TLC: Can I predict the outcome of a set of instructions?</p>	<p><u>Focus: Mechanisms</u>  <b>(Explore and use mechanisms</b> - Make a moveable card with levers and sliders)  TLC: Can I explore and evaluate an existing product?  TLC: Can I use a mechanism in a product?  TLC: Can I make a lever and use it in a product?    <u>STEM</u>  TLC: Can I grow a plant in a jar?  (See Science)</p>



**Year 2 – Spring Medium Term Plan**  
**Topic: Scented Garden**



<p>TLC: Can I use carving techniques?  TLC: Can I use straws, paper, card and dough as materials?  TLC: Can I include lines and texture?</p>		
<p><b><u>French (Languages)</u></b></p>	<p><b><u>Geography</u></b></p>	<p><b><u>History</u></b></p>
<p><b><u>N/A</u></b></p>	<p><b><u>Focus:</u></b> Local study - Human and physical features  TLC: Can I explore and record the human and physical features of our school grounds?  TLC: Can I explore and record the human and physical features of our local area?   Mapwork:  TLC: Can I create a map of my local area?</p>	<p><b><u>Focus:</u></b> Women’s History Month - Grace Darling  TLC: Can I describe the impact Grace Darling had on women’s history?</p>
<p><b><u>Music</u></b></p>	<p><b><u>Physical Education</u></b></p>	<p><b><u>Personal, Social and Health Education</u></b></p>
<p><b><u>Focus: Zoo Time (Charanga)</u></b>  TLC: Can I dynamically play an instrument? (Playing tuned/untuned instruments)  TLC: Can I make and control long and short sounds, using an instrument?  TLC: Can I use my voice and an instrument to respond to a tune? (Improvise)  TLC: Can I identify the sound of different woodwind instruments and name them? (Listen)  TLC: Can I play a free improvisation? (Improvise)  TLC: Can I record a short musical phrase? (Transcribing)  TLC: Can I take part in a performance by singing or playing an instrument? (Perform)</p>	<p><b><u>Focus:</u></b> Trolley Hockey  TLC: Can I move forwards and backwards on the board safely?  TLC: Can I move around in different directions on the board?  TLC: Can I pass and receive the ball (push and slap)?  TLC: Can I dribble the ball keeping it close to the stick?  TLC: Can I hit and shoot the ball with accuracy?  TLC: Can I apply the key skills I have learnt to a small-sided game of hockey?   <b><u>Focus:</u></b> Attack and Defend  TLC: Can I recognise space to attack?  TLC: Can I improve decision making when attacking (dribbling)?  TLC: Can I apply basic attacking and defending techniques?  TLC: Can I improve awareness when attacking and defending?</p>	<p><b><u>Focus:Unit 3 - Dreams and Goals</u></b>  Includes goal-setting, aspirations, working together to design and organise fund-raising events  a) PSHE  b) Social and Emotional Development Learning  <b>Jigsaw Piece 1: 1.Goals to Success</b>  a) TLC: Can I choose a realistic goal and think about how to achieve it?  b) TLC: Can I tell you things I have achieved and say how that makes me feel?  <b>Jigsaw Piece 2: 2.My Learning Strengths</b>  a) TLC: Can I carry on trying (persevering) even when I find things difficult?  b) TLC: Can I tell you some of my strengths as a learner?  <b>Jigsaw Piece 3:</b>  a) TLC: Can I recognise who I work well with and who it is more difficult for me to work with?</p>



Year 2 – Spring Medium Term Plan  
Topic: Scented Garden



- b) TLC: Can I tell you how working with other people helps me learn?

**Jigsaw Piece 4: A Group Challenge Puzzle Outcome: Dream Birds**

- a) TLC: Can I work well in a group ?
- b) TLC: Can I work with others in a group to solve problems?

**Jigsaw Piece 5: Continuing Our Group Challenge**

- a) TLC: Can I tell you some ways I worked well with my group?
- b) TLC: Can I tell you how I felt about working in my group?

**Jigsaw Piece 6: Celebrating Our Achievement**

- a) TLC: Do I know how to share success with other people?
- b) TLC: Can I tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest

**Focus:** Healthy Me

Includes know what I need to keep my body healthy and to be motivated to make healthy lifestyle choices.

- a) PSHE
- b) Social and Emotional Development Learning

**Jigsaw Piece 1: Being Healthy**

- a) TLC: Do I know what I need to keep my body healthy?
- b) TLC: Can I say how I am motivated to make healthy lifestyle choices?

**Jigsaw Piece 2: Being relaxed**

- a) TLC: Can I show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed?
- b) TLC: Can I tell you when a feeling is weak and when a feeling is strong?

**Jigsaw Piece 3: Medicine Safety**



Year 2 – Spring Medium Term Plan  
Topic: Scented Garden



- a) TLC: Can I understand how medicines work in my body and how important it is to use them safely?
- b) TLC: Can I say that I feel positive about caring for my body and keeping it healthy?

**Jigsaw Piece 4: Healthy Eating**

- a) TLC: Can I sort foods into the correct food groups and know which foods my body needs every day to keep me healthy?
- b) TLC: Do I have a healthy relationship with food and know which foods I enjoy the most?

**Jigsaw Piece 5: Healthy Eating**

- a) TLC: Can I make some healthy snacks and explain why they are good for my body?
- b) TLC: Can I express how it feels to share healthy food with my friends?

**Jigsaw Piece 6: Happy, Healthy Me!**

- a) TLC: Can I decide which foods to eat to give my body energy?
- b) TLC: Can I say which foods are most nutritious for my body?

**Religious Education**

**Science including STEM**

**Focus: Being Human:** How does faith and belief affect the way people live their lives? (Christianity)

**Believing**

- TLC: Can I identify stories from the bible that are about right or wrong?
- TLC: Can I understand what it means to 'Love your neighbour'?
- TLC: Can I retell the story of The parable of the lost son?
- TLC: Can I understand the meaning of the parable of the lost son?

**Focus:** Animals including humans

Animals including humans

- TLC: Can I identify that animals and humans have offspring which grow into adults?
- TLC: Can I find out and describe what humans need to survive?
- TLC: Can I describe how to keep my body healthy?
- TLC: Can I identify a healthy diet?
- TLC: Can I classify healthy and unhealthy choices?

STEM - Osmosis with flowers

- TLC: Can I observe changes over time?



Year 2 – Spring Medium Term Plan  
Topic: Scented Garden



TLC: Can I identify the key events and characters from the parable of the good samaritan? (guided reading)  
TLC: Can I discuss different interpretations of the good samaritan?  
TLC: Can I explore diversity and how Christians treat different types of people?  
TLC: Can I understand the story of The Parable of the Mustard Seed?  
TLC: Can I reflect on what God is like?

**Focus: Life Journey:** How do people mark important events in life?  
(Christianity)

**Living**

TLC: Can I understand the meaning of belonging?  
TLC: Can I explore different representations of baptism?  
TLC: Can I compare and contrast different versions of the last supper?  
TLC: Can I explore the Holy Communion?  
TLC: Can I connect Holy Communion to the story of the last supper?  
TLC: Can I discuss how Christians engage with each other.  
TLC: Can I discuss how Christians engage with their local community

**Focus: Plants**

TLC: Can I observe how plants grow and change?  
TLC: Can I observe and describe how seeds and bulbs grow into mature plants?  
TLC: Can I find out and describe how plants need water, light and a suitable temperature to grow and stay healthy? (investigation)  
  
TLC: Can I use observations to suggest answers to questions?  
TLC: Can I use ideas to suggest answers to questions?  
TLC: Can I classify?  
TLC: Can I identify?  
TLC: Can I observe closely?  
TLC: Can I perform simple tests?  
TLC: Can I gather data to help in answering questions?