



**Year 2 – Spring Medium Term Plan**  
**Topic: In the Garden**



<b><u>Jobs for the Term</u></b>	<b><u>Key Dates/Events</u></b>	<b><u>Further Enrichment</u></b>
<ul style="list-style-type: none"> <li>● Curriculum parent guide</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 overview 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>● Comic Relief</li> <li>● STEM Week</li> <li>● Easter</li> </ul>	<ul style="list-style-type: none"> <li>● Entry point - Gardening</li> <li>● Exit point - Healthy Pizzas</li> <li>● Class Story -</li> <li>● Homework</li> <li>● PE - Daily Mile, Go Noodle/Yoga, BBC Supermovers</li> <li>● Science - Explorify</li> </ul>
<b><u>English (Reading)</u></b>	<b><u>English (Spoken Language)</u></b>	<b><u>English (Grammar and Phonics)</u></b>
<p><b><u>Focus:</u></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><u>Spoken Language skills embedded across all subjects</u></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>● PSHE - working in group to complete and end product.</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><b><u>Focus:</u></b></p> <p><b><u>Spring 1</u></b></p> <p><b><u>Grammar</u></b></p> <p>TLC: Can I identify nouns? TLC: Can I identify verbs? TLC: Can I identify adjectives? TLC: Can I form compound words? TLC: Can I create plural nouns?</p> <p><b><u>Spelling</u></b></p> <p>List coverage</p> <p>EC Unit 29 e ee ea y ey ie i EC Unit 18 l ll al el il le ol EC Unit 37 j g ge dge EC Unit 30 i ui e y EC Unit 31 y i ie ee EC Unit 32 oe o_e ow oa ou ough o</p> <p><b><u>Spring 2</u></b></p> <p><b><u>Grammar</u></b></p> <p>TLC: Can I use the suffix - ful?</p>



Year 2 – Spring Medium Term Plan  
Topic: In the Garden



TLC: Can I use the suffix - less?  
TLC: Can I identify and use the present tense correctly?  
TLC: Can I identify and use the past tense correctly?

Spelling

List coverage:

EC unit 16 - c, sc, ss, ce

EC Unit 28 d dd ed

EC Unit 33 n,nn,ne,gn,kn

EC Unit 34 ar,er,ir,or,ur,ear,our

**English (Writing)**

**Spring 1**

**Focus: Poetry**

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/spelling taught through JC Unit (including recap of Stage 1 content and writing structures):

- Repetition (SS Session 3)
- Inverted Commas (SS Session 4)

Composition (Planning and Composition)

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)

Independent Writing

TLC: Can I write a free verse poem?

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?



**Year 2 – Spring Medium Term Plan**  
**Topic: In the Garden**



<ul style="list-style-type: none"> <li>Imagining actions/verbs (SS Session 4, 5)</li> </ul>		
<p><b>Spring 2</b> <b>Focus: Information text</b> <u>Handwriting</u> 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?</p> <p>Additional composition/grammar/spelling taught through JC Unit (including recap of Stage 1 content and writing structures):</p> <ul style="list-style-type: none"> <li>Synonyms (SS Session 7)</li> <li>Similes (SS Session 3)</li> <li>Alliteration (SS Session 1, 5)</li> <li>Adjectives (SS Session 1)</li> <li>Use of colons (SS Session 7)</li> </ul>	<p><u>Composition (Planning and Composition)</u> 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?</p> <p><u>Independent Writing</u> TLC: Can I write an information text?</p>	<p><u>Composition (Editing)</u> 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?</p> <p><u>Performance (Reading as a Writer)</u> TLC: Can I hold the attention of listeners by adapting the way I talk?</p>
<b>Maths - including STEM</b>		
<p><b>Focus: Money</b> TLC: Can I count money - pence? TLC: Can I count money - pounds (notes and coins)? TLC: Can I count money - pounds and pence? TLC: Can I compare amounts of money? TLC: Can I make a pound? TLC: Can I make the same amount?</p>	<p><b>Focus: Multiplication and Division</b> TLC: Can I recognise equal groups? TLC: Can I make equal groups? TLC: Can I add equal groups? TLC: Can I recognise the multiplication symbol? TLC: Can I answer multiplication sentences? TLC: Can I use arrays?</p>	<p><u>Additional Maths Teaching</u> Daily:  <ul style="list-style-type: none"> <li>Counting</li> <li>Learn Its</li> <li>Arithmetic practise</li> </ul>           Weekly:</p>



**Year 2 – Spring Medium Term Plan**  
**Topic: In the Garden**



<p>TLC: Can I calculate with money? TLC: Can I find change? TLC: Can I answer two step problems?</p>	<p>TLC: Can I make equal groups (grouping)? TLC: Can I make equal groups (sharing)? TLC: Can I recall the 2 times-table? TLC: Can I divide by ? TLC: Can I double and half numbers? TLC: Can I recall odd and even numbers? TLC: Can I recall the 10 times-table? TLC: Can I divide by 10? TLC: Can I recall the 5 times-table? TLC: Can I divide by 5? TLC: Can I recall the 5 and 10 times-tables?</p>	<ul style="list-style-type: none"> <li>• Times tables carousel lesson</li> <li>• Arithmetic test</li> <li>• Times Tables grids/written questions test</li> <li>• Rapid recall boards/fact family Problem of the Week</li> </ul>
<p><b><u>Maths - Spring 2</u></b> <b><u>Focus - Length and height</u></b> TLC: Can I measure in centimeters? TLC: Can I measure in meters? TLC: Can I compare lengths and heights? TLC: Can I order lengths and heights? TLC: Can I answer questions about the four operations using lengths and heights?</p>	<p><b><u>Maths - Spring 2</u></b> <b><u>Focus - Mass, capacity and temperature</u></b> TLC: Can I compare mass? TLC: Can I measure in grams? TLC: Can I measure in kilograms? TLC: Can I answer questions about the four operations using mass? TLC: Can I compare volume and capacity? TLC: Can I measure in milliliters? TLC: Can I measure in liters? TLC: Can I answer questions about the four operations using volume and capacity? TLC: Can I understand temperature?</p>	
<b><u>Art</u></b>	<b><u>Computing</u></b>	<b><u>Design and Technology, Cooking and Nutrition, Enterprise</u></b>



**Year 2 – Spring Medium Term Plan**  
**Topic: In the Garden**



		<u>including STEM</u>
<p><b>Focus:</b> Spring 1 - Painting 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?</p> <p>Spring 2 - Sculpture TLC: Can I use a combination of shapes? TLC: Can I use cutting techniques? 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>Focus:</b> <b>2.3 Spreadsheets</b> 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?</p> <p><b>2.5 Effective searching</b> TLC: Can I understand the terminology associated with the internet and searching? TLC: Can I gain a better understanding of searching the internet? TLC: Can I create a leaflet to help someone search for information on the internet?</p>	<p><b>Focus:</b> STEM - Making biscuits</p> <p>TLC: Can I name and identify fruit, vegetables, carbohydrates, proteins, fat and dairy? TLC: Can I use a rolling pin and a cutter? TLC: Can understand where specific food comes from? TLC: Can I design a biscuit? TLC: Can I make a biscuit? TLC: Can I evaluate my work?</p>
<u>French (Languages)</u>	<u>Geography</u>	<u>History</u>
<p><b>Focus: NA</b></p>	<p><b>Focus:</b> <b>Spring 1 - Human and Physical features</b> TLC: Can I use geographical vocabulary to refer to key physical features? (HP) TLC: Can I use geographical vocabulary to refer to key human features? (HP) TLC: Can I use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features? (GSF)</p> <p><b>Spring 2 - Place knowledge comparison</b></p>	<p><b>Focus:</b> <b>Post 1066 study</b> <b>Question: What was it like to be a child in WW2?</b> TLC: Can I understand why WW2 began? TLC: Can I describe what rationing was? TLC: Can I understand what it was like for children in WW2? TLC: Can I understand the importance of VE day?</p> <p><b>Women's history month</b> <b>Question: Who was Mary Anning?</b> TLC: Can I sequence the events of Mary Anning's life?</p>



**Year 2 – Spring Medium Term Plan**  
**Topic: In the Garden**



	TLC: Can I understand geographical similarities and differences between a small area of the United Kingdom (local) and a small area in a non-European country?	TLC: Can I understand the significance of Mary Anning's achievements? TLC: Can I write a fact file about Mary Anning?
<b><u>Music</u></b>	<b><u>Physical Education</u></b>	<b><u>Personal, Social and Health Education</u></b>
<p><b><u>Focus</u></b> <b><u>Spring 1 - Social theme: How does music make the world a better place?</u></b></p> <p><b><u>Musical spotlight: Exploring feelings through music</u></b></p> <p>TLC: Can I talk about different meanings of the song Rainbows? TLC: Can I start and end my composition with a home note? TLC: Can I follow a steady beat and keep 'in time'? TLC: Can I sing with more pitching accuracy? TLC: Can I talk about how the song makes me feel about the world?</p> <p><b><u>Spring 2 - Social theme: How does music teach us about our neighborhood?</u></b></p> <p><b><u>Musical spotlight: Inventing a musical story</u></b></p> <p>TLC: Can I talk about the social aspect of the song - being helpful? TLC: Can I improvise with the song Helping Each Other? TLC: Can I follow the conductor and sing my part at the correct time? TLC: Can I understand the difference in pitch and note duration?</p>	<p><b><u>Focus:</u></b> <b><u>Spring 1 - Attack and defend</u></b></p> <p>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? Revisit any of the above, where the children need more time to practice, refine or master the skills.</p> <p><b><u>Spring 2 - Trolley Hockey</u></b></p> <p>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 using a push hit and slap pass? TLC: Can dribble the ball keeping it close to the stick? TLC: Can hit and shoot the ball with accuracy? TLC: Can I use the key skills to play a small-sided game of hockey?</p>	<p><b><u>Focus: Spring 1 - Dreams and Goals</u></b></p> <p>Week 1 TLC: Can I choose a realistic goal and think about how to achieve it? TLC: Can I tell you things I have achieved and say how that makes me feel?</p> <p>Week 2 TLC: I carry on trying (persevering) even when I find tasks difficult? TLC: Can I tell you some of my strengths as a learner?</p> <p>Week 3 TLC: Can I recognise who I work well with and who is more difficult for me to work with? TLC: Can I tell you how working with other people helps me learn?</p> <p>Week 4 TLC: Can I work well in a group to create an end product? TLC: Can I work with other people to solve problems?</p> <p>Week 5 TLC: Can I explain some of the ways I worked well in my group to create the end product? TLC: Can I express how I felt to be working as part of this group?</p>



Year 2 – Spring Medium Term Plan  
Topic: In the Garden



TLC: Can I contribute to inventing a musical story?

Week 6

TLC: Can I share success with other people?

TLC: Can I contribute to the success of a group and understand how it feels?

**Spring 2 - Healthy Me**

Week 1

TLC: Can I recognise what I need to keep my body healthy?

TLC: Can I motivate myself to make healthy lifestyle choices?

Week 2

TLC: Can I show or tell what relaxed means and understand some things that make me feel relaxed?

TLC: Can I tell you when a feeling is weak and when a feeling is strong?

Week 3

TLC: Can I understand how medicines work in my body and how important it is to use them safely?

TLC: Can I feel positive about caring for my body and keeping it healthy?

Week 4

TLC: Can I sort foods into the correct food groups and know which foods my body needs every day to keep me healthy?

TLC: Can I have a healthy relationship with food and know which foods I enjoy the most?

Week 5

TLC: Can I make some healthy snacks and explain why they are good for my body?

TLC: Can I express how it feels to share healthy food with my friends?

Week 6



Year 2 – Spring Medium Term Plan  
Topic: In the Garden



		TLC: Can I decide which foods to eat to give my body energy? TLC: Can I have a healthy relationship with food and know which foods are most nutritious for my body?
<b><u>Religious Education</u></b>	<b><u>Science including STEM</u></b>	
<p><b><u>Focus:</u></b> <b><u>Spring 1 - Believing - Christianity</u></b> TLC: Can I retell and understand the story of The parable of the lost son? TLC: Can I identify the key events and characters from the parable of the good samaritan? (guided reading) TLC: Can I understand the story of The Parable of the Mustard Seed? TLC: Can I discuss stories from the bible that are about right or wrong? <b><u>Spring 2 - Living - Christianity</u></b>  TLC: Can I explore different representations of baptism of christians around the world? TLC: Can I understand the story of the last supper and how this relates to holy communion? TLC: Can I discuss how Christians engage with each other? TLC: Can I discuss how Christians engage with their local community?</p>	<p><b><u>Focus:</u></b> <b><u>Spring 1 - Animals including humans</u></b> 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?  <b><u>Spring 2 - Plants</u></b> 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 perform simple tests? TLC: Can I gather data to help in answering questions?  STEM - Cress heads</p>	