



Year 2
Spring Term Medium Term Plan



<u>Key Dates/Events</u>	<u>Maths</u>	
<ul style="list-style-type: none"> ● World Religion Day ● NSPCC Number Day ● Safer Internet Day ● Women's History Month ● World Book Day ● Comic Relief ● STEM Week 	<p><u>Focus Spring 1:</u> <u>Money</u> <u>Week 1</u> LO:To count money in pence LO:To count money in pounds LO:To count money in pounds and pence LO:To choose notes and coins LO:To make the same amount LO:To compare amounts of money LO:To calculate with money LO:To make totals of money LO:To find change LO:To solve problems that involve money</p> <p><u>Multiplication and Division</u> LO:To recognise equal groups LO:To make equal groups LO:To add equal groups LO:To recognise the multiplication symbol (x) LO:To use multiplication sentences LO:To use arrays LO:To make equal groups by grouping LO:To make equal groups by sharing LO:To know the 2, 5 and 10 times table</p>	<p><u>Focus Spring 2:</u> <u>Multiplication and Division</u> LO:To divide by 2, 5 and 10 LO:To double and half LO:To identify odd and even numbers</p> <p><u>Length and Height</u> LO: To measure in cm and m LO:To compare lengths and heights LO:To order lengths and heights LO:To calculate with lengths and heights</p> <p><u>Mass, Capacity and Temperature</u> LO:To compare mass LO:To measure mass LO:To calculate using mass LO:To compare volume and capacity LO:To measure volume and capacity LO:To calculate using volume and capacity LO:To measure temperature</p>
<u>English (Spoken Language)</u>	<u>English (Reading)</u>	<u>English (Phonics and Spelling)</u>
<p><u>Opportunities to develop spoken language across the curriculum:</u></p> <ul style="list-style-type: none"> ● Specific subject vocabulary explicitly taught 	<p><u>Focus Spring 1</u> LO: To understand the meaning of words in context LO: To read and answer questions about a text LO: To identify and explain key aspects of texts (fiction and non fiction)</p>	<p><u>Phonics/ Spelling Spring 1</u> Repeat Phase 5 Review phonics and spelling then retest to decide if to progress with Bridge to Spelling programme</p> <p><u>Phonics/ Spelling Spring 2</u></p>



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- Challenge, Build, Accept discussions and teacher questioning
- Paired and group work

LO: To identify and explain the sequence of events in texts.
LO: To make inferences from text and pictures
LO: To make predictions about what might happen next based on what has been read so far

Focus Spring 2 (revisit with more challenging texts)

LO: To understand the meaning of words in context
LO: To read and answer questions about a text
LO: To identify and explain key aspects of texts (fiction and non fiction)
LO: To identify and explain the sequence of events in texts.
LO: To make inferences from text and pictures
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Bridge to Spelling unit and Spelling units of Little Wandle for pupils who are ready
Phonics to continue for pupils who are not ready for Spelling

Spring Term

Week 1 - What do I need to know to think about spelling?
How do I use the Complete the code chart to help me to spell?
Week 2 - Why do I double letters at the end of words?
Why do I double letters in some longer words ending in -er?
Week 3 - Why do some words end in 'k' or 'ck'?
Why do some words end in 'ch' or 'tch'?
Week 4 - When do I add the suffix -es/-s to words?
Why do I double the final letter in some words when I add the suffix -ing?
Week 5 - Why do I swap the 'y' for an 'i' when I add the suffix -ed?
Why do I drop the 'e' when I add the suffix -ing

English (Writing)

Handwriting Spring 1

Unit 11: Practising small letters: same height and size or, aw, au
Unit 12: Practising joining to the letter r ar, air, are
Unit 13: Practising joining to ascenders al, all, alk
Unit 14: Practising joining from the letter o ot, on, oe
Unit 15: Practising printing whole alphabet

Handwriting Spring 2

Unit 16: Practising joining to/from the letter c ice, ace, cel
Unit 17: Practising writing the letter g age, dge, nge, gen

Grammar and Composition Spring 1

Focus:

Focus: If I Were in Charge (Poem)

L1: To write a narrative poem
Contraction, noun phrase, noun phrase
L2: To write a narrative poem
Repetition, noun phrase, noun phrase
L3: To write a narrative poem
Repetition, repetition, repetition

Grammar and Composition Spring 2

Focus:

Focus: The Lighthouse Keeper's Lunch

L1 LO: To write a narrative
Preposition, fronted adverbial, adjective
L2 LO: To write a narrative
Conjunction, commas in a list, adverb
L3 LO: To write a narrative
Adverb, exclamation mark, repetition



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<p>Unit 18: Practising the diagonal join le, el, al, il Unit 19: Practising the two ways of joining the letter s sh, as, es Unit 20: Practising joining to the letter y ky, hy, ly</p>	<p>L4: To write a narrative poem Inverted commas, contraction, action L5: To write a narrative poem Imagine - noun phrase, imagine, imagine conjunction</p> <p><u>Grammar (Classroom secrets)</u> LO: To use -ly to create adverbs LO: To use apostrophes for omission LO: To use apostrophes for singular possession LO: To understand and write exclamation sentences LO: To understand and write statement sentences</p>	<p>L4 LO: To write a narrative Fronted adverbial, conjunction, conjunction L5 LO To write a narrative Rhetorical questions, taste superlative, feeling L6 LO: To write a narrative Adverb, repetition, feelings L7 LO: To write a narrative Noun phrase, noticing -commas in a list, feelings</p> <p><u>Grammar (Classroom secrets)</u> LO: To use present and past tense LO: To use present progressive and past progressive tense LO: To use the suffixes -ness, -er and compounding LO: To form adjectives by using suffixes -ful, -less</p>
<u>Art</u>	<u>Computing</u>	<u>Design and Technology</u>
<p><u>Focus:</u> <u>Craft and Design: Map it out</u> LO: To investigate maps as a stimulus for drawing. LO: To learn and apply the steps of the felt-making process. LO: To experiment with a craft technique to develop an idea. LO: To develop ideas and apply craft skills when printmaking. LO: To present artwork and evaluate it against a design brief.</p>	<p><u>Focus - Spring 1</u> <u>Algorithms and Debugging</u> LO: To decompose a game to predict the algorithms that are used. LO: To understand that computers can use algorithms to make predictions (machine learning). LO: To understand what abstraction is LO: To understand what debugging is.</p> <p><u>Safe Use - Self image and Identity</u> L.O. To give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.</p> <p><u>Focus - Spring 2</u> <u>International Space Station</u></p>	<p><u>Focus Spring 1: n/a</u></p> <p><u>Focus Spring 2: Cooking and nutrition - balanced diet</u></p> <p>L1 LO: To recognise foods and their food groups. L2 LO: To identify the balance of food groups in a meal. L3 LO: To identify an appropriate piece of equipment to prepare a given food. L4 LO: To select balanced combinations of ingredients. L5 LO: To design based on criteria. L6 LO: To evaluate a dish based on design criteria.</p>



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	<p>LO: To locate features on an interactive map LO: To input data in a spreadsheet. LO: To interpret data.</p>	
<u>French (Languages)</u>	<u>Geography</u>	<u>History</u>
<p><u>Focus Autumn 1</u></p> <p><u>Focus Autumn 2</u></p>	<p><u>Focus Autumn - Why is our world wonderful?</u> LO: To identify Geographical characteristics of the UK. LO: To locate some of the world's most amazing places. LO: To know the names of the five oceans and locate them on a map. LO: To understand how to draw human and physical features on a sketch map. LO: To investigate local habitats and record findings. LO: To understand how to present findings in a bar chart.</p> <p><u>Additional Sustainability Lesson</u> LO: To identify how travel choices can help protect the environment.</p> <p><u>Better Planet Schools (L1)</u> Why do we use so much plastic and where does it go when we throw it away?</p>	<p><u>Key Question: How did we learn to fly?</u> LO: To explore the story of the Wright brothers. LO: To develop an understanding of historical significance. LO: To investigate why Bessie Coleman is historically significant using photographs. LO: To develop an understanding of primary sources. LO: To investigate why the Moon landing was a significant event in history. LO: To place significant flight events on a timeline.</p> <p><u>Women's History Month</u> Florence Nightingale LO: To understand the importance of Florence Nightingale's work</p>
<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education (Jigsaw)</u>
<p><u>Focus Spring: Structure (Myths and Legends)</u> LO: To read and clap a rhythm based on a phrase from a story. LO: To hear, write and clap rhythms based on a phrase from</p>	<p><u>Focus Spring 1</u> <u>Ball skills</u> LO: To develop rolling a ball to hit a target. LO: To develop stopping a rolling ball.</p>	<p><u>Dreams and Goals</u> <u>Knowledge</u> LO: To know how to choose a realistic goal and think about how to achieve it</p>



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a story.
LO: To use a rhythm in different ways to demonstrate structure
LO: To create a structure using rhythmic patterns.
LO: To perform a group composition.

LO: To develop dribbling a ball with your feet.
LO: To develop kicking a ball.
LO: To develop throwing and catching.
LO: To develop dribbling a ball with your hands.

Fitness

LO: To learn how to run for a long time.
LO: To develop jumping in a long rope using timing.
LO: To develop co-ordination in individual skipping.
LO: To develop stamina and change of direction.
LO: To explore exercises to develop strength.
LO: To develop agility, balance and co-ordination.

Focus Spring 2

Sending and receiving

LO: To roll a ball towards a target.
LO: To track and receive a rolling ball.
LO: To send and receive a ball with your feet.
LO: To develop catching skills.
LO: To develop throwing and catching skills.
LO: To send and receive a ball using a racket.

Target Games

LO: To consider how much power to apply when aiming at a target.
LO: To understand how to score using overarm and underarm throwing.
LO: To develop striking to a target.
LO: To develop hitting a moving target.
LO: To select and apply the appropriate skill to the target game.
LO: To show an improvement in my personal best.

LO: To know that it is important to persevere
LO: To know how to recognise what working together well looks like
LO: To know what good group working looks like
LO: To know how to share success with other people
LO: To know what I need to keep myself healthy and how healthy choices can help me reach my goals

Social and Emotional Skills

LO: To be able to describe my own achievements and the feelings linked to this
LO: To recognise how working with others can be helpful
LO: To be able to work effectively with a partner
LO: To be able to choose a partner who I work well with
LO: To be able to work as part of a group
LO: To recognise how it feels to be part of a group that succeeds and store this feeling
LO: To recognise what relaxed and stressed feel like and identify things that cause these feelings

Healthy Me Knowledge

Know what their body needs to stay healthy • Know what relaxed means • Know what makes them feel relaxed / stressed • Know how medicines work in their bodies • Know that it is important to use medicines safely • Know how to make some healthy snacks • Know why healthy snacks are good for their bodies • Know which foods given their bodies energy

Social and Emotional Skills

Desire to make healthy lifestyle choices • Identify when a feeling is weak and when a feeling is strong • Feel positive about caring for their bodies and keeping it healthy • Have a



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healthy relationship with food • Express how it feels to share healthy food with their friends

Religious Education

Science

Personal Development Curriculum Opportunities

Focus Spring 1

Christianity (Believing) How does Faith and Belief affect the way people live their lives?

To discuss stories from the bible that are about right or wrong.

To retell and understand the story of The parable of the lost son.

To identify the key events and characters from the parable of the good samaritan.

To understand the story of The Parable of the Mustard Seed.

To explain what God is like according to Christians

Focus Spring 2

Christianity (Living) How do people mark important events in life?

To explore different representations of baptism of christians around the world.

To understand the story of the last supper and how this relates to holy communion.

To discuss how Christians engage with each other.

To discuss how Christians engage with their local community.

Focus Spring Term

Animals including Humans

To describe what humans need to survive

To notice that animals and humans have offspring which grow into adults

To gather and record data

To explain how to keep my body healthy with a healthy diet

To describe the importance for humans to exercise

To identify a healthy diet

To describe the importance for humans to look after themselves and have good hygiene

No Outsiders lessons

Weekly assemblies (Picture News and PSHE)

11 before 11

Pol Ed Lessons

Project evolve - online safety

Big Talk

Children's University

Wear Your Uniform to School Day (Brownies/Guides)