

Year: 2 / Spring 2 Medium Term Plan

	Week 1 24/02/20	Week 2 02/03/20	Week 3 09/03/20	Week 4 16/03/20	Week 5 23/03/20	Week 6 30/03/20
Themed Week		International Women's Week				
Events	<input type="checkbox"/> Yr 1/3/4/5 Assessment Week	<input type="checkbox"/> World Book Day 5th March <input type="checkbox"/> Y R Core Book Day AND Parent workshop 4 - Reading 5th March	<input type="checkbox"/> Y2 SATs procedures parent meeting 12th March <input type="checkbox"/>	<input type="checkbox"/> Y2 & Y6 Mock Week <input type="checkbox"/> Fairplay House - Y5 <input type="checkbox"/> Mum's Morning 20th March	<input type="checkbox"/> Y 3/4/5 Parents Assembly 6pm 28th March - 10am 29th March Y4 Sleepover	<input type="checkbox"/> Easter Egg Hunt 31st March
Reading	<p style="text-align: center;">Persuasive Texts</p> <p>Identify persuasive words and phrases and recognise that these focus on the positive aspect of something.</p>	<p style="text-align: center;">Persuasive Texts</p> <p>Notice how adverts persuade us by looking eye-catching and including information that is important and appealing to a certain audience</p>	<p style="text-align: center;">Traditional Texts</p> <p>What are the key features of traditional texts? Read Beauty and the Beast. How is this similar / different to other fairy tales.</p>	<p style="text-align: center;">Traditional Texts</p> <p style="text-align: center;">Beauty and the Beast</p> <p>Recognise special phrases used in fairy tales. Explore morals in fairytales.</p>	<p style="text-align: center;">Non-fiction: Instructions</p> <p>What are instructions?</p> <p>What do you notice about the first word of each instruction?</p> <p>What is a verb?</p>	<p style="text-align: center;">Non-fiction: Instructions</p> <p>Look at different forms of instructions and their purposes.</p> <p>Order the instructions. How do you know if you are correct?</p>
Writing	<p style="text-align: center;">Non-fiction: Persuasive Writing</p> <p>What is an advert? The language of adverts?</p> <p>Write a plan for a voice over for an advert?</p>	<p style="text-align: center;">Non-fiction: Persuasive Writing</p> <p>To write and perform a voiceover for a persuasive trailer</p> <p>Class to evaluate the performance.</p>	<p style="text-align: center;">Traditional tales</p> <p>Identify important moments in story. Explore how characters change. Write a character description.</p>	<p style="text-align: center;">Traditional tales</p> <p style="text-align: center;">Write a fairytale.</p> <p>Use key words and a story mountain to plan your story. Does it have a moral?.</p>	<p style="text-align: center;">Instructions</p> <p>To write a clear set of instructions for making a thaumatrope</p> <p>Use adverbs of time.</p>	<p style="text-align: center;">Instructions</p> <p>Edit your instructions. Give your instructions to a Year 1 child and evaluate your instructions.</p>
Grammar & Punctuation	Adjectives and nouns	Adjectives and nouns	Conjunctions	Conjunctions	Adverbs	Adverbs
Spelling & H-writing	Adding the suffix-ing (1)	Adding the suffix-ing (2)	The j sound	The o sound spelt a after w and qu	Adding the suffix -ed(1)	Adding the suffix -ed(2)

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Maths	<p><u>Measurement: Length and Height</u> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers</p> <p>Compare and order lengths and record the results using >, < and =</p>	<p><u>Measurement: Mass, Capacity and Temperature</u> Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, scales, thermometers and measuring vessels</p> <p>Compare and order mass, volume/capacity and record the results using >, < and =</p>	<p><u>Measurement: Time</u> Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> <p>Know the number of minutes in an hour and the number of hours in a day.</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>Compare and sequence intervals of time.</p>	MOCK SATS	SATS REVIEW BASED ON MOCKS	SATS REVIEW BASED ON MOCKS
History	<p>The lives of significant individuals in the past who have contributed to national and international achievements - Neil Armstrong or Galileo Galilei</p>	<p>Put events in order (chronology) and use historical phrases (in the past...) Considering how we know about space, sequence key discoveries and link to how they have widened our understanding of space.</p>	<p>Looking at the work of Galileo, how are his ideas relevant today? Have they changed/has he been proved correct or incorrect?</p>	<p>To use primary sources as a tool for historical questioning - Neil Armstrong's autobiography, film footage of moon landings, film interviews.</p>	<p>Space exploration - the importance of Neil Armstrong in space exploration and how this could change the way we live in the future.</p>	<p>Space exploration - the importance of Neil Armstrong in space exploration and how this could change the way we live in the future.</p>
Geography						
Art & Design						
DT	<p><u>Engineering: Build a photo frame for chosen picture.</u> Look at photo frames and materials available.</p> <p>Watch video on how frames are made and the different types and styles.</p>	<p><u>Engineering: Build a photo frame for chosen picture.</u> Build a frame and start to add decorative features.</p>	<p><u>Engineering: Build a photo frame for chosen picture.</u> Build a frame and add finishing touches.</p>	<p><u>Engineering: Build a photo frame for chosen picture.</u> Children to display their frames to the class.</p>	<p><u>Cooking: Baking</u> <u>How is flour made?</u> <u>Look at the production of flour.</u> http://www.foodafactoflife.org.uk/VideoActivity.aspx?siteId=0&sectionId=66&contentId=163&titleId=169</p>	<p><u>Cooking: Baking</u> How is our bread made? Research how bread is made. Local baker, large factories. Watch videos. Children to write a life cycle for how flour is made. How many different types of flour are there?</p>

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	Children design their own frames.					Discuss why wholemeal bread may be healthier than white bread?
Music	Unit- Exploring instruments and sounds Explore a variety of sounds using percussion and identifying different groups of instruments - wood, metal or skin	Explore different ways of using the voice. To understand how symbols can be used to represent voice and instrumental sounds	To make and perform sequences of vocal sounds To explore the use of voices and body percussion to create a class improvisation of a sound story	To use percussion instruments to create a class improvisation of the story score created in last week's lesson	To learn 'The Hairy Scary Castle' song To make actions, vocal and body sounds for 'The Hairy Scary Castle' rooms	To compose 'Hairy Scary' music using percussion instruments. Children to explore ways of notating their compositions. Class to perform 'The Hairy Scary Castle' sound story
PSHE	Healthy Me Being Healthy I know what I need to keep my body healthy I am motivated to make healthy lifestyle choices.	Being Relaxed I can show or tell you what relaxed means I know some things that make me feel relaxed and some things that make me feel stressed I can tell you when a feeling is weak or strong.	Medicine Safety I understand how medicines work in my body and how to use them safely I feel positive about caring for my body and keeping it healthy.	Healthy Eating I can sort foods into the correct food groups and know which foods my body needs every day to keep healthy I have a healthy relationship with food and know which foods I enjoy the most.	Healthy Eating I can decide which foods to eat to give my body energy I have a healthy relationship with food and know which foods are most nutritious for my body.	The Healthy Me Café Links with DT I can make some healthy snacks and say why they are good for my body I can express how it feels to share healthy food with my friends.
RE	What is Easter and why is it important?	What does the Bible tell us about Easter?	Why happens on Ash Wednesday?	What are the events that happen on Maundy Thursday and Good Friday?	How do we feel when we hear what happened to Jesus?	What can we learn about Jesus' death?
Computing	Scratch Junior Lesson 1 To know what a script is and how to create a script. Discuss Algorithms. To use and become familiar with the Scratch Jnr interface.	Scratch Junior Lesson 2 To insert a sprite and add a background. To understand the purpose of changing backgrounds.	Scratch Junior Lesson 3 To understand what an outputs and devices used to create outputs.	Scratch Junior Lesson 4 To know what inputs devices are and to use these to create a simple program.	Scratch Junior Lesson 5 To discuss the words repeat and wait, thinking about what they could mean. Students to use the repeat and wait tools.	Scratch Junior Lesson 6 To create multiple scripts, send messages and create their own sprite.
Science	Uses of everyday materials Identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for	Uses of everyday materials The properties of materials that make them suitable or unsuitable for particular purposes and they should be	Uses of everyday materials Find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam	Uses of everyday materials Comparing the uses of everyday materials in and around the school with materials found in other places.	Uses of everyday materials Observing closely, identifying and classifying the uses of different materials, and recording their observations.	Investigation Which material for a raincoat for your favourite toy?

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	more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass.	encouraged to think about unusual and creative uses for everyday materials.		observing closely, identifying and classifying the uses of different materials, and recording their observations.		
PE	<p align="center">Tennis</p> <p><u>Activity</u> - Rules of mini tennis e.g. how to play, points scoring</p>	<p align="center">Tennis</p> <p><u>Activity</u> - rallies. what is a rally? rally using your hands as the rackets.</p>	<p align="center">Tennis</p> <p><u>Activity</u> - Rallies recap from previous week, move on to using cones rather than your hands.</p>	<p align="center">Tennis</p> <p><u>Activity</u> - Forehand technique for forehand shot</p>	<p align="center">Tennis</p> <p><u>Activity</u> - Backhand Technique for back hand shot</p>	<p align="center">Tennis</p> <p><u>Activity</u> - Serve Underarm and overarm serves.</p>