

Medium Term Planning

Spring Term

Year 2	Spring 1	Spring 2
Theme/Topic	Explorers	
Visit/Visitors	Centre for Life Captain Chemistry	Hartlepool Marina
RE	<p>Local Church - Books</p> <p>Children will recognize that the Bible is a special book and be able to retell some stories about Jesus. Children will describe some of the books used in church and the people who use them. Children will describe how the Gospels are used by the parish family and describe the action and symbols related to proclaiming the Gospel.</p> <p>Eucharist – Thanksgiving</p> <p>Children will be able to recognise that Catholics go to Mass to remember what Jesus did at the last Supper and to give thanks to God. Children will be able to retell the story of the Last Supper and describe hoe Catholics try to live what they have experienced at Mass in their daily lives.</p> <p>Lent/Easter - Opportunities</p> <p>Children will recognise some religious stories connected with Lent, holy week and Easter. Children will describe religious actions and symbols of Lent, Holy Week and Easter. Children will describe how some Christians use the time of Lent to find ways of helping others.</p> <p>Other Faiths – Islam</p> <p>Children will learn how Muslims pray and compare their own lives to Muslim children.</p>	
English Literature	Flat Stanley Shackleton’s Journey	Polar Bear Explorers Club
Reading	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read aloud books closely matched to phonic knowledge; accurately building unfamiliar words</p> <p>Make simple inference and plausible predictions using evidence from the text</p> <p>Discuss favourite words and phrases</p>	

Writing	<p>Develop writing stamina</p> <p>Re-reads own writing to check for sense</p>
Spelling	<p>words with contractions</p> <p>words ending in <i>-le, -el, -al and -il</i></p> <p>adding <i>-ies</i> to nouns and verbs ending in <i>y</i></p> <p>adding <i>-ed, -ing, -er, -est</i> to a root word ending in <i>y</i> with a consonant before it</p> <p>selects correct GPCs in spelling</p> <p>words with the suffix <i>-ly</i> uses <i>-ly</i> to turn adjectives into adverbs</p>
Grammar, Punctuation and Vocabulary	<p>Use commas in lists</p> <p>Use apostrophe for contraction</p> <p>Understand and use the terms: adjectives, nouns, verbs and adverbs</p>
Speaking and Listening	<p>Using Standard English when the context and audience require it</p> <p>Working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines</p> <p>Listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary</p> <p>Planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates</p> <p>Listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation</p> <p>Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</p>
Mathematics	<p>Multiplication and Division – 4 weeks</p> <ul style="list-style-type: none"> • Begin to recall multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers to 50 • Begin to calculate mathematical statements for multiplication and division using mathematical symbols • Show multiplication can be done in any order • Begin to solve problems involving multiplication and division including problems in context <p>Statistics – 2 Weeks</p> <ul style="list-style-type: none"> • Interpret and construct simple pictograms, tally charts and block diagrams • Ask and answer simple questions about totalling and begin to compare categorical data

Length and Height – 1 week <ul style="list-style-type: none"> • Measure objects in centimetres and metres • Compare two lengths • Put lengths in order • Solve word problems about length 			
Properties of Shapes – 3 Weeks <ul style="list-style-type: none"> • Identify and describe properties of 2-D and 3-D shapes • Compare and sort common 2-D and 3-D shapes (begin to do this according to their geometric properties: edges, faces, vertices) 			
Fractions – 3 Weeks <ul style="list-style-type: none"> • Recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity • Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity • Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ 			
Science	Computing	Design Technology	PE
Content: Materials Plants Working Scientifically Make and test predictions about what will happen in an investigation. Use equipment to make measurements using non-standard measures Record results in a variety of ways block graph Skills/Success Criteria:	Content: Use technology safely and respectfully, keeping information safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies Understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs	Content: Plan, design, make and evaluate a model garden Skills/Success Criteria: Select from and use a range of tools to perform practical tasks Measure, mark out and shape materials Use simple fixing materials Use finishing techniques, including those from art and design Talk about their design ideas and what they are making Suggest how products could be improved	Content: Skills/Success Criteria: Running: Use different techniques to meet challenges Describe different ways of running Jumping: Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) Perform combinations of the above Show control at take-off and landing Describe different ways of jumping Explain what is successful or how to improve

<p>Investigate the properties of different materials and consider why certain materials are suited to a job.</p> <p>Identify and describe the basic structures of a variety of common flowering plants including trees.</p>	<p>Skills/Success Criteria:</p> <p>Recap reinforce + develop Scratch sprite/background</p> <p>Reinforce Internet Safety using scratch to create animated picture</p> <p>Use Sumo Paint to reinforce saving files</p> <p>Develop Pivot Animator Skills to create specific motion</p> <p>Use Lego education with motors to control motion</p>	<p>Evaluate products and components used</p>	<p>Throwing: Throw into targets</p> <p>Perform a range of throwing actions e.g. rolling, underarm, overarm</p> <p>Describe different ways of throwing</p> <p>Explain what is successful or how to improve</p>
<p>Geography</p>	<p>History</p>	<p>Music</p>	<p>Art & Design</p>
<p>Content:</p> <p>Locational and Place knowledge – Name and locate the world’s seven continents and five oceans.</p> <p>Skills/Success Criteria:</p> <p>Gather information</p> <p>Use basic observational skills</p> <p>Draw simple features</p> <p>Ask and respond to basic geographical questions</p> <p>Locate and name on a world map and globe continents and oceans</p> <p>Locate hot and cold areas of the world including the Equator and North and South Poles</p> <p>Sketching</p> <p>Create plans and raw simple features in their familiar environment</p>	<p>Content:</p> <p>Lives of significant individuals - Famous People: Neil Armstrong, Captain James Cook, Ernest Shackleton, Christopher Columbus, Captain Scott</p> <p>Skills/Success Criteria:</p> <p>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Show where places, people and events fit into a broad chronological framework</p> <p>Begin to use dates</p> <p>Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?</p> <p>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites</p>	<p>Content:</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and un-tuned instrument musically</p> <p>Skills/Success Criteria:</p> <p>Use their voices confidently to create sound effects</p> <p>Explore different types of voices</p> <p>Sing songs in different ways and discuss the effect</p> <p>Follow a conductor and be the conductor themselves, responding to a range of gestures for: start/stop, slow/fast, loud/quiet</p> <p>Evaluate own music and that of others</p> <p>Discuss what was good</p>	<p>Content:</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Skills/Success Criteria:</p> <p>Describe the work of artwork of artists such as Picasso</p> <p>Begin to collect ideas in sketchbooks</p> <p>Work with different materials</p> <p>Create and experiment with shades of colour and name some of these</p> <p>Recognise warm and cold colours</p> <p>Explore the relationship between mood and colour</p>

<p>Add labels onto a sketch map, map or photograph of features</p>	<p>Choose and use parts of stories and other sources to show understanding of events</p> <p>Communicate understanding of the past in a variety of ways</p> <p>Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why</p>	<p>Suggest how it might be improved</p> <p>Identify how sounds can be changed e.g. grip triangle to 'stop it from vibrating well and release it to enable a full, vibrating sound</p> <p>Create long and short sounds on instruments.</p> <p>Find and play by ear, phrases of well-known songs on tuned instruments</p>	
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