

| <b>Blooms</b>  |  |
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| <p>What is the best material and why?<br/>All holy books should be treated better than normal books. Explain what you think.</p> |  |
| <p><b>Writing</b></p> <p>Genre:<br/>Recounts</p>   | <ul style="list-style-type: none"> <li>• Non-fiction – Recounts.</li> <li>• Using 1st/3rd person accurately.</li> <li>• Using time linking and causal linking words to link ideas and show the progression of time.</li> <li>• Developing descriptive writing.</li> <li>• Composing and rehearsing sentences orally.</li> <li>• Building a varied and rich vocabulary using a range of sentence structures.</li> <li>• Proof read for spelling and punctuation errors.</li> </ul>  |
| <p><b>Reading</b></p>  | <ul style="list-style-type: none"> <li>• 'Fortunately, the Milk' by Neil Gaiman.</li> <li>• Developing opinions on texts based on retrieval of information.</li> <li>• Developing strategies for defining unfamiliar vocabulary.</li> </ul>  |
| <p><b>SPAG</b></p>   | <ul style="list-style-type: none"> <li>• Continuing to cement phonics knowledge.</li> <li>• Continuing to cement use of full stops and capital letters.</li> <li>• Commas in a list.</li> <li>• Year 2 tricky words.</li> </ul>  |
| <p><b>Mathematics</b><br/>(including arithmetic)</p>   | <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add/ subtract across 10.</li> <li>• Apply understanding of known addition and subtraction facts within 20 to identify all related facts. This will include an understanding of the relationship between addition and subtraction and knowing the purpose of the equals sign as well as the addition and subtraction signs. Link between representations, such as the part whole model and bar model.</li> <li>• Examine number sentences to find missing values by using structure rather than calculation. Use numbers within 20 to explore mathematical relationships within the context of familiar numbers.</li> <li>• Compare similar calculations using greater than, less than and equals signs.</li> <li>• Understand calculations with similar digits. For example, <math>2 + 5 = 7</math> so <math>20 + 50 = 70</math>.</li> <li>• Bonds to 100 (Tens).</li> <li>• Bonds to 100.</li> <li>• 10 More and 10 Less.</li> <li>• Add/ Subtract 2-digits and 1-digit.</li> <li>• Add/ subtract 2 2- digit numbers.</li> <li>• Regrouping ten and ones.</li> <li>• Add 3 1 digit numbers.</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</li> <li>• Make the same amount.</li> <li>• Select money.</li> <li>• Compare money.</li> <li>• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> </ul> |
| <p><b>Religious Education</b></p>  | <ul style="list-style-type: none"> <li>• <b>What makes some places sacred?</b> Identify special objects and symbols found in a place where people worship.</li> <li>• <b>How can we learn from sacred books?</b> Understanding the religions linked with the Torah, The Bible and the Qur'an.</li> <li>• <b>Who is a Muslim and what do they believe?</b> Re-tell a story about the Prophet Muhammed. Identify key celebrations. Talk about some simple ideas about Muslim beliefs about God.</li> </ul>   |
| <p><b>Science</b></p>  | <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>• Looking into the work of scientist John McAdam.</li> </ul>  |
| <p><b>Art</b></p>  | <ul style="list-style-type: none"> <li>• Mix primary colours to make secondary colours and the introduction of the colour wheel.</li> <li>• 3D Clay Tiles – inspired by the special symbols found in places of worship/in sacred books. Explore carving as a form of 3D art.</li> <li>• Develop sculpting and modelling skills.</li> </ul>   |
| <p><b>PE</b></p>   | <ul style="list-style-type: none"> <li>• Ball skills- To use hand-eye co-ordination to control a ball.</li> <li>• Send, receive and control a variety of sized ball with both hands and feet.</li> </ul>   |



## Medium Term Plan Year 2 – Term 2 - 2020

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| <p><b>Online Safety</b></p> <p><b>RSHE</b><br/>(Relationships, Sex and Health Education)</p> | <p><b>Self-image and identity</b></p> <ul style="list-style-type: none"><li>• Recognise that there may be people online who could make me feel sad, embarrassed or upset.</li><li>• If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust.</li><li>• Explain how other people’s identity online can be different to their identity in real life.</li><li>• Give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help.</li></ul> <p><b>Online relationships</b></p> <ul style="list-style-type: none"><li>• Recognise some ways in which the internet can be used to communicate.</li><li>• Use the internet with adult support to communicate with people I know.</li><li>• Explain why it is important to be considerate and kind to people online.</li></ul> <p><b>Money</b></p> <ul style="list-style-type: none"><li>• Realise and be able to describe that money comes from different sources and that it can be used for different purposes.</li></ul> |
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