

Blooms What's the best type of map and why?	
Writing Genre:	<ul style="list-style-type: none"> • Quest stories and their features • Planning, recording ideas for writing • Setting descriptions with a focus on adjectives and adverbs • Using the 5 parts of a narrative effectively •
Reading	<ul style="list-style-type: none"> • Class test: Journey By Aaron Becker • Sequencing skills to develop the understanding of coherence and structure of a narrative so that it makes sense. • Prediction skills and sensible choices based on details stated and implied. • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
SPAG	<ul style="list-style-type: none"> • Conjunctions • Spelling: /j/ sound made with -dge or g • Spelling rules wr, kn and gn. • Continued focus on capital letters and full stops. • Commas in a list
Mathematics (including arithmetic)	<p>Number – Multiplication and Division</p> <ul style="list-style-type: none"> • Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. • Recognise equal groups: describe equal groups using stem sentences. • Recognise equal and unequal groups. • Understand repeated addition. • Understand the multiplication symbol: link stem sentences, repeated addition and multiplication together. • Use arrays: explore arrays to see the commutativity between multiplication statements. • Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. • Divide by sharing to make equal groups using one to one correspondence. Introduce the ÷ symbol. Make links between division and multiplication. • Recognise odd & even numbers. • Use concrete manipulatives to understand odd and even numbers and the structure of these. • Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. <p>Measure – Time</p> <ul style="list-style-type: none"> • Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. • Recognise and use language relating to dates, including days of the week, weeks, months and years. • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. • Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] • Measure and begin to record time (hours, minutes, seconds)
Geography	<p>Map Skills</p> <p>Our Place in the World</p> <ul style="list-style-type: none"> • Use simple compass directions (N, E, S and W) to describe the location of features and routes on a map. • Name and locate the 5 Oceans and 7 Continents. • (Revisit British Isles) • Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; and use and construct basic symbols in a key. <p>Use simple fieldwork and observational skills to study the geography of Sandgate Primary School and its grounds and the key human and physical features of its surrounding environment.</p>
Computing	<p>Bee Bots</p> <p>We Are Photographers</p> <ul style="list-style-type: none"> • Review photos online, practise using a digital camera, take photos to fit a given theme, edit their photos, and then select their best images to include in a shared portfolio. <p>Online Safety- Self-image and identity</p> <ul style="list-style-type: none"> • I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset. • I can explain how this could be either in real life or online. <p>Online Safety- Self-image and identity</p> <ul style="list-style-type: none"> • I can recognise that there may be people online who could make me feel sad, embarrassed or upset. <p>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.</p>
Spanish	<ul style="list-style-type: none"> • Asking and talking about how you are. • Days of the week/months of the year. • The Alphabet. • Yo ('All About Me').
PE	<ul style="list-style-type: none"> • Circuit Training • Dance • Creating own sequences and exercises



Medium Term Plan Year 2 – Term 3 - 2020

<p>Online Safety</p> <p>RSHE (Relationships, Sex and Health Education)</p>	<p>Safer Internet Day, 9th February</p> <p>Online Safety- Self-image and identity</p> <ul style="list-style-type: none">• I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset.• I can explain how this could be either in real life or online. <p>Online Safety- Self-image and identity</p> <ul style="list-style-type: none">• I can recognise that there may be people online who could make me feel sad, embarrassed or upset.• 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. <p>Fair/Unfair</p> <ul style="list-style-type: none">• Recognise and celebrate their strengths and set simple but challenging goals.• Learn rules for, and ways of keeping, physically and emotionally safe –including road safety, online safety, sun safety, the differences between secrets and surprises.• Understand that household products, including medicines, can be harmful.• Recognise that they share a responsibility for keeping themselves and others safe.• Understand what is meant by 'privacy'; their right to keep things 'private' and the importance of respecting other's privacy.
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