

<b>Spotlight Masterpiece:</b>		<b>Hook:</b>
Fashion Show		Gallery
<b>Writing</b> Genre: Non-Fiction: Recount	<ul style="list-style-type: none"> <li>To know how write a piece of effective recount.</li> <li>To know how to use the 1<sup>st</sup> or 3rd person accurately.</li> <li>To know how to use time linking and causal linking words to link ideas and show the progression of time.</li> <li>Developing descriptive writing.</li> <li>To develop the skills of composing and rehearsing sentences orally.</li> <li>To develop the skills needed to proof read for spelling and punctuation errors.</li> </ul>	
<b>Reading</b> <b>Class text:</b> <b>Fantastic Mr Fox</b>	<ul style="list-style-type: none"> <li>To develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>To discuss the sequence of events in books and how items of information are related.</li> <li>To develop an understanding of how to recognise simple recurring literary language in stories and poetry.</li> <li>To discussing and clarify the meanings of words, linking new meanings to known vocabulary.</li> <li>To discuss their favourite words and phrases.</li> <li>To understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>To check that the text makes sense to them as they read and correct inaccurate reading, making inferences on the basis of what is being said and done.</li> <li>To develop skills in answering and asking questions, predicting what might happen on the basis of what has been read so far.</li> </ul>	
<b>SPAG</b>	<ul style="list-style-type: none"> <li>To know how to accurately punctuate a sentence with a full stop and a capital letter, question mark or exclamation mark.</li> <li>To know how to spell the Year 2 Common Exception Words.</li> <li>To know the spelling rules for adding –ed, -er, -ing, -est, and –y to words.</li> <li>To use the present and past tenses correctly and consistently, including the progressive form.</li> <li>To develop an understanding of how to accurately use conjunctions for co-ordination and subordination.</li> </ul>	
<b>Mathematics</b>	<p><b>Arithmetic:</b></p> <ul style="list-style-type: none"> <li>Revision of the 4 operations and fractions of amounts.</li> </ul> <p><b>Measurement: Length &amp; height</b></p> <ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</li> <li>Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul> <p><b>Measurement: Time</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Know the number of minutes in an hour and the number of hours in a day.</li> <li>Compare and sequence intervals of time.</li> </ul> <p><b>Measurement: Mass, Capacity and Temperature</b></p> <ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> </ul>	
<b>Science</b>	<p><b><u>Living Things and Their Habitats</u></b></p> <ul style="list-style-type: none"> <li>I know how to describe how animals obtain their food from plants and other animals, using the idea of a simple <b>food chain</b>, and identify and name different sources of food.</li> <li>I know how to name different plants and animals and describe how they are suited to different <b>habitats</b>.</li> </ul>	

	<ul style="list-style-type: none"> <li>• I know how to identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>• To develop the understanding of the <b>life cycle</b> of a butterfly.</li> </ul>
<p><b>Religious Education</b></p>	<p><b>How should we care for others and the world, and why does it matter?</b></p> <ul style="list-style-type: none"> <li>• Re-tell Bible stories and stories from another faith about caring for others and the world.</li> <li>• Identify ways that some people make a response to God by caring for others and the world.</li> <li>• Talk about issues of good and bad / right and wrong arising from the stories.</li> <li>• Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.</li> <li>• Use creative ways to express their own ideas about the creation story and what it says about what God is like.</li> </ul>
<p><b>Physical Education</b></p>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• To develop confidence when entering and moving in the water.</li> <li>• To safely enter and exit the pool.</li> <li>• To develop confidence in the water.</li> <li>• To develop confidence when travelling in the water.</li> <li>• To begin to develop floating.</li> <li>• To develop confidence to submerge in the water.</li> <li>• To develop floating on front and back.</li> <li>• To develop the kicking action on front.</li> <li>• To develop the kicking action and introduce breathing.</li> <li>• To develop the pulling arm action and begin to develop gliding on fronts.</li> <li>• To develop the kicking on action on backs and gliding on backs.</li> </ul> <p><b>Net and Wall</b></p> <ul style="list-style-type: none"> <li>• To develop racket familiarisation</li> <li>• To develop placing an object.</li> <li>• To use the ready position to defend space on court.</li> <li>• To develop returning a ball with hands.</li> <li>• To develop returning a ball using a racket.</li> <li>• To move an opponent to win a point.</li> </ul>
<p><b>History</b></p>	<ul style="list-style-type: none"> <li>• To know that <b>communication</b> is the sharing of information through speaking, writing, signs or symbols.</li> <li>• To know that some of the earliest forms of communication relied on symbols and drawings to tell stories and pass messages, specifically <b>hieroglyphics</b> in <b>Ancient Egypt</b> and <b>cave drawings</b> in <b>Stone Age Britain</b>.</li> <li>• To know that the history of communication started with people sharing spoken <b>messages</b> and developed over time to include: carrier pigeons, <b>letters</b>, Morse code, <b>telegrams</b>, <b>telephones</b>, <b>mobiles</b>, <b>emails</b> and the <b>internet</b>.</li> <li>• To know why carrier pigeons were used to transfer messages in World War One.</li> <li>• To know that <b>word-of-mouth messages</b> and carrier pigeons were <b>unreliable</b>, so new methods needed to be developed.</li> <li>• To know how telegrams were developed by <b>Samuel Morse</b> and revolutionised long-distance communication.</li> <li>• To know that <b>Samuel Morse</b> also developed <b>Morse Code</b>, which assigns dashes and dots to each letter of the alphabet, and allowed complex messages to be sent in code.</li> <li>• To know that <b>King Henry VIII</b> appointed the first Master of the Post, which later became a formal postal network, now known as <b>Royal Mail</b>.</li> <li>• To know that the <b>telephone</b> was first officially developed by <b>Alexander Graham Bell</b> almost 200 years ago and allowed people to communicate across long-distances.</li> <li>• To know that the <b>World Wide Web</b> was developed by <b>Tim Berners-Lee</b> and changed communication forever by introducing instant messaging services such as <b>emails</b>.</li> </ul>
<p><b>RSHE</b></p>	<ul style="list-style-type: none"> <li>• To identify and respect the differences and similarities between people</li> <li>• To share their opinions on things that matter to them and explain their views through discussions with one person and the whole class</li> <li>• To learn to recognise what is fair/unfair, kind/unkind, right/wrong</li> </ul>

## Medium Term Plan Year 2 – Term 5 – 2021/2022

	<ul style="list-style-type: none"> <li>To learn what improves and harms their local, natural and built environments and about some of the ways people look after that.</li> </ul>
<p><b>Art SPOTLIGHT</b></p>	<ul style="list-style-type: none"> <li>To know that <b>abstract art</b> can be used to represent things you cannot touch or see.</li> <li>To know that emotions can be <b>represented</b> in different ways, such as through <b>colour and texture</b>, and this is a form of abstract art.</li> <li>To know that <b>complementary colours</b> are two colours that are on opposite sides of the colour wheel. They provide a high <b>contrast</b> and appear brighter and more prominent.</li> <li>To know that <b>monochrome/monochromatic colours</b> are colours that are different shades, tones or tints of the same base colour. They provide a more subtle contrast and can be applied for a harmonious look.</li> </ul>
<p><b>Primary Languages – Spanish</b></p>	<ul style="list-style-type: none"> <li>To know the following words in Spanish: the vegetables (<b>las verduras</b>), the spinach (<b>las espinacas</b>), the onions (<b>las cebollas</b>), the carrots (<b>las zanahorias</b>), the aubergines (<b>las berenjenas</b>), the potatoes (<b>las patatas</b>), the green beans (<b>las judías verdes</b>), the tomatoes (<b>los tomates</b>), the peas (<b>los guisantes</b>), the mushrooms (<b>los champiñones</b>), the courgettes (<b>los calabacines</b>), a kilo of (<b>un kilo de</b>)</li> <li>To know that that 'de' replaces 'los' when using a quantity (e.g. 'los tomates' becomes 'un kilo de tomates')</li> <li>To know that the Spanish phoneme 'ñ' sounds like a English phoneme 'ny'.</li> <li>To know that accents are used over vowels to indicate stress (e.g. judías)</li> <li>To know that the definite article 'las' is often used in Spanish when we don't in English (e.g. 'Me gustan las patatas' would be 'I like the potatoes' in English)</li> </ul>