

<p>Writing Genre:</p>	<p>Non-Fiction: Warning Class Text: The Selfish Giant and the Dragon Post Model Text: Kassim and The Greedy Dragon Poetry: Choc. Cake</p> <p>Handwriting</p> <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters <p>Composition</p> <ul style="list-style-type: none"> Use language of the warning tale to signal the 5 key sections of the story: Once upon a time..., One (warm/chilly/dark/cold) morning..., Without thinking..., It was lucky that... Eventually, he... Learn new vocabulary included in the below particularly adjectives to describe. Focus toolkits: description using well-chosen adjectives and simple similes, as well as a few well-placed verbs e.g. <i>creeping</i>. Level of innovation: maintain story around Kassim as MC; change threat and setting for the threat (linked to descriptive choices made).
<p>Reading</p>	<p>Class Text: The Selfish Giant and the Dragon Post</p> <ul style="list-style-type: none"> Word Reading continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Comprehension become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales recognise simple recurring literary language in stories and poetry discuss their favourite words and phrases check that the text makes sense to them as they read, and correct inaccurate reading ask and answer questions about their reading
<p>SPAG</p>	<ul style="list-style-type: none"> /ee/ ey /l/ le, el, al, il Common Exception Words: beautiful after fast last Contractions including contractions with 's learn the possessive apostrophe (singular) [for example, the girl's book] HW: print letters with focus on letter sizing of descending and ascending letters e.g. dbh ypq Use commas in a simple list of three (linked to descriptive pattern of 3)
<p>Mathematics</p>	<p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.

	<p>Geometry: Properties of Shapes</p> <ul style="list-style-type: none"> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.] <p>Arithmetic: Mastering Number</p> <ul style="list-style-type: none"> review the composition of the numbers 6 to 9 as '5 and a bit' compare numbers using the language of comparison and use the symbols $<$ $>$ $=$ review the structure of even numbers (including exploring how even numbers can be composed of two odd parts or two even parts) and the composition of each of 6, 8 and 10 review the structure of odd numbers (including exploring how odd numbers can be composed of one odd part and one even part) and the composition of each of 7 and 9 consolidate their understanding of the numbers 10 and 20 as '10 and a bit' consolidate their understanding of the linear number system to 20 and reason about midpoints explore how the numbers 6 to 9 can be doubled using the '5 and a bit' and '10 and a bit' structure use doubles to calculate near doubles use bonds of 10 to reason about bonds of 20, in which the given addend is greater than 10 use known number bonds within 10 to calculate within 20, working within the 10-boundary use their knowledge of bonds of 10 to find three addends that sum to 10 use their knowledge of the composition of numbers within 20 to add and subtract across the 10-boundary use their understanding of the linear number system to 10 to position multiples of 10 on a 0 - 100 number line and reason about midpoints <p>Problem Solving: Visualising</p>
<p>Science</p>	<p>Animals Including Humans</p> <ul style="list-style-type: none"> That living things need food, water, air and warmth to survive and some also need other things such as wet skin. How to group animals according to what they eat, describe how animals get their food from other animals and/or plants, and use simple food chains to describe these relationships. To classify food in a range of ways, including using the Eatwell Guide. To collect information and data in a range of ways and to present their findings as scientists. To investigate how each exercise: makes your body feel, affects your breathing, uses each of your muscles. To explore the effect of exercise on their bodies. To use their observations and ideas to suggest answers to questions around what a balanced diet should consist of: balanced meals contain about 60% carbs, 30% protein and 10% healthy fat, there should be a mix of meat (pulses such as lentils if vegetarian), fish, fruit, vegetables, dairy, all should drink 8 glasses of water a day, food should be low in sugar and unhealthy fats. That good hygiene is also important in preventing infections and illnesses. How regular washing reduces the germs on our hands and so reduces the chance of passing on infections.
<p>Religious Education</p>	<p>How can we learn from sacred books?</p> <ul style="list-style-type: none"> That religious people have special books that contain stories that are special to them and need to be respected. (The Bible for Christians, the Torah Scrolls for Jews and the Qur'an for Muslims). How sacred books are used and treated (Torah scrolls are often read from the Synagogue and is in Hebrew; the Bible is written in many languages so all can read it; the Qur'an is in Arabic as that is how it was given to Prophet Muhammad.)

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	<ul style="list-style-type: none"> • That stories from religious books have a message about caring, trust, love and loyalty – the lost coin (Bible); the thirsty camel (Qur’an) and Noah’s ark that is sacred to Christians, Muslims and Jews. • That the Bible tells us how Christians view the festival of Christmas. • That the Bible story of Christmas teaches us to think only of others and love, hope and joy. • That the story of Christmas has a message about how God views Jesus. Jesus was his only Son and was sent to save the world. • That the message from the Christmas story can also be important to non-believers.
<p>Physical Education</p>	<p>Outdoor PE: Ball Skills</p> <ul style="list-style-type: none"> • To be able to roll a ball to hit a target. • To develop co-ordination and be able to stop a rolling ball. • To develop technique and control when dribbling a ball with your feet. • To develop control and technique when kicking a ball. • To develop co-ordination and technique when throwing and catching. • To develop control and co-ordination when dribbling a ball with your hands. <p>Indoor PE: Fitness</p> <ul style="list-style-type: none"> • To show balance and coordination when running at different speeds. • To link running and jumping movements with some control and balance. • To show hopping and jumping movements with some balance and control. • To change technique to throw for distance. • To show control and balance when travelling at different speeds. • To demonstrates balance and co-ordination when changing direction. • To perform actions with increased control when co-ordinating their body with and without equipment.
<p>Geography</p>	<p>Continents and Oceans</p> <ul style="list-style-type: none"> • To use simple compass directions (North, South, East & West) and locational and directional (LEFT and RIGHT, NEAR and FAR) language to describe the location of features and routes on a map. • That Geographers use maps to show how people have divided the land. • To identify the UK, the continents and oceans. • That maps represent landmarks and basic human and physical features, including beach, coast, cliff, forest, hill, mountain, ocean, river, valley, vegetation, city, town, village, factory, farm, office, house, port, harbour, shop). • That continents are very large areas of land, which sometimes have seas within them. • That there are seven continents on Earth named Asia, Europe, Africa, North America, South America, Australia and Antarctica. • There are five oceans on Earth named the Atlantic Ocean, the Arctic Ocean, the Indian Ocean, the Pacific Ocean and the Southern Ocean. • That Physical features like seas, mountains and rivers are natural. They would be here even if there were no people around. • Some key facts about the physical features of each continent, including that Mount Everest, the world’s tallest mountain, is in Asia, the Alps are a famous mountain chain in Europe, the River Nile, the world’s longest river, is in Africa, the Grand Canyon is in North America, the River Amazon is in South America, the Great Barrier Reef is in Australia, and the South Pole is in Antarctica. • That human features are things like houses, roads and bridges. They have been built by people. • Some key facts about the human features of each continent, including that the Great Wall of China is a famous landmark in Asia, the Eiffel Tower is a famous landmark in Europe, the Pyramids are a famous landmark in Africa, the Statue of Liberty is in North America, Machu Picchu, an ancient city, is in South America, the Sydney Opera House is in Australia.
<p>RSHE</p>	<p>Relationships (cont.)</p>

	<ul style="list-style-type: none"> • That secrets and surprises that are safe to keep are those that can be exciting and can make people happy. To know that any type of secret or surprise that leaves us feeling uncomfortable or worried is not safe and should be shared with a trusted adult. • That their body belongs to them and if someone does something to it that they are uncomfortable with, they should tell them to stop and this should always be listened to. Similarly, they must always stop if someone else is uncomfortable with, or unhappy about, something they are doing. • To know that they should always speak to a trusted adult if someone has been physical in a way that they find unacceptable or uncomfortable. • That it is never okay to tease or bully anyone, including joining in with someone who may be teasing or bullying someone else. • The importance of telling a trusted adult, either at school or at home, if they experience or witness teasing or bullying. • How to offer and receive constructive support and feedback to and from others. • To identify and respect the differences and similarities between people, including age, gender, appearance, talents, likes and dislikes, religion, culture and disabilities. <p>SRE</p> <ul style="list-style-type: none"> • That some people have fixed ideas (stereotypes) about the differences between males and females but that these are often not accurate. (SRE lesson 1)
DT	<p>Mechanisms: Fire Engines</p> <ul style="list-style-type: none"> • To name common features of vehicles (steering wheel, wheels, windows) and those which are for fire engines only. • To compare the similarities and differences such as they were made of wood, smaller, pushed by firemen, the water was pumped. Today's fire engines in the modern world are hydraulically operated and have many operated ladders, can access water via pumps and are driven by one person. • That there are wheels, axles and chassis to create the base of a fire engine and there are different ways of attaching the chassis to axles. • That designers consider the audience and purpose of their build and sometimes work to specific criteria. • To select the materials they will need, noting their design ideas using notes and diagrams. • That designers consider how their design will look, including colour and choice of material. • To follow their designs carefully. • To safely use a range of different materials, tools and techniques: <i>Materials: cardboard boxes, cartons, card, lolly sticks, paper</i> <i>Tools: scissors, masking tape, glue,</i> <i>Decoration: paint, crayons, scraps of shiny paper, etc...</i> • To identify what they did well. • To evaluate their fire engine to identify what could be improved. • To suggest ideas of how modern day fire engines can be improved to be more effective.
Music	<p>Magical Musical Aquarium</p> <p><u>Singing</u></p> <ul style="list-style-type: none"> • To sing songs in unison with small pitch range • To be able to change dynamic and tempo • Know that crescendo means getting louder, and that it is represented with a < symbol. • To respond to visual symbols for crescendo, decrescendo, pause • That when you sing in unison, all voices sing the same melody. <p><u>Listening</u></p> <ul style="list-style-type: none"> • To listen with concentration and respond with appropriate body movements • That the tempo of a piece of music can change. • That the dynamic in music is to do with how loudly a piece of music is being sung or played, and that this can change. <p><u>Composing</u></p> <ul style="list-style-type: none"> • To create music using music technology to capture and change sounds. • To record musical ideas using graphic score, knowing that symbols can be used to represent sound.



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	<ul style="list-style-type: none">• That when you compose, it is like creating a story in music.• That ternary form (ABA) means a piece of music is written in three sections, the third section being a repeat of the first. <p><u>Musicianship</u></p> <ul style="list-style-type: none">• To mark the beat by tapping and recognise a change in tempo.• To begin to group beats in twos and threes by tapping knees and clapping e.g. <p>https://www.youtube.com/watch?v=KwwWAE8UyMc</p> <ul style="list-style-type: none">• That along with pulse, rhythm and pitch, timbre is one of the building blocks (interrelated dimensions) of music, and that they can consider this when selecting instruments to achieve their desired effect
Primary Languages – Spanish	Under the Sea (cont.) <ul style="list-style-type: none">• How to say and write all 7 sea creatures• How to say how an animal moves (e.g. swims, dives)• That there are two determiners in Spanish el/la and these depends on the noun that follows it• That the trilled 'r' is made from the tongue tapping the roof of the mouth and is different to the 'r' sound in English (22-23 only as wasn't covered in Year 1 in 21-22)• That the 'j' sound (e.g. in el cangrejo) is different to the English 'j'