

<p>Writing Genre:</p>	<p>Non Fiction: Recounts (Newspaper Reports) Model Text: Newspaper report Transcription:</p> <ul style="list-style-type: none"> • GPCs: /or/ spelt al/all, /u/ o, /o/ a after w/qu, /ur/ or after w /or/ ar after w, homophones • Common Exception Words: earth water again half Mr Mrs • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] <p>Handwriting:</p> <ul style="list-style-type: none"> • use diagonal strokes to join for the descending letters: f g j p q y <p>Composition:</p> <ul style="list-style-type: none"> • Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress.
<p>Reading</p>	<p>Class Texts: -Fantastic Mr Fox (Roald Dahl) -The Lost Thing (Shaun Tan)</p> <p>Poems: -'I Don't Want to Go into School' by Colin McNaughton -'The Small Ghostie' by Barbara Ireson</p> <p>Decoding - Fluency & Word Reading: GPCs: /or/ spelt al/all, /u/ o, /o/ a after w/qu, /ur/ or after w /or/ ar after w, homophones Common Exception Words: earth water again half Mr Mrs</p> <p>Comprehension focus(es) to investigate: Focus 1 – role of characters: who are the good characters and bad characters (heroes & villains) in this story? What details/clues are included by the author to make us think this way? Focus 2 - Perspectives: writer/narrator/character/reader: building from work on character – consider different viewpoints of characters. Might Mr Fox be viewed as a villain by the farmers? Focus 3 - themes/messages/ideas: explore the idea of revenge & greed as themes. Consider other possible themes and themes that we might find in other texts we've read before and/or The Lost Thing by Shaun Tan.</p>
<p>SPAG</p>	<p>Phonics</p> <ul style="list-style-type: none"> • / or/ spelt a before l and ll Example words: all, ball, call, walk, talk. • / u/ spelt o Example words: other, mother, brother. • / o/ spelt a after w and qu Example words: want, wash, squash. • / ur/ spelt or after w Example words: word, work, worm, world. • / or/ spelt ar after w Example words: war, warm, towards. • Homophones Example words: here/hear, see/sea, night/ knight • Statutory spellings: earth, water, again, half, Mr, Mrs • Learn to spell more words with contracted forms • Continue to learn the possessive apostrophe (singular) [for example, the girl's book]

<p>Mathematics</p>	<p>Measurement: Mass, Capacity and Temperature Pupils learn to:</p> <ul style="list-style-type: none"> 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 <p>Fractions Pupils learn to:</p> <ul style="list-style-type: none"> Recognise, find, name and write Fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ 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 $\frac{1}{2}$ <p>Time Pupils learn to:</p> <ul style="list-style-type: none"> 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. Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time. <p>Arithmetic: Mastering Number Problem Solving: Pupils will have further opportunities to use their knowledge of the composition of numbers within 10 to calculate within 20 and to reason about equations and inequalities. Pupils will:</p> <ul style="list-style-type: none"> continue to explore a range of strategies to subtract across the 10-boundary review bonds of 20 in which the given addend is greater than 10, and reason about bonds of 20, in which the given addend is less than 10 practise previously explored strategies to support their reasoning about inequalities and equations review doubles and near doubles and transform additions in which two addends are adjacent odd/ even numbers into doubles consolidate previously taught facts and strategies through continued, varied practice
<p>Science</p>	<p>Plants Pupils learn:</p> <ul style="list-style-type: none"> To know that plants grow from seeds and bulbs. To make a prediction. That scientists watch changes over a period of time. To know that germination is the process where seeds and bulbs grow into plants and the three phases. To observe seed germination closely. That most seeds and bulbs need water to grow. That seeds and bulbs have a store of food inside them. To perform a simple comparative test to see whether seeds need water to grow. To know that the cycle from seed to plant to flower to seed is called a lifecycle. That based on observations over time, predict what might happen to the plants in the future.
<p>Religious Education</p>	<p>How and why do we celebrate special and sacred times? Pupils learn:</p> <ul style="list-style-type: none"> What a celebration is and how it is a special time for many. That theologians observe practises to find out about different religions. That Hanukkah is a special festival for Jewish people which is also known as Chanukah and is the festival of light. The story of Easter and Chanukah. That symbolism is used in many festivals in different religions – (such as candles in Hanukkah, lent and Easter).



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	<ul style="list-style-type: none"> To observe how different communities celebrate festivals within their religion including Easter in Christianity and Hanukkah in Judaism. That there are similarities and differences in the way that different religions celebrate sacred times.
Physical Education	<p>Athletics Pupils learn:</p> <ul style="list-style-type: none"> To develop the sprinting action. To develop jumping for distance. To develop technique when jumping for height. To develop throwing for distance. To develop throwing for accuracy. To select and apply knowledge and technique in an athletics carousel. To measure performance and to improve on their own score and against others. To know that exercise increases your heart rate so that blood can be taken to the muscles. <p>Net and Wall Pupils learn:</p> <ul style="list-style-type: none"> To use the ready position to defend space on court. To develop returning a ball with hands. To play against a partner. To develop racket skills and use them to return a ball. To develop returning a ball using a racket. To play against an opponent using a racket. I can describe how my body feels during exercise. To explore when to make contact with the ball and with how much force.
History	<p>Monarchy – Henry VIII and Elizabeth II Pupils learn:</p> <ul style="list-style-type: none"> That a monarch is a head of state for a country, especially either a king, queen or emperor. That Henry VIII was a Tudor King who reigned for 36 years around 500 years ago. That Henry VIII was famous for breaking England away from the Catholic Church and established the Church of England (Protestantism), with him in charge. Know that this allowed him to divorce his first wife. That Henry VIII was famous for marrying six times, only had one son. Children should know the rhyme: divorced, beheaded, died – divorced, beheaded, survived. That Henry VIII had much power to make decisions and laws in England at the time, supported by a government. That Queen Elizabeth II was Queen of England and head of the Church of England until she died in 2022, and that she ruled for 70 years, longer than any other monarch in British history. That the coronation of Queen Elizabeth was the first on television. That Queen Elizabeth II is famous for supporting more than 600 charities and organisations across the United Kingdom and the Commonwealth. That the majority of power to make decisions in the UK today is held by a government, not by the monarchy. That historians use sources of evidence to construct knowledge about people, specifically Henry VIII and Elizabeth II and how these interpretations might be different. That historians and others consider Henry VIII and Elizabeth I worthy of attention. To compare Henry VIII to Elizabeth II – identify similarities and differences between ways of life in different periods.
RSHE	<p>Communities Pupils learn:</p> <ul style="list-style-type: none"> That they belong to various groups and communities, including family and school. That people in families and schools have different roles and responsibilities within the group and within the community.

	<ul style="list-style-type: none"> • That people learn about communities by observing their practices and ways of living and asking questions of community members. • What harms their local, natural and built environments, specifically waste, and identify how they can help look after their environment, specifically reducing, reusing and recycling. <p>Media literacy & digital resilience</p> <ul style="list-style-type: none"> • That not everything they see online is true or can be trusted.
Computing	<p>Online Safety</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • To identify whether information is safe or unsafe to be shared online. • How to create a strong password. • To be respectful of others when sharing online and ask for their permission before sharing content. • Strategies for checking if something they read online is true. • How to stay safe when talking to people online and what to do if they see or hear something online that makes them feel upset or uncomfortable. • The difference between online and offline. • What is not appropriate to post online. • That you should ask permission from others before sharing about them online and that they have the right to say ‘no.’ This is called consent. • That not everything I see or read online is true.
Art	<p>Printing</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • That printmaking is when you put paint or ink on one object and use it to make pictures on a surface like paper or fabric. • That printmaking can be done with tools or objects from nature. • That artists choose different mediums for different reasons: What they can get, how much time they have, how easy they are to use or how they look when used. • That abstract art can be used for things you can touch or see, but not copying it exactly. This can include using the colour or shape of an object to draw it. • That there are many different methods of printmaking (Appendix 2c). • That a roller helps paint a whole surface or press paper flat over paint to print. • That a stencil is a thin, flat piece of plastic or metal with shaped holes in it. You can put paint or another medium in these holes to make the shape of the holes. • That when you make abstract art, someone looking at it might see different things or feel a different way to how you did when making it. • To take pride in a finished piece and understand the value of their own art. • To value others’ art, understand that it took time and effort, and take care when handling it.