

Medium Term Plan – Spring 2– Year 2

Core Text: The Story Thief

Topic: Creepy Crawlies

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|--|---|--|---|--|--|---|
| <u>Maths Teaching</u> <u>and Learning</u> | Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. | Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. | Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer questions about totalling and comparing categorical data. | Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. | Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. | Consolidate – SATs consolidation using AfL |
| Writing Text Type Outcome | Diary Thoughts and feelings | Diary Thoughts and feelings | Diary Setting description | Diary Setting description | Bug poetry | Bug poetry |
| Reading Progression Skills | To talk about how different words and phrases affect meaning. (1a/1g) To use scanning effectively to locate specific information. (1b) To successfully infer how a character is feeling. (1d) | To successfully locate some specific information. E.g. key events, character names etc. (1b) To use clues from the text to read an unknown word. (1a/1g) To find the information on a page to answer a question. (1b) | To answer oral and written questions about an extended text. (1b/1g) To use text marking to support retrieval of information using quotation to support opinion. (1b) To read between the lines using clues from the text and pictures referring to thoughts, feelings and actions. (1d) | To explain the meaning of adventurous vocabulary in context. (1a/1g) To answer oral and written questions about an extended text. (1b/1g) To use text marking to support retrieval of information using quotation to support opinion. (1b) To read between the lines using clues from the text and pictures referring to thoughts, feelings and actions. (1d) | To read between the lines using clues from the text and pictures referring to thoughts, feelings and actions. (1d) To use text-layout to work out what type of text it is. (1b) To successfully comment upon features of language E.g. rhymes, alliteration and significant words/phrases. (1g) To read between the lines using clues from the text and pictures referring to thoughts, feelings and actions. (1d) | To use text-layout to work out what type of text it is. (1b) To successfully comment upon features of language E.g. rhymes, alliteration and significant words/phrases. (1g) To read between the lines using clues from the text and pictures referring to thoughts, feelings and actions. (1d) |
| T4W Stage | Grammar & vocab | Innovation | Grammar & vocab | Innovation | Imitation | Invent |
| <u>Grammar and</u> <u>Punctuation</u> (Active English) | Adverbial phrases | Commas (rule of three) | First person | Possessive apostrophes | Apostrophes for possession | Conjunctions |



| Spelling | Follow spelling booklets | Follow spelling booklets | Follow spelling booklets | Follow spelling booklets | Follow spelling booklets | Follow spelling booklets | |
|---|---|---|--|--|---|---|--|
| <u>Terminology</u> (<u>technical</u> <u>vocabulary)</u> | Setting, describe, description, adjectives, noun phrases, adverbs, adverbial phrases, similes, metaphors. | Setting, describe, description, adjectives, noun phrases, adverbs, adverbial phrases, similes, metaphors. | Poem, perform, rhyme, rhythm, line, verse. | Poem, perform, rhyme, rhythm, line, verse. | First person, third person, diary, conversation, formal, informal, audience. | First person, third person, diary, conversation, formal, informal, audience. | |
| <u>Greater Depth SC</u> | To know how to use similes to add description | To know how to write specifically and coherently for a specific purpose | To understand how to use conversational language to interest the reader. | To understand how to be precise with language by using specific nouns and well-chosen adjectives | To know how to use appropriate word choices in an innovated poem. E.g rhyme | To develop the skill of editing my work making simple additions and revisions | |
| <u>SEND SC</u> | To know how to write consistently in the third person | Ito understand how to use noun phrases to describe | To know how to perform familiar poetry. | To know how to innovate simple parts of a poem. | To understand the difference between third and first person. | To know how to write in the first person. | |
| Handwriting | Follow letter join | Follow letter join | Follow letter join | Follow letter join | Follow letter join | Follow letter join | |
| Rainbow Grammar (where | | | | | | | |
| <u>appropriate)</u> | | | | | | | |
| <u>Cross-curricular</u> <u>Writing</u> <u>Opportunities</u> | Art & English – Andy Warhol artist study Maths & R.E - Tally of religions Maths & PSHE – Table of similarities and differences English & science – Letter to Hippo | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | |
| Science objectives | Animals including humans To know about and | <u>Animals including humans</u> To understand the | Animals including humans To know that animals, | | | | |
| Animals, including | describe the basic needs | importance for humans of | including humans, have | | | | |
| humans | of animals, including | exercise, eating the right | offspring which grow into | | | | |
| D1, D2, D3 | humans, for survival | amounts of different types | adults | | | | |
| Plants | (water, food and air) D2 | of food, and hygiene. D3 | D1 Plants | | | | |
| C2 | UZ | | To understand and | | | | |
| 62 | | | describe how plants need | | | | |
| | | | water, light and a suitable | | | | |
| | | | temperature to grow and | | | 1 | |
| | | | temperature to grow and | | | | |



| Religious and physical Religious contrasting (non- European) country D2 Religion: Islam Dipectives Theme: Prayer at home Personal Key Question: Does praying at regular intervals help a Knowledge and Understanding B3 Muslim in his/her everyday life? Evaluation and Critical Thinking C3 To understand the feelings associated with goals and commitment. A3 | History objectives | | | |
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| objectives Human Geography B4 To know similarities and differences between different vortile B4 Place Knowledge D1, D2 To know the four countries and capital cities of the United Kingdom and its surrounding ses D1 Religious To know the four countries and capital cities of the United Kingdom and its surrounding ses D1 Religious To know the four countries and capital cities of the United Kingdom and its surrounding ses D1 Religious To know the four countries and capital cities of the United Kingdom and its surrounding ses D1 Religious To understand similarities and a contrasing (non- busing inter- based and countries the pa understand similarities and a contrasing (non- busing intervals help a Understand similarities and a contrasing (non- busing intervals help a Understand the feelings associated with goals and commitment. A3 | | | | |
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| Human Geography B4 Place Knowledge D1, D2 Beligious Education and Critical Thinking C3 Critical Thinking C3 Critic | | | | To know similarities |
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| commitment. A3 | | | | with goals and |
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| | | | | To know how |
| Muslims pray and | | | | |
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| why they do this. B3 | | | | |
| To understand how | | | | |
| praying five times a | | | | praying five times a |



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| | | | | | | day might help Muslims in their everyday lives. C3 |
|---|--|---|--|---|--|--|
| Art objectives Responding to Art, Artists and Designers E1, E2, E3 Exploring and developing ideas F1 2d Art (Drawing and Painting) A1, A2, A3 | | | | Andy Warhol Creepy Crawlies prints To understand how artists have used colour, pattern and shape. E1 Ito develop the skill of creating a piece of art in response to the work of another artist and explain how the artist has influenced it. E2 To know about well- known artists and give my opinion about their work. E3 | Andy Warhol Creepy Crawlies prints To develop the skill of recording and exploring ideas from first hand observation, experience and imagination and follow through with ideas with growing independence. F1 To know the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. F2 To know how to mix paint to create all the secondary colours. A1 To develop the skill of creating tints with paint by adding white. A2 To develop the skill of creating tones with paint by adding black. A3 | |
| <u>Design and</u> <u>Technology</u> objectives | | | | | | |
| <u>PSHE objectives</u> | <u>Stages of Learning</u> To know the different stages of learning | Similarities and Differences To know differences and similarities between people | <u>Friendships</u> To know how to take part in creating/agreeing rules | <u>Safeguarding</u> To understand that some touches are not fun | <u>Mental Health</u> To know and name feelings | Body Image To identify types of peer pressure and their effects |
| <u>Computing</u> objectives | <u>E-Safety</u> To know where to go for help and support when | <u>E-Safety</u> To know how to use technology safely and | <u>E-Safety</u> To understand that personal information is | <u>E-Safety</u> To iknow where to go for help and support | <u>E-Safety</u> To know how to use technology safely and | <u>E-Safety</u> To understand that personal information |



| E-safety A1, A2, A3 | they have concerns about content or contact on the internet or other online technologies. A1 | respectfully, keeping personal information private A2 | unique to them and should not be shared without a teacher or parent's permission A3 | when they have concerns about content or contact on the internet or other online technologies. A1 | respectfully, keeping personal information private A2 | is unique to them and should not be shared without a teacher or parent's permission A3 |
|--|---|--|--|---|--|---|
| Music objectives Improvising and Composing A3, A4 Performance: Instrumental C3, C5 | | | | | | Story Thief Music To understand how to play simple rhythmic patterns on an instrument, with control of dynamics keeping a steady beat. C3 To develop the skill of performing sound effects on an instrument, in order following a conductor C5 |