

Year 2 Medium Term Plan
Spring 2 2019-2020

| Amazing Animals | | | | | | |
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| Subject | Week 1 WC 24th Feb Thurs-Sports Relief Assembly Fri-Cubs/Rainbows uniform (St David's) | Week 2 WC 2 nd March Science week Wed - Workshop Thurs - Book Day Fri - Exhibition | Week 3 WC 9th March Friday - Sport Relief/Skipathon | Week 4 WC 16 th March Fri- Sharon cover Alyson Fri-FOTSA posy making (Mother's Day) | Week 5 WC 23 rd March Wed- Pupil Progress meeting | Week 6 WC 30 th March Tues- Parents Eve 3.20-6 Thurs-Parents Eve 4-7 Fri-Easter Service |
| English | <p>I can use commas in a list</p> <p>I can use contractions</p> <p>I can use conjunctions</p> <p>Riddle</p> <p>I can identify features of riddles</p> <p>I can read and solve riddles</p> <p>I can read a riddle about an animal and show understanding of the text (create poster)</p> <p>I can verbalise a riddle confidently</p> <p>I can write a riddle for an animal</p> | <p>Poetry Focus</p> <p>A First Book of Animals</p> <p>The Magic Faraway Tree</p> <p>A book a day - English reading and writing activities linked to a book about animals</p> <p>Monday: Tuesday: Wednesday: Where the Wild things are workshop Thursday: Bok Day (Chn to share their favourite book and prop) Friday:</p> <p>Animal descriptions</p> <p>A First Book of Animals - poetry</p> | <p>Poetry - Animal riddles</p> <p>Animal riddles</p> <p>Choose an animal and plan and write riddle</p> <p>Use homework</p> | <p>I can use question marks</p> <p>I can write in the present tense</p> <p>I can use conjunctions</p> <p>Reports - Imitation</p> <p>I can learn a text (report about an animal in a habitat</p> <p>Drama - zoo keeper/ rainforest detective</p> <p>I can identify features of a report</p> <p>I can verbalise a report confidently</p> <p>I can write a report about an animal</p> | <p>I can use question marks</p> <p>Reports - Innovation</p> <p>I can answer questions about a text</p> <p>I can research about an animal</p> <p>I can plan a report about an animal</p> <p>I can write a report about an animal</p> | <p>I can use question marks</p> <p>Reports - Independent</p> <p>Big Write</p> <p>I can plan a report about an animal</p> <p>I can write a report about an animal (imaginary animal in a certain habitat?)</p> <p>PIRA</p> <p>English Grammar, Punctuation and Grammar test - Twinkl</p> |
| GPS | Twinkl SPAG test Autumn 1 and 2 | Wednesday mornings - write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. | | | | |
| Comprehension | George and the Dragon | Animal story | | | | |
| Arithmetic | Yellow 2. Bridging through/crossing the tens (up to 20) EG: 8+4, 9+7 Green 2. Count forwards and backwards in 1s from 0-100 and from a given number | Blue 2. Count forwards and backwards in 10s from 0-100 and from a given number | Indigo 2. Count in 2's and 5's from 0 Violet 2 Add and subtract 10 from a 2-digit number | Sliver 2, Number bonds to 20 Gold2. Number bonds to 20 (inverse) | Multicoloured. Number bonds to 100 | Multicoloured. Number bonds to 100 (inverse) |
| Maths | <p>Number: Fractions</p> <p>I can identify $\frac{1}{4}$, $1/3$, $\frac{1}{2}$, $2/4$ $\frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of a whole.</p> <p>I can recognise equal and unequal parts of a whole</p> <p>I can identify $\frac{1}{2}$ of a shape or quantity and explain my</p> | <p>Number: Fractions</p> <p>I can identify $\frac{1}{4}$, $1/3$, $\frac{1}{2}$, $2/4$ $\frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of a whole.</p> <p>I can recognise 1/3 of a shape or quantity and explain my reasoning</p> <p>I can identify 2/4 as a $\frac{1}{2}$ as the</p> | <p>Number: Fractions:</p> <p>I can identify $\frac{1}{4}$, $1/3$, $\frac{1}{2}$, $2/4$ $\frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of a whole.</p> <p>I can identify $\frac{3}{4}$ of a shape or quantity and explain my reasoning</p> | <p>Measurement: Length and Height</p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p> | <p>Number: Revisit Addition and Subtraction of 2-digit numbers</p> | <p>Number: Revisit multiplication and division.</p> |

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| | reasoning I can identify $\frac{1}{2}$ of a shape or quantity and explain my reasoning | equivalent of each other and explain my reasoning TAF ASSESSMENT | I can count in fractions Assessments: White Rose Arithmetic White Rose Reasoning | Compare and order lengths, mass, volume/capacity and record the results using >, < and =. | | |
| Science | | | LO: I can explore and compare the differences between things that are living, dead, and things that have never been alive Act: Sort things that are living, dead and things that have never been alive LO: I can 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 Act: Identify different habitats, including the Jungle, and learn about the basic needs of animals and plants | LO: I can identify and name a variety of plants and animals in their habitats, including micro-habitats Act: Look at plants and animals in the jungle | LO: I can describe animal food chains Act: Look at and describe simple food chains | |
| RE | What is Easter really about? Knowledge organiser- What do I know about Easter? | What is Easter really about? What is friendship? | What is Easter really about? What can we do to restore a broken friendship? Can we fix it? | What is Easter really about? I can understand that Christians believe that God loves everyone and wants to be their friend. | What is Easter really about? I can understand how an Easter garden can help Christians understand Easter. | What is Easter really about? Easter cards Assessment. |
| PE | Jungle Trip and Travel | Jungle Trip and Travel | Jungle Trip and Travel | Park Life and Flight | Park Life and Flight | Park Life and Flight |
| History | The history of flight: I can find out about the different ways that humans have tried to fly throughout history. events beyond living memory that are significant nationally or globally significant historical events, people and places in their own locality | I can find out about the Wright Brothers and the invention of an aeroplane. | I can understand what makes Amy Johnson a significant individual | I can find out more about Amy Johnson | I can understand why Hilda Hewlett is an important historical figure from my local area. | I can understand why Hilda Hewlett is an important historical figure from my local area. |
| Geography | | | | | | |

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| D&T | <p>Sock puppet: I can identify and explain what puppets are. Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics</p> | <p>Sock Puppet: I can plan how to make an animal sock puppet.</p> | <p>Sock Puppet: I can use selected materials to make a sock puppet</p> <p>Act:</p>  | <p>Sock Puppet: I can use selected materials to make a sock puppet</p>  | <p>Sock Puppet: I can evaluate my puppet</p> | <p>Sock Puppet: I can evaluate my puppet and explain if it was fit for purpose. I can explain what I may do differently next time.</p> |
| Art | | | | | | |
| Citizenship/PSHE | JIGSAW Healthy Me | | | | | |
| Music | Music Interpreting Kandinsky | | Jungle music | | | |
| ICT | | | | | | I compute: Algorithm |