

Year 2 - How was school different in the past? / Where am I?

Medium Term Planning Spring 2024

Week	Literacy	Maths	History	Science	Computing	RE	D&T	PE	Music
1	<p>Non-Chronological Report / Instructions</p> <p>I can write a non-chronological report about Stokesay Primary School.</p> <p>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.</p>	<p>Place Value</p> <p>LO I can use ordinal numbers</p> <p>LO I can compare numbers using greater than and less than symbols</p> <p>LO I can round 2 digit numbers to the nearest multiple of 10</p> <p>LO I can identify properties of numbers</p>	<p>How was school different in the past?</p> <p>LO: I can find out how schools have changed overtime</p> <p>Add images of school overtime onto a timeline</p>	<p>Scientist Study</p> <p>LO: I can use my own ideas to explain how doctors use Science.</p> <p>Creating a poster about how we can keep patients healthy.</p>	<p>Computing Questioning</p> <p>LO: I can show that the information provided on pictograms is of limited use beyond answering simple questions. Looking at how images can only present a partial</p>	<p>RE</p> <p>Easter</p> <p>LO: I can discuss how and why beginnings and endings can be marked in different ways.</p> <p>Discussing our own beginnings at Stokesay primary school.</p>	<p>D&T</p> <p>Cooking: Fruit and Vegetables</p> <p>LO I can identify fruits</p> <p>Examine different foods to identify whether they are fruits. Sort foods onto a Venn diagram</p>	<p>PE</p> <p>Target Games / Yoga</p> <p>LO: I can consider how much power to apply when aiming at a target.</p> <p>Pointing our arms in the direction of targets as we release objects.</p>	<p>Music</p> <p>Timbre and rhythmic patterns: Fairy Tales</p> <p>LO: I can use my voice expressively.</p> <p>Children explore timbre through the familiar story of The Three Little Pigs by creating different character voices.</p>

					collection of data.				
2	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Learning to spell common exception words.</p> <p>Distinguishing between homophones and near-homophones.</p> <p>Writing down ideas and/or key words, including new vocabulary.</p> <p>SPAG:</p>	<p>Addition and Subtraction</p> <p>LO I can identify number facts and strategies to solve calculations</p> <p>LO I can add and subtract two 2 digit numbers (not bridging 10)</p> <p>I can add two 2 digit numbers bridging 10</p> <p>I can subtract two 2 digit numbers bridging 10</p>	<p>LO: I can investigate what school was like in the past.</p> <p>Write questions to find out about Stokesay in the past, within living memory.</p> <p>Research what the school was like using different sources.</p>	<p>LO: I can describe Louis Pasteur's life and work.</p> <p>Carrying out an experiment to see how germs spread.</p>	<p>LO: I can use yes/no questions to separate information.</p> <p>Children to use a range of yes/no questions to separate different items</p>	<p>LO: I can explore how Sikhs celebrate New Year.</p> <p>Creating a Panj Pyare character profile.</p>	<p>LO: I can describe where fruits and vegetables grow.</p> <p>Looking at pictures of fruit and vegetables and discussing where they grow. Stick onto picture to show where they grow.</p>	<p>LO: I can understand how to score using overarm and underarm throwing.</p> <p>Playing a game of "Finishing the Line" using underarm and overarm throwing.</p>	<p>LO: I can select appropriate instruments.</p> <p>Children carefully select and play appropriate instruments or body percussion to help tell the story of 'The Three Little Pigs'.</p>
3	<p>Subordination (using when, if, that, or because) and co-ordination (using or,</p>	<p>Fractions</p> <p>LO I can identify fractions of shapes</p>	<p>LO: I can identify what schools were like in the 1900s.</p>	<p>LO: I can describe Charles Macintosh</p>	<p>LO: I can construct a binary tree to separate</p>	<p>LO: I can discuss how names are used and</p>	<p>LO I can practise food preparation skills.</p>	<p>LO: I can use striking to hit a target.</p>	<p>LO: I can compose and play a rhythm.</p>

	<p><i>and, or but).</i></p> <p><i>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</i></p>	<p>LO I can find fractions of amounts by sharing</p> <p>LO I can identify unit fractions</p> <p>LO I can identify non unit fractions</p>	<p>Use different sources to find out about schools in the 1900s.</p> <p>Set classroom up as a class from the past.</p>	<p>and his famous invention.</p> <p>Designing our own coat and talking about appropriate materials.</p>	<p>different items.</p> <p>Using a binary tree to sort pictures of children and animals.</p>	<p>given in Sikhism.</p> <p>Choosing and creating our own special names.</p>	<p>Practise cutting up different fruits.</p>	<p>Practicing striking a ball using indoor golf equipment</p>	<p>Clapping the syllables in given words and phrases, pupils work in groups to create rhythmic patterns.</p>
4	<p>I can write instructions to accompany a map.</p> <p>Key Text: Instructions by Neil Gaiman.</p> <p>Writing narratives about personal experiences and those of others (real and fictional).</p>	<p>Multiplication and Division</p> <p>LO I can multiply and divide by 10</p> <p>LO I can multiply and divide by 5</p> <p>LO I can recognise the relationship between the 10 and 5 times table</p>	<p>LO: I can compare a modern classroom with a classroom 100 years ago.</p> <p>Draw and label a classroom in the past and a modern classroom.</p>	<p>LO: I can describe what Rachel Carson learnt about ocean Habitats.</p> <p>Creating a Rachel Carlson fact-file.</p>	<p>LO: I can use 2Question (a binary tree) to answer questions.</p> <p>Children match items to names using a binary tree.</p>	<p>LO: I can discuss how Christians mark the beginning of their journey of faith.</p> <p>Designing our own Baptism gifts.</p>	<p>LO: I can select ingredients for a recipe.</p> <p>Taste testing different fruits and smoothies.</p> <p>Use pictures to create a visual recipe.</p>	<p>LO: I can hit a moving target.</p> <p>Throwing a beanbag into a moving hoop thrown by a third party.</p>	<p>LO: I can recognise how timbre is used to represent sound.</p> <p>Children learn to identify how timbre is used to represent the</p>

	<p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Learning to spell more words with contracted forms.</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>SPAG: Sentences with different forms: statement, question, exclamation, command.</p>	<p>LO I can solve multiplication and division problems</p>							different characters in 'Peter and the Wolf'.
5		<p>Addition and Subtraction</p> <p>LO I can solve mixed addition and subtraction calculations</p> <p>LO I can compare number sentences</p> <p>LO I can solve missing number problems</p> <p>LO I know number bonds to 100</p> <p>LO I can recognise related facts</p>	<p>LO: I can compare three periods of time.</p> <p>List similarities and differences of schools in the past and schools now. Would they have preferred to go to school in the past? Why?</p>	<p>LO: I can answer questions about the invention of wind Turbines.</p> <p>Creating a turbine timeline and a demonstration of how wind power works!</p>	<p>LO: I can use a database to answer more complex search questions.</p> <p>Children use a database to answer simple and more complex search questions.</p>	<p>LO: I can explore the links between new life and the Christian story of Easter.</p> <p>Acting out the story of Easter in small groups.</p>	<p>LO: I can apply food preparation skills to a recipe.</p> <p>Children to make their own smoothies. Once tasted, evaluate their smoothies.</p>	<p>LO: I can select and apply the appropriate skill for a target game.</p> <p>Completing a range of multiskill activities.</p>	<p>LO: I can keep pulse.</p> <p>Children showcase their work throughout this unit by using untuned instruments in a class performance</p>

	Formation of nouns using suffixes such as -ness, -er and by Compounding.								
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Half Term

Wk	<p>Literacy</p> <p>Narrative / Persuasive</p>	<p>Maths</p> <p>Addition and Subtraction Multiplication and Division Time</p>	<p>Geography</p> <p>Where am I?</p>	<p>Science</p> <p>Minibeast Habitats (Plants)</p>	<p>Computing</p> <p>Animated Storybooks</p>	<p>PSHE</p> <p>Safety</p>	<p>Art</p> <p>Craft & Design: Woven Wonders</p>	<p>PE</p> <p>Sending & Receiving / Invasion Games</p>	<p>Music</p> <p>Pulse and rhythm: All about me.</p>
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6	<p>I can write a narrative about travelling to the United Kingdom.</p> <p>Key Text: Coming to England</p>	<p>Addition and subtraction</p> <p>LO I can solve word problems</p> <p>LO I can find money totals</p>	<p>LO: I can name and locate the countries within the UK</p> <p>Label the 4 countries of the UK on a map and surrounding</p>	<p>LO: I can identify and name a variety of plants and animals in their habitats, including microhabitats.</p>	<p>LO: I can understand the difference between traditional books and eBooks.</p>	<p>LO: I can understand what the internet is and how it can help us.</p>	<p>LO: I know that art can be made in different ways.</p> <p>Look at variety of arts.</p>	<p>LO: I can understand what being in possession means and support a teammate</p>	<p>LO: I can use my voice and hands to make music.</p> <p>Learning how to feel the</p>
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	<p>Answering and asking questions about key texts and books.</p> <p>Recognising simple recurring literary language in stories and poetry.</p>	<p>LO I can find change</p> <p>LO I can subtract by counting back</p> <p>LO I can subtract by counting up</p>	<p>seas. Create a postcard for one of the countries showing features.</p>	<p>Going on a minibeast hunt in the outdoor learning area.</p>	<p>Children can use the different drawing tools to create a picture on the page.</p>	<p>Looking at how the internet has changed the modern world.</p>	<p>Children draw themselves as artists.</p>	<p>to do this.</p> <p>Completing as many passes we can in one minute with our partner.</p>	<p>pulse in music and experiment with percussion instruments.</p>
7	<p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>Developing a positive attitude towards writing by writing for different purposes.</p> <p>Proof-reading to check for errors in spelling, grammar and</p>	<p>Time</p> <p>LO I have an idea of the length of time.</p> <p>LO I can tell the time to the half hour</p> <p>LO I can tell the time to quarter hour.</p> <p>LO I can tell the time to 5 minute intervals.</p> <p>LO I can order the</p>	<p>LO: I can name the capital cities of each country in the UK.</p> <p>Research and write facts for the four countries that make up the UK</p> <p>Name, flag, capital city etc.</p>	<p>LO: I can find out and describe how plants need water, light and a suitable temperature to grow and stay Healthy.</p> <p>Completing an observational drawing of a bee-friendly plant.</p>	<p>LO: I can add animation to a picture.</p> <p>Opening previously saved pictures and animating them.</p>	<p>LO: I can understand how to stay safe when using the internet.</p> <p>Pupils learn the importance of not sharing personal information online and what to do if</p>	<p>LO: I can choose, measure, arrange and fix materials.</p> <p>Children to wrap objects with wool.</p>	<p>LO: I can understand that scoring goals is an attacking skill and to explore ways to do this.</p> <p>Playing a round of "Four-Goal Frenzy" to learn how</p>	<p>LO: I can clap and play in time to the music.</p> <p>Learning to play rhythms on untuned percussion instruments to deepen our</p>

	<p>punctuation [for example, ends of sentences punctuated correctly]</p> <p>SPAG: Expanded noun phrases to describe and specify.</p> <p>Formation of adjectives using suffixes such as -ful, -less</p>	<p>days of the week and months of the year.</p>				<p>they see something online that makes them feel upset.</p>		<p>we score goals.</p>	<p>understanding of pulse and rhythm.</p>
8	<p>Assessment Week</p>	<p>LO: I can identify features in the school grounds.</p> <p>Sort out features found in the school grounds and in the local area. Take photos of</p>	<p>LO: I can gather and record data to help in answering questions.</p> <p>Researching minibeasts and explain their importance.</p>	<p>LO: I can add a sound effect to a picture.</p> <p>Adding sound effects and voice recordings to our animations.</p>	<p>LO: I can begin to understand the difference between secrets and surprises.</p> <p>Talking and roleplaying about how</p>	<p>LO: I can explore plaiting, threading and knotting techniques.</p> <p>Children practise knotting and plaiting wool.</p>	<p>LO: I can understand that stopping goals is a defending skill and explore ways to do this.</p> <p>Taking it in turns</p>	<p>LO: I can play simple rules on an instrument.</p> <p>Developing their 'thinking voice' by internalising the</p>	

			features in school.			we feel around surprises and secrets.	Make box loom.	being a goalkeeper in small team activities.	pulse when listening to music.
9	<p>I can design a persuasive leaflet advertising Craven Arms.</p> <p>Can consider what to write before beginning by planning ideas.</p> <p>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p>	<p>Multiplication and division</p> <p>LO I can multiply by 2,5 and 10</p> <p>LO I can understand division as the inverse of multiplication</p> <p>LO I understand doubling and halving as inverses</p>	<p>LO: I can use directional language to describe the location of features.</p> <p>I can identify features from an aerial perspective.</p> <p>Looking at aerial photograph of the school, describe the features using directional language.</p> <p>Labelling</p>	<p>LO: I can use observations and ideas to suggest answers to questions.</p> <p>Creating our own minibeast habitats for our minibeast friends.</p>	<p>LO: I can add a background to the story.</p> <p>Using additional drawing terms to create a setting for our story.</p>	<p>LO: I can begin to understand the concept of privacy.</p> <p>Looking and naming a range of different body parts.</p>	<p>LO: I can learn how to weave.</p> <p>Weave strips of paper to create a paper loom.</p>	<p>LO: I can explore how to gain possession.</p> <p>Playing small games of basketball with a focus on how to gain possession.</p>	<p>LO: I can listen and repeat short rhythmic patterns.</p> <p>Using the call and response method, the children listen out for rhythms and then repeat them.</p>

	Discussing the sequence of events in books and how items of information are Related.		features on a ariel photograph of the school.						
10	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>SPAG: The present and past tenses correctly and consistently including the progressive Form</p> <p>The use of -ly in Standard English to</p>	<p>Multiplication and Division</p> <p>LO I recognise doubling and halving as inverses</p> <p>LO I can multiply using arrays and number beads</p> <p>LO I can solve divisions using number lines and write the correspondin g multiplication</p> <p>LO I can solve word problems using</p>	<p>LO I can recognise the purpose of symbols on a map.</p> <p>Add symbols to represent features on a simple map.</p>	<p>LO: I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Checking on the results of our habitats and seeing if our minibeasts</p>	<p>LO: I can use the copy and paste feature.</p> <p>Children can share their e-books on a class story book display board.</p>	<p>LO: I can understand safe and unsafe touches.</p> <p>Talking and learning about the PANTS rule.</p>	<p>LO: I can combine techniques in a woven artwork.</p> <p>Attach items to their loom box using different techniques.</p>	<p>LO: I can mark an opponent and understand that this is a defending skill.</p> <p>Putting all our skills into practice to play small team possession games.</p>	<p>LO: I can understand the difference between pulse and rhythm.</p> <p>After identifyin g the pulse in several songs, the children practise performin g either the pulse or rhythm to highlight the</p>

	<i>turn adjectives into adverbs.</i>	<i>multiplication or division</i>		<i>are finding their food.</i>					<i>difference s between the two.</i>
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