

Year 2, Spring Term 24-25 Medium Term Planning.

(1) How were schools different in the past?

(2) Why is our world wonderful?

Weeks	Literacy	Maths	History	Science Living Things	Computing Spreadsheets	Art Drawing: Tell a story	RE Christianity	PE Target Games	Music Call & Response
1.	<p>Chosen Text: The Pencil by Alan Ahlberg Genre: Narrative</p> <p>LOS</p> <p>I can sequence events in a story.</p> <p>I can plan my own narrative.</p> <p>I can use conjunctions to build a narrative</p> <p>I can use a range of sentence openers to engage the reader.</p> <p>SPAG: I can use noun phrases</p> <p>Guided Reading: I can retell a story that has been read to me.</p>	<p>Place Value</p> <p>LOS</p> <p>I can use ordinal numbers.</p> <p>I can compare numbers using greater than and less than symbols.</p> <p>I can round 2-digit numbers to the nearest multiple of 10.</p> <p>I can identify properties of numbers.</p>	<p>LO I can find out how schools have changed overtime</p> <p>Add images of school overtime onto a timeline</p>	<p>LO I can classify a variety of minibeasts.</p> <p>Grouping different minibeasts under specifications as small groups.</p>	<p>LO I can understand what a spreadsheet is used for.</p> <p>Beginning to navigate around spreadsheets and entering some data.</p>	<p>LO I can develop a range of mark making techniques.</p> <p>Use charcoal in different ways to express meanings of words.</p>	<p>LO I can understand why God is important to Christians by exploring the idea of having faith in something you can't see and discovering how Christians communicate with God.</p> <p>Thinking about what kind of questions Christians might ask of God.</p>	<p>LO I can consider how much power to apply when aiming at a target.</p> <p>Rolling a range of equipment to compare accuracy.</p>	<p>LO I can create short sounds with varied dynamics.</p> <p>After hearing some of Africa's most notorious animals, children use instruments to replicate the sounds, experimenting with the variations of timbre</p>
2:	<p>LOS</p> <p>I can write a narrative (2 days, independent write)</p> <p>I can evaluate and edit my writing.</p> <p>I can expand my vocabulary by creating a word bank.</p> <p>SPAG: I can spell homophones</p> <p>Guided Reading: I can express my views about a story.</p>	<p>Addition and Subtraction</p> <p>LOS</p> <p>I can identify number facts and strategies to solve calculations.</p> <p>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. Research what the school was like using different sources.</p>	<p>LO I can recognise how scientists answer questions.</p> <p>Posing and then answering different questions about living things.</p>	<p>LO I can add different images to a spreadsheet</p> <p>Using the menu buttons within spreadsheets to add different images.</p>	<p>LO I can explore and experiment with mark making to make different textures.</p> <p>Use different materials and surfaces to recreate textures in an image.</p>	<p>LO I can understand what Christians believe about God by exploring God's characteristics and learning about the Holy Trinity.</p> <p>Filling in a paper Trinity symbol with its different characteristics.</p>	<p>LO I can understand how to score using overarm and underarm throws.</p> <p>Using beanbags to throw at a range of targets.</p>	<p>LO I can copy a short sound pattern</p> <p>Children go on safari around the classroom, listening to drumming music and learning to clap back animal rhythms in time to the music.</p>
3:	<p>Genre: Diary Entry</p> <p>LOS</p>	<p>Addition and Subtraction / Money</p>	<p>LO I can identify what schools were like in the 1900s.</p>	<p>LO I can recognise that living things live</p>	<p>LO I can use clipart images in a spreadsheet</p>	<p>LO I can develop observational drawing.</p>	<p>LO I can explore the meaning of forgiveness in</p>	<p>LO I can develop striking to a target</p>	<p>LO I can explore call and response using instruments.</p>

	<p>I can identify features of a diary.</p> <p>I can identify verbs in the past tense.</p> <p>I can write in the past tense.</p> <p>I can use co-ordinating conjunctions (and, or, but)</p> <p>SPAG: I can form adjectives using -ful and -less</p> <p>Guided Reading: I can answer questions on a story</p>	<p>LOS</p> <p>I can recognise coins and find totals using a combination of coins.</p> <p>I can add 2-digit money amounts.</p> <p>I can identify an appropriate operation needed to solve a word problem.</p> <p>I can double or halve by partitioning.</p> <p>I can add pairs of 2-digit numbers by partitioning.</p>	<p>Use different sources to find out about schools in the 1900s. Set classroom up as a class from the past</p>	<p>in habitats to which they are suited.</p> <p>Completing a minibeast hunt within the Outdoor Learning area.</p>	<p>Using the values of different images in a spreadsheet to help solve problems.</p>	<p>Draw a toy using HB pencils.</p>	<p>Christianity by learning about sin, the Fall and the nature of God's forgiveness.</p> <p>Sorting through different scenarios of things that we would and things that we would not forgive.</p>	<p>Practicing using less force when a target is closer and more force when the target is further away.</p>	<p>Use instruments to make animal sounds patterns. Complete call and response with partner.</p>
4:	<p>LOS</p> <p>I can plan a diary entry.</p> <p>I can write a diary entry. (independent write)</p> <p>I can proofread and edit my work.</p> <p>I can write in first person.</p> <p>SPAG: I can recognise question and command sentences</p> <p>Guided Reading: I can make inferences</p>	<p>Fractions</p> <p>LOS</p> <p>I can identify fractions of shapes.</p> <p>I can find fractions of amounts by sharing.</p> <p>I can identify unit fractions.</p> <p>I can identify non unit fractions.</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 ask questions and plan how to carry out an experiment.</p> <p>Creating a plan that will involve scientific equipment to complete an experiment with woodlice.</p>	<p>LO I can use totalling tools.</p> <p>Using a spreadsheet to complete a mathematical puzzle.</p>	<p>LO I can understand how to apply expressions to illustrate a character.</p> <p>Make a quick sketch of each other. Use tracing paper draw over the sketch to transform it</p>	<p>LO I can understand why Jesus is important to Christians by exploring who Jesus was and some of the main events in his life, including his death and resurrection.</p> <p>Ordering events from Jesus' life in a chronological order.</p>	<p>LO I can develop hitting a moving target.</p> <p>Playing a KSI version of dodgeball to practice hitting moving targets.</p>	<p>LO I can create sounds patterns based on 'call and response'</p> <p>Pupils are given examples of 'calls' to which they work in a group to create a 'response', using an instrument.</p>
5:	<p>Genre: Instructions</p> <p>LOS</p> <p>I can identify imperative verbs in a sentence.</p> <p>I can write command sentences.</p> <p>I can use adverbs in instructions.</p>	<p>Multiplication and Division</p> <p>LOS</p> <p>I can multiply and divide by 10.</p> <p>I can multiply and divide by 5.</p> <p>I can recognise the relationship between</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 carry out an experiment and record data in a table.</p> <p>Completing our set experiment that we had planned in small groups.</p>	<p>LO I can use 'speak' and 'count' tools.</p> <p>Using the 'speak' tool so that items are counted out loud.</p>	<p>LO I can develop illustrations to tell a story.</p> <p>Make a concertina book and draw four scenes using character from previous lesson.</p>	<p>LO I can understand some of the values taught by Jesus by exploring his teachings and what they mean for Christians today.</p> <p>Creating our own parables in the style of Jesus.</p>	<p>LO I can select and apply the appropriate skill to the target game.</p> <p>Completing a range of different target activities to recap our target throwing skills.</p>	<p>LO I can perform different sound patterns with contrasting dynamics</p> <p>Rehearse music created last week with their group. Experiment changing volume with their pieces.</p>

	I can follow a set of instructions. SPAG: I can write sentences (dictation) Guided Reading: I can identify the structure of non-fiction books	the 10- and 5-times table. I can solve multiplication and division problems							
6:	LOs I can create a drawing to write instructions for. I can plan a set of instructions. I can write a set of instructions (Assessed write) I can proofread and edit my writing. SPAG: I can punctuate sentences correctly. Guided reading: I can recognise simple recurring literary language	Addition and Subtraction LOS I can solve mixed addition and subtraction calculations. I can compare number sentences. I can solve missing number problems. I can recognise related facts.	Assessment How was school different in the past? Create a poster page showing what the children have learnt about schools through time.	I can research a famous scientist (Rachel Carson) Completing a mini biography on Rachel Carson.	LO I can add and edit data in a table. Finding out how spreadsheets can automatically create graphs from data.	LO I can develop illustrations to tell a story. Complete and evaluate concertina books.	LO I can understand how a Christian might live their life today by thinking about how the Bible is used, discovering how a Christian might show their faith and learning about some Christian charities. Drawing around our hands and then filling it with ideas for kindness.	LO I can show an improvement in my personal best. Improving our personal best on previous attempted target throwing activities.	Assessment Complete Call and Response assessment quiz
Half Term									
Week:	Literacy	Maths	Geography	Science Living Things (Habitats)	Computing Questioning	DT Cooking and Nutrition: Balanced Diet	PSHE Citizenship	PE Invasion	Music Structure: Myths and Legends
7:	Chosen text: The Midnight Panther by Poonam Mistry Genre: Non-chronological report LOS I can identify features of a non-chronological report. I can answer questions based around a non-chronological report.	Addition and Subtraction LOS I can solve missing number problems. I can solve word problems. I can find money totals. I can find change.	LO I can identify geographical characteristics of the UK. Sort photographs into human and physical features.	LO I can identify some of the characteristics of living things. Playing a game of "Life Processes" charades.	LO I can show that the information provided on pictograms is of limited use beyond answering simple questions. Creating a "type of homes" pictogram to answer some simple questions.	LO I can recognise foods and their food groups	LO I can understand the importance of rules. Discussing the structure of rules for different places that we frequent.	LO I can understand what being in possession means and support a teammate to do this. Checking whether teammates are ready for a pass before making it.	LO I can read and clap a rhythm based on a phrase from a story. Clap rhythms to words from the story St George and the king

	<p>I can use features of a non-chronological report.</p> <p>I can write statement sentences.</p> <p>SPAG: I can use expanded noun phrases.</p> <p>Guided Reading: I can make predictions.</p>								
8:	<p>LOS</p> <p>I can plan a non-chronological report</p> <p>I can write a non-chronological report (2 days, independent write)</p> <p>I can proof-read and edit my writing.</p> <p>SPAG: I can use homophones correctly.</p> <p>Guided Reading: I can discuss the sequence of events in a book.</p>	<p>Data</p> <p>LOS</p> <p>I can make tally charts.</p> <p>I can use simple tables.</p> <p>I can make block diagrams.</p> <p>I can interpret block diagrams.</p>	<p>LO I can locate some of the world's most amazing places.</p> <p>Use Google Earth to locate human and physical features and record on a map.</p>	<p>LO I can recognise the difference between things that are alive, were once alive or have never been alive.</p> <p>Writing a sentence using a word bank to go along with each of the subcategories.</p>	<p>LO I can use yes/no questions to separate information.</p> <p>Playing the "Purple Mash Avatar" game to separate different avatars using questions.</p>	<p>LO I can identify the balance of food groups in a meal</p>	<p>LO I can understand different ways to look after the school environment.</p> <p>Making lists of things that we like in the school environment and things that we dislike.</p>	<p>LO I can understand that scoring goals is an attacking skill and to explore ways to do this.</p> <p>Completing target practice within an enclosed space.</p>	<p>LO I can hear, write and clap rhythms based on a phrase from a story</p> <p>Use two characters from the myth to practise clapping and writing two different rhythms</p>
9:	<p>Genre: Persuasive</p> <p>LOS</p> <p>I can identify features of persuasive writing.</p> <p>I can use suffixes when writing adjectives.</p> <p>I can use adventurous vocabulary in my writing.</p> <p>I can use conjunctions to expand my sentences.</p> <p>SPAG: I can add the suffix -ful and -less.</p>	<p>Data</p> <p>LOS</p> <p>I can draw pictograms (1-1).</p> <p>I can interpret pictograms (1-1).</p> <p>I can draw pictograms (2,5,10).</p> <p>I can interpret pictograms (2,5,10).</p>	<p>LO I know the names of the five oceans and locate them on a map.</p> <p>Look at an Atlas.</p> <p>Label the 5 oceans on a world map.</p>	<p>LO I can identify plants and animals in different habitats.</p> <p>Matching different animals with their correct habitats and explaining why.</p>	<p>LO I can construct a binary tree to separate different items.</p> <p>Using our own binary trees to separate and find different animals.</p>	<p>LO I can identify an appropriate piece of equipment to prepare a given food</p>	<p>LO I can recognise recognise the roles people play in looking after the environment.</p> <p>Writing a letter to individuals that improve our local area.</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 to be a goalkeeper using cones to defend areas.</p>	<p>LO I can use rhythm in different ways to demonstrate structure</p> <p>Listen to and copy back rhythms in each section of the story.</p>

	Guided Reading: I can discuss my favourite words and phrases.								
10:	<p>LOS</p> <p>I can research information for me leaflet.</p> <p>I can plan my leaflet.</p> <p>I can create a persuasive leaflet.</p> <p>I can check my work and make corrections.</p> <p>SPAG: I can identify types of sentences.</p> <p>Guided Reading: I can find out the meaning of new vocabulary.</p>	Assessment Week	<p>LO I understand how to draw human and physical features on a sketch map.</p> <p>Using an aerial map, locate features. Create a key for a sketch map and draw the symbols on the correct place on the map.</p>	<p>LO I can identify how a habitat provides animals and plants with what they need to survive.</p> <p>Completing and presenting animal fact file cards to the rest of the class.</p>	<p>LO I can use 2 Question (a binary tree) to answer questions.</p> <p>Using an online binary tree to find out the names of different animals.</p>	<p>LO I can select balanced combinations of ingredients</p>	<p>LO I can begin to understand the roles people have in the community.</p> <p>Writing down a list of questions that we would like to ask someone that works in the local community.</p>	<p>LO I can explore how to gain possession.</p> <p>Taking it in turns to be attackers and defenders in short succession of time limits.</p>	<p>LO I can create a structure using rhythmic patterns</p> <p>Create a piece of music that matches the structure of the story, using rhythms already familiar with.</p>
11:	Assessment Week	<p>Time</p> <p>LOS</p> <p>I can order the days of the week.</p> <p>I can order the months of the year.</p> <p>I can order times shown on a clock.</p> <p>I can tell the time to the nearest 5 minutes.</p>	<p>LO I can investigate local habitats and record findings.</p> <p>Trip to the discovery centre. Identify an area to explore wildlife and vegetation. Note plants or animals they have found on a map. Record findings on a class tally chart.</p>	<p>LO I can recognise how animals and plants depend on each other.</p> <p>Identifying and writing about producers, prey and predators.</p>		<p>LO I can design based on criteria</p>	<p>LO I can recognise similarities and differences between people in the local community.</p> <p>Creating a mind map of all the different groups of people that live in our local community.</p>	<p>LO I can mark an opponent and understand that this is a defending skill.</p> <p>Playing a competitive game based around blocking passes.</p>	<p>LO I can perform a group composition</p> <p>Practise their rhythms in their chosen order from previous lesson. Experiment with using different voices for the middle section.</p>
12:	<p>Chosen Text: Jim and the beanstalk</p> <p>Genre: Narrative</p> <p>LOS</p> <p>I can orally retell a story that has been read to me.</p> <p>I can describe a character from a story.</p>	<p>Multiplication and Division</p> <p>LOS</p> <p>I can solve multiplication and division using beaded lines.</p> <p>I can understand division as the inverse of multiplication.</p>	<p>LO I understand how to present findings in a bar chart.</p> <p>Create a bar chart using the data from their tally chart created last lesson.</p>	<p>LO I can recall how animals get their food from plants and other animals.</p> <p>Creating, folding, food chains that show off and demonstrate different habitats.</p>	<p>LO I can use a database to answer more complex search questions.</p> <p>Using the 'find' tool to complete more complicated searches and asking further questions.</p>	<p>LO I can evaluate a dish based on design criteria</p>	<p>LO I can begin to understand how democracy works in school.</p> <p>Discuss with the member of staff who runs the school council how it works for us to further understand democracy.</p>	<p>LO I can apply simple tactics for attacking and defending.</p> <p>Playing a range of competitive sports games to practice and display all our skills that we have learnt over the unit of work.</p>	<p>LO I can perform a group composition</p> <p>Perform their piece to the class. Children to celebrate what they like about other groups' compositions.</p>

	<p>I can use subordinating conjunctions.</p> <p>I can use expanded noun phrases to describe a setting.</p> <p>SPAG: I can identify conjunctions.</p> <p>Guided Reading: I can make connections between stories I have read.</p>	<p>I can understand doubling and halving as inverses.</p> <p>I can multiply using arrays and beaded lines.</p> <p>I can solve word problems using multiplication.</p>							
13:	<p>LOS</p> <p>I can plan a narrative.</p> <p>I can write a narrative (2 days, independent write)</p> <p>I can proof-read and edit my work.</p> <p>SPAG: I can use suffixes.</p> <p>Guided Reading: I can participate in discussions about a book I have read.</p>	<p>Shape</p> <p>LOS</p> <p>I can name and describe regular and irregular 2-D shapes.</p> <p>I can recognise, make and describe 2D shapes.</p> <p>I can name and identify 3d shape properties.</p>	<p>ASSESSMENT</p> <p>Why is our world wonderful?</p> <p>Create a poster page detailing what they have learnt this topic.</p>	<p>Assessment</p> <p>Why do different animals live in different places?</p>			<p>LO I can understand ways to share an opinion.</p> <p>Creating and presenting a speech on one aspect of school that we would change.</p>		<p>Assessment</p> <p>Complete structure assessment quiz</p>