

Year 2 Medium Term Plan – Spring Term 2

Topic Focus – Go Wild

Subject	Learning Objectives	Activities
English	<p><u>Reading</u></p> <ul style="list-style-type: none"> • 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. • Participating in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • Explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves <p><u>Writing Composition</u></p> <ul style="list-style-type: none"> • To develop positive attitudes towards and stamina for writing by writing poetry, real events and for different purposes. • To make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> - evaluating their writing with the teacher and other pupils - Rereading to check that their writing makes sense and that verbs to indicate time are 	<p><u>Reading</u></p> <ul style="list-style-type: none"> - Weekly comprehension sessions - Reading non-fiction books about insects, mini beasts and their habitats. - Listening to and reading poetry. <p><u>Writing</u></p> <ul style="list-style-type: none"> - Writing insect poems and riddles. - Creating fact files about minibeasts and insects. - Writing about an artist. - Continuing to learn grammar, punctuation and spelling skills - Develop peer and self-assessment using assessment checklists.

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	<p>used correctly and consistently, including verbs in the continuous form.</p> <ul style="list-style-type: none">- Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) <p><u>Writing Vocabulary Grammar Punctuation</u></p> <ul style="list-style-type: none">• To use sentences with different forms: statement, question, exclamation, command• To use expanded noun phrases to describe and specify [for example, the blue butterfly]• To write in the present and past tenses correctly and consistently including the progressive form• To subordination (using when, if, that, or because) and co-ordination (using or, and, or but)• To distinguish between homophones and near-homophones• To add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly <p><u>Handwriting</u></p> <ul style="list-style-type: none">• To start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	
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<p>Maths</p>	<p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> • To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • To show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot • To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts <p><u>Number – fractions</u></p> <ul style="list-style-type: none"> • To recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity 	<ul style="list-style-type: none"> - Multiplication and division activities, sharing and grouping of amounts, repeated addition. - Fractions activities, splitting shapes and objects into different fractions. - 2D shape recognition of names and properties and sorting activities. - 3D recognition of names and properties and sorting activities.
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	<ul style="list-style-type: none"> To write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ <p><u>Geometry.</u></p> <ul style="list-style-type: none"> To identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line To identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. To identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] To compare and sort common 2-D and 3-D shapes and everyday objects. 	
Science	<p><u>Living Habitats.</u></p> <ul style="list-style-type: none"> To explore and compare the differences between things that are living, dead, and things that have never been alive To identify that most living things live in habitats to which they are suited and describe how different habitats provide for 	<ul style="list-style-type: none"> -Sorting living, non living and have never been alive activities. - Animal/insect lifecycles - Observing habitats at Hartshill Hayes. - Food chains - Science afternoon with Hannah Green

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	<p>the basic needs of different kinds of animals and plants, and how they depend on each other</p> <ul style="list-style-type: none"> • To identify and name a variety of animals in their habitats, including microhabitats • To 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 • To notice that animals have offspring which grow into adults 	
Computing	<ul style="list-style-type: none"> • To use technology purposefully to create and retrieve digital content. 	<ul style="list-style-type: none"> - Switch Zoo – Children to create their animal narrative.
Art and Design	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. • To use drawing and sculpture to develop and share their ideas, experiences and imagination. • To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 	<ul style="list-style-type: none"> - Learning about the artist Andy Goldsworthy. - Creating sculptures in the style of Andy Goldsworthy, collecting natural materials from local woodlands. - Draw detailed pencil drawing of natural sculpture, using shading.
Design Technology	<p><u>Design and Make</u></p> <ul style="list-style-type: none"> • To select from and use a range of tools and equipment to perform practical tasks 	<ul style="list-style-type: none"> - Creating sculptures in the style of Andy Goldsworthy, using natural materials sourced from the woods.

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	<ul style="list-style-type: none"> To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p><u>Technical Knowledge</u></p> <ul style="list-style-type: none"> To build structures, exploring how they can be made stronger, stiffer and more stable 	
History	N/A	
Geography	<p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> To know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<ul style="list-style-type: none"> - Research the habitats for different animals from different parts of the world.
Music	<ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> - Minibeast songs - Copying and playing tunes on instruments - Creating own rhythms

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Physical Education	<ul style="list-style-type: none">• To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities• To participate in team games, developing simple tactics for attacking and defending	<ul style="list-style-type: none">- Throwing and catching activities- Bat and ball activities- Team games such as rugby.
Religious Education	<ul style="list-style-type: none">• To develop and understand stories from the Christian Bible	<ul style="list-style-type: none">- Act out, sequence and retell the Easter Story.- Discuss and explore how Christians celebrate Easter.