

Medium Term Plan – Spring 2

Topic Focus: Go Wild

Subject	Learning Objectives	Activity Ideas
English	<p><u>Handwriting -</u></p> <ul style="list-style-type: none">• To form lower-case letters of the correct size relative to one another.• To start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another.• To write digits of the correct size, orientation and relationship to one another.• To use spacing between words that reflects the size of the letters. <p><u>Composition -</u></p> <ul style="list-style-type: none">• To write narratives about personal experiences and those of others (real and fictional).• To write about real events• To write for different purposes.• To write poetry• To plan or say out loud what they are going to write about	<ul style="list-style-type: none">- Meerkat Mail- Rumble in the Jungle- Different poetry writing- Performing of poetry- Fact Files- Weekly Comprehension- Instruction Writing- Story Writing-

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	<ul style="list-style-type: none">• To write down ideas and/or key words, including new vocabulary• To encapsulate what they want to say, sentence by sentence.• To make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils and proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]• To read aloud what they have written with appropriate intonation to make the meaning clear <p><u>Vocabulary, grammar and punctuation-</u></p> <ul style="list-style-type: none">• To use both familiar and new punctuation correctly, full stops and capital letters• To use the present and past tenses correctly and consistently, including the progressive form• To begin to use expanded noun phrases to describe and specify [for example, the blue butterfly]• To use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	
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	<ul style="list-style-type: none">• To write sentences in different forms: statement, question, exclamation, commands <p><u>Spelling -</u></p> <ul style="list-style-type: none">• To segment spoken words into phonemes and representing these by graphemes, spelling many correctly.• To spell common exception words• To spell more words with contracted forms• To spell words using the possessive apostrophe (singular) [for example, the girl's books• To add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly <p><u>Reading (Word Reading)</u></p> <ul style="list-style-type: none">• To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.• To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes• To read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	
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	<ul style="list-style-type: none">• To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered <p><u>Reading (Comprehension)</u></p> <ul style="list-style-type: none">• discussing the sequence of events in books and how items of information are related• To become increasingly secure with and retelling a familiar story.• To be introduced to non-fiction books that are structured in different ways• To participate in discussion about books and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.• To discuss and clarifying the meanings of words, linking new meanings to known vocabulary• To make inferences on the basis of what is being said and done• To make predictions what might happen on the basis of what has been read so far.	
Mathematics	<p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none">- To add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-	<ul style="list-style-type: none">- Addition and Subtraction number and word problems- To solve money problems- To find different combinations of amounts

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	<p>digit numbers, adding three one-digit numbers</p> <ul style="list-style-type: none">- To show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot- To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems <p><u>Measurement</u></p> <ul style="list-style-type: none">• To recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value• To find different combinations of coins that equal the same amounts of money• To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change <p><u>Geometry</u></p> <ul style="list-style-type: none">• Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line• Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces	<ul style="list-style-type: none">- .To solve simple and complex inverse problems- Identifying 2D and 3D shapes and everyday objects- Symmetry- Positional problems- Fraction activities
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	<ul style="list-style-type: none">• Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]• Compare and sort common 2-D and 3-D shapes and everyday objects. <p><u>Geometry and Position Direction</u></p> <ul style="list-style-type: none">- To order and arrange combinations of mathematical objects in patterns and sequences- To use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). <p><u>Fractions</u></p> <ul style="list-style-type: none">• Recognise, find, name and write fractions $\frac{1}{3}$ $\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ of a length, shape, set of objects or quantity• 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>Number (Multiplication and Division)</u></p> <ul style="list-style-type: none">• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.	
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	<ul style="list-style-type: none">• Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.• Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	
Science	Living Things and Their Habitats <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 the basic needs of different kinds of animals and plants, and how they depend on each other• 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•	<ul style="list-style-type: none">- Life Cycles- Food Chains- Diurnal and Nocturnal animals- Habitats- Endangered animals- Herbivores/Carnivores/Omnivores

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Computing	<ul style="list-style-type: none">• To use technology safely and respectfully• To use technology to retrieve digital content	<ul style="list-style-type: none">- SwitchZoo- Researching of Henry Rosseau/ Andy Goldsworthy- Book Creator.- Researching Day of the dead.
Art and Design	<ul style="list-style-type: none">- To use a range of materials creatively to design and make products- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space- To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	<ul style="list-style-type: none">- Henry Rosseau- Water Colouring- Collages- Jungle Painting and Drawing-
Design Technology	<ul style="list-style-type: none">• To design purposeful, functional, appealing products for themselves and other users based on design criteria• To select from and use a range of tools and equipment to perform practical tasks• To select from and use a wide range of materials and components, including construction materials.	<ul style="list-style-type: none">- Jungle outfit for explorer- Puppets- Sculptures Andy Goldsworthy-

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	<ul style="list-style-type: none"> To evaluate their ideas and products against design criteria. 	
History	N/A	
Geography	<p>Location Knowledge</p> <ul style="list-style-type: none"> To name and locate the world's 7 continents and 5 oceans <p>Human and Physical Geography</p> <ul style="list-style-type: none"> To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Geographical and Fieldwork</p> <ul style="list-style-type: none"> To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage To use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map To use aerial photographs and plan perspectives to recognise landmarks and basic human and 	<p>Continents</p> <p>Creating maps</p> <p>Instructional writing of compass directions</p> <p>Different locations around the world</p> <p>Identifying where different animals live</p> <p>Sorting land and undersea animals and discussing differences</p> <p>Seasonal Changes</p>

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	physical features; devise a simple map; and use and construct basic symbols in a key	
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.• To listen with concentration and understanding to a range of high-quality live and recorded music.	<ul style="list-style-type: none">- Learning a bank of new Year 2 songs- Exploring pitch and rhythms
Physical Education	<ul style="list-style-type: none">• To lead an active and healthy lifestyle.• To master basic movements, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.	<ul style="list-style-type: none">- Fun Station 4 (Creative Skills)- Fun Station 7 (Counter Pair Balancing)- Fun Station 9)Coordination Ball Skills
Religious Education	<ul style="list-style-type: none">• To understand the Easter Story.	<ul style="list-style-type: none">- Easter Story