

Year 2 Medium Term Plans

Spring

Spring 1	1	2	3	4	5	6
Maths White Rose Maths No Problem!	Number: Multiplication & Division Multiplication as equal groups 2 times table 5 times table 10 times table	Number: Multiplication & Division Multiplication as equal groups 2 times table 5 times table 10 times table	Number: Multiplication & Division Multiplying by 2, 5 and 10 Problem Solving	Number: Multiplication & Division Grouping and sharing Dividing by 2 Dividing by 5 Dividing by 10	Number: Multiplication & Division Grouping and sharing Dividing by 2 Dividing by 5 Dividing by 10	Number: Multiplication & Division Multiplication and division relationships Problem solving
English	Writing fictional narrative To the Rescue story To learn how to use subordination and coordination	Writing fictional narrative Race to the finish story To learn how to use subordination and coordination	Writing narratives about personal experiences NRM school trip To learn how to use the past tense correctly Adverbial phrases to indicate time	Writing narrative about real events Rainhill Trials To learn how to use the past tense correctly Adverbial phrases to indicate time	Writing for different purposes (interviews – Amelia Earhart) To learn how to use sentences with different forms (statements, commands and questions)	Contractions
To evaluate writing, re-reading/ proof reading to check writing makes sense, basic punctuation, application of spelling knowledge						
Science Use of everyday materials	Name everyday materials & compare their properties. Can you sort the objects? What material is it made of?	Describe different materials based on their properties using the appropriate scientific vocabulary	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	Identify and compare suitability of everyday materials: Woolly saucepan poem	How are materials suited to their use? Fair testing and enquiry: testing toy vehicles down ramps. Is this a good choice of materials? Which materials are good for a road surface? (planning)	Continue fair testing & enquiry from last week (testing toy vehicles down ramps) Is this a good choice of materials? Which materials are good for a road surface? (investigating)
Computing	Dazzle To identify, select and alter different tools	Dazzle – Picasso To use and adapt tools to recreate	Dazzle – Picasso To use and adapt tools to recreate	Dazzle – Van Gogh To select and adapt tools to recreate Starry Night	Dazzle – Van Gogh To select and adapt tools to recreate Starry Night	Dazzle - George Stephenson’s Rocket To select tools for specific purposes.

History	Understanding the term transport and collection types of transport both past and present.	Transport Timelines To know about events beyond living memory with national and international significance.	George Stephenson Know about the lives of significant individuals who have contributed to the achievements of national and international significance.	Train History To know about events beyond living memory with national and international significance.	NRM trip Research enquiry and evidence.	Amy Johnson Know about the lives of significant individuals who have contributed to the achievements of national and international significance.	Amelia Earhart 'Interviews' with Earhart and cross-curricular link with English – work evidenced in English books.
D.T / Art	DT: Vehicles <ul style="list-style-type: none"> Identify the features of a vehicle using toy vehicles Draw & label main body parts – wheel, axle, chassis, body, cab Explore and evaluate a range of existing products. NB: BEGIN COLLECTING BOXES	Investigation: How to attach wheels on an axle so they can turn freely <ul style="list-style-type: none"> Experiment with making own axle / wheel structure Fix the wheels on I 3 different ways – both in the middle, both at the top & one at the top with one in the middle Generate, model and communicate ideas through mock-ups.	Design own vehicles <ul style="list-style-type: none"> Axels No of wheels Purpose Materials Tool Design functional and purposeful products based upon design criteria.	Project: Making own moving vehicle Select and use a range of tools and equipment to perform tasks. Select and use a range of materials based on their design criteria.	Paint and decorate vehicles Select and use a range of tools and equipment to perform tasks. Select and use a range of materials based on their design criteria.	Evaluation <ul style="list-style-type: none"> How well does the vehicle move? Does the finished product match the original design? Evaluate and communicate their ideas against the original design.	
Music Music Express Book 2				Composition (Rossini -William Tell's Train Overload) Identifying different ways percussion instruments and own voice make sounds and change pitch	Composition (William Tell's Train Overload) Understand how symbols can be used to represent sounds and describe changing sounds	Composition (William Tell's Train Overload) Understand how symbols can be used to represent sounds and describe changing sounds	
P.E Real PE	Unit 3 – Cognitive skills To be able to walk lifting knees.	Unit 3 – Cognitive skills To be able to walk lifting knees and matching opposite arm to leg.	Unit 3 – Cognitive skills To be able to walk in different directions lifting knees and matching opposite arm to leg.	Unit 3 – Cognitive skills To balance on tiptoes for 10 seconds.	Unit 3 – Cognitive skills To balance on a low beam for 10 seconds.	Unit 3 – Cognitive skills To balance on tiptoes a low beam for 10 seconds.	

	Dance Composition (William Tell's Train Overload) Develop skills of moving in various ways	Dance Composition (William Tell's Train Overload) Interpreting changes in tempo, volume and rhythm	Dance Composition (William Tell's Train Overload) Interpreting changes in tempo, volume and rhythm	Dance Composition (William Tell's Train Overload) Interpreting changes in tempo, volume and rhythm	Dance Composition (William Tell's Train Overload) Interpreting changes in tempo, volume and rhythm	Dance Composition (William Tell's Train Overload) Interpreting changes in tempo, volume and rhythm
RE What is a moral & what does it teach us?	Hare & Tortoise (secular)	Wise Rabbit (Islam)	World Religion Day	Widow's Mite (Christian)	Guru Nanak & the Boulder (Sikh)	Jewish story with a moral Abraham, Isaac, Jacob, Joseph & Moses).
PHSCE SRE- boys, girls & families	<u>SRE – Difference between boys and girls</u> To understand that the only differences between boys & girls are biological. What can boys do? What can girls do? Can boys and girls do the same thing? How are boys and girls different?	<u>SRE – Roles for Male and Female Parents</u> To understand the roles of male & female parents. What roles do male parents have? What roles do female parents have? How are they different? How are they the same?	<u>SRE – Staged of life</u> To identify the stages of the human lifecycle (covered in science Summer 2)	<u>SRE – Families</u> To understand that families come in different shapes & sizes. What is a family? What makes a family? Who is in your family? Are all families the same?	<u>SRE – Caring</u> To understand the different ways people show they care for each other. How do you care for others? How do other care for you? Why is it important to care for others?	
Online Safety						To explore what cyberbullying means and how to deal with it.
Assessment / Display / Assembly / Visits Special Events / INSET etc					Visit: National Railway Museum 2F Class Assembly	

Spring 2	7	8	9	10	11	12
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Maths	Number: Fractions Equal parts of a whole Recognising halves and quarters Recognising thirds Recognise the numerator and denominator	Number: Fractions Equivalence in quarters, thirds and halves Compare and order fractions	Number: Fractions To count and place fractions on a number line To find fractions of quantities	Geometry : Properties of shape To identify properties of 2-D shapes To sort shapes To make and describe patterns using shapes To turn and move shapes	Geometry : Properties of shape To identify the properties of 3-D shapes To classify 3-D shapes To make and recognise patterns using 3-D shapes	Measurement: Money Writing amounts of money Counting money: recognising the value of coins and notes To exchange coins and notes To find totals
English	Train Poetry Poetry Adjectives Spellings Punctuation Check-it skills	Hector and the Big Bad Knight Possessive apostrophes. Adjectives Conjunctions Spellings Punctuation (commas) Check-it skills	Materials Non –chronological reports Conjunctions Adjectives Conjunctions Spellings Punctuation (commas) Check-it skills	Materials Contractions Check-it skills	Whistleless (Animation) Diary Sequencing Spellings Punctuation Check-it skills	Easter & Spring Symbols & celebration Poetry & non chronological report (explaining Easter symbols & reciting Spring/Easter poetry). Spellings Punctuation Check-it skills
Science	What materials are suitable for a night sleeper train? (planning)	What materials are suitable for a night sleeper train? (investigating)	Choose an appropriate material for a jacket for Amelia Earhart to wear in her plane (planning a fair test)	How can we change the shapes of solid objects? Investigation: Which materials can be changed by squashing, bending, twisting and stretching?	What property allows a material to be changed? (water)	Use of everyday materials Assessment
Computing Programming	Beebots To programme a device with a 2 or 3 step instruction using mats.	Beebots To set, follow and debug an algorithm (using mats with pre-planned routes).	Beebots To set, follow and debug an algorithm (using mats with pre-planned routes).	Probots To write and test a simple program for a probot.	Probots To set and follow an algorithm to draw shapes.	Probots To set and follow an algorithm to write letters.

History / Geog Maps & Plans	Following a route Picture orienteering around school Interpret photographic locations and find them in the environment. Where is this location? How can I get there? What is surrounding it? <u>Knowledge</u> -Human characteristics <u>Skills</u> -Fieldwork – collect, analyse, communicate -Interpret sources -Communicate geographical information	Locating geographic features on a plan Locating photographs of key human features on a plan of the school using (following on from orienteering) What is this feature? Where is it located on the plan of the school? What is it next to? How can I get to it from x? <u>Knowledge</u> -Human characteristics <u>Skills</u> -Interpret sources -Communicate geographical information	Marking a route on a plan Follow a set route around the exterior and interior of the school, passing different features of Highfield. Mark on the plan of the school the route followed. Can I follow a walking route around school and mark that route on the map? What features of the school do I stop at on the way? <u>Knowledge</u> -Human characteristics <u>Skills</u> -Fieldwork – collect, analyse, communicate -Communicate geographical information	Map and Key Making Completing a simple map and making a key of the features stopped at in the route around school in previous lesson. Choosing to use symbols or colours in key to mark different features. Can I complete a simple map? Can I sue symbol or colour blocks to identify different features of the school? <u>Knowledge</u> -Human characteristics <u>Skills</u> -Fieldwork – collect, analyse, communicate -Communicate geographical information	Compass Points Use the compass points north, south, east and west. Follow and create a simple rout using the four compass points. Why do we need compass points? How are they used? Can I follow or create a simple route using them? <u>Knowledge</u> <u>Skills</u> -Fieldwork – collect, analyse, communicate -Interpret sources -Communicate geographical information	
Art: Portraits	Portraits Project <ul style="list-style-type: none"> show range of portraits discuss Learn about a range of artist and their disciplines – discuss their work.	Techniques for drawing a face <ul style="list-style-type: none"> Portrait PP Practice using pencil on A5 sugar paper Develop a rage or techniques with lines and shapes.	As last week using A3 sugar paper <ul style="list-style-type: none"> Pastels Develop a rage or techniques with lines and shapes.	Colour mixing using Pastel <ul style="list-style-type: none"> Experiment with creating different skin, eye and hair colours Develop a rage or techniques with colour	Portrait Painting using pastle <p>Use a range of materials to develop and share their ideas.</p> Develop a rage or techniques with lines and shapes.	Portrait Painting <p>Develop a rage or techniques with lines and shapes.</p> Develop a rage or techniques with colour Use a range of materials to develop and share their ideas.
Music White File Planning	Composition Compose compositions using symbols to describe changing sounds.	Composition Compose compositions using symbols to describe changing sounds.	Composition Perform own compositions to an audience and improve and evaluate our work.			
P.E Real PE	Unit 4 – Creative Skills To be able to roll a ball up, down and around my own body.	Unit 4 – Creative Skills To be able to roll a ball up, down and around my own body	Unit 4 – Creative Skills To be able to roll a ball up, down and around my own body	Unit 4 – Creative Skills To be able to rock backwards, forwards . and side to side 2	Unit 4 – Creative Skills To be able to rock backwards, forwards . and side to side 1	Unit 4 – Creative Skills To be able to stand lean back holding my partner with 2 hands.

		using 1 hand.	when standing.	handed with a partner.	handed with a partner.	
RE What are good qualities of leadership?	Lent (including Shrove Tuesday/Ash Wednesday)	Moses the leader	Muhammed the leader	Guru Nanak the leader	Female leader (non secular)	Easter story
PHSCE Drugwise	<u>DrugWise – Types of Medicines</u> To understand that different medicines are used on different types of the body. What different types of drugs are there? What forms do medicines come in? Where are different medicines used on the body?	<u>DrugWise – Giving and needing medicine</u> To know when a medicine might be needed and who is allowed to prescribe and administer our medicine. Who can prescribed medicines? Who can give you medicine? Why might I need medicine? Do I always need medicine if I feel unwell?	<u>DrugWise – Rules for keeping safe with medicines</u> Chn to learn rules for keeping safe with medicines. Who should be able to reach medicines? Why should medicine be kept safe? How do we keep medicine safe? What should you do if you if you find medicines?			
Online Safety				Safe searching on the internet using keywords.		
Assessment / Display / Assembly / Visits Special Events / INSET etc		2BM Class Assembly			Parents Evening	