

**Medium Term Planning Year 2- Spring term January 2021.**

**Topic:**  **The UK** (The Journey Home, House held up by trees, The bear under the stairs, The Minpins), Plants, Materials, UK knowledge and local knowledge of Sleaford, Botanical History and Art) **Where do we live?** A first look at botany.

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| **English** | **Maths** | **Science** | **History** |
| **Reading:**  **To read fluently and accurately**  1:1 Reading Daily morning/ end of day task and Wednesdays.  Daily phonics - RWI.  Daily Guided reading - Bug club.  Whole class reading and discussion of literacy texts. – on hold as still focussed on building differentiated fluency.  **To read word accurately.**   1. I can apply my phonics knowledge when reading. 2. I can improve my fluency by re-reading books.   **To comprehend. (Whole class English texts)**   1. I can join in with stories and poems. 2. I can check that reading makes sense and self-correct. 3. I can infer what characters are like from actions. 4. I can retell events. 5. I can sequence events.   **To discuss, question and justify.**   1. I can discuss unfamiliar vocabulary. 2. I can discuss the significance of the title and events. 3. I can ask and answer questions about texts (Develop comprehension skills). 4. I can predict events. 5. I can link my reading to my own experiences and other books (retrieval focus).   **To communicate. (Whole class English texts)**   1. I can listen to and respond appropriately to adults and peers 2. I can ask relevant questions to extend my understanding and knowledge 3. I can use relevant strategies to build my vocabulary 4. I can express and justify answers, arguments and opinions 5. I can give well-structured descriptions, explanations for different purposes, including for expressing feelings 6. I can maintain attention and participate actively in collaborative conversations, staying on topics and initiating and responding to comments.   **Writing:**  **To punctuate accurately**  **Catch up- composition (RWI writing):**  To apply my phonic knowledge when spelling.  To read and spell common exception words, HFW  To use capital letters and full stops.  To form letters correctly.  To use adjectives.  To use coordination and subordination.  Targeted focus on sentence structure using colourful semantics.  Completion of The Journey home by Frann Preston- Gannon).  **To vary sentence structure**   1. I can use questions, commands and statements (poster)   **To use word classes accurately.**   1. I can identify and use adjectives.   **To organise my writing**   1. I can re-tell the story.   **To organise my writing**   1. I can sequence the story.   **To organise my writing**   1. I can write my own version of a story. 2. I can use a story board/ map to sequence events in an invented narrative.   **To write for a purpose**   1. I can write the start of my story. 2. I can write the middle of my story. 3. I can write the ending of my story.   **To present neatly. To punctuate accurately.**   1. I can edit, redraft and publish my story.   **To write for effect.**   1. I can write about an important issue (a letter that persuades)   **Writing (vocabulary, grammar and punctuation)**   1. I can use conjunctions to help me give a reason. 2. I can use present tense.   **To communicate.**   1. I can speak loudly and clearly to present my campaign. I can give well-structured descriptions, explanations for different purposes, including for expressing feelings   **Genre outcomes to enable application of skills:** (Posters, lists, postcards, wanted posters, information report), **short stories Main Outcome: Persuasive letter**  NEW TEXT House held up by trees by Ted Koosner and John Klassen).  **Writing (vocabulary, grammar and punctuation)**   1. I can use subordinating conjunctions when, if, that and because (lists)   **To discuss, question and justify.**   1. I can make predictions about a story theme (noun phrases)   **Writing (vocabulary, grammar and punctuation)**   1. I can create adverbs from adjectives 2. I can use conjunctions to link ideas   **To organise my writing**   1. I can sequence events (I can use adverbs to support the passing of time).   **To vary sentence structure**   1. I can use statements and commands in my writing   **Writing (vocabulary, grammar and punctuation)**   1. I can use a conjunction to contrast facts 2. I can identify the tense of a verb   **To write for effect.**   1. I can write a report using proper nouns to add details (Newspaper report).   **To present neatly. To punctuate accurately.**   1. I can identify changes to be made to improve my work.   **Genre outcomes to enable application of skills:** Descriptive non-fiction, life-cycles, instructions for seed packets Main Outcome: News report.  NEW TEXT The bear under the stairs by Helen Cooper).  **To vary sentence structure**   1. I can write questions about what I would like to find out   **Writing (vocabulary, grammar and punctuation)**   1. I can identify what a homophone is and know how to apply one in context.   **To write for effect.**   1. I can write about a real experience 2. I can write a letter as another person 3. I can write a reply to a letter   **To organise my writing/ To punctuate accurately.**   1. I can retell a story in my own words, with sentences that have capital letters and full stops.   **To write for a purpose**   1. I can plan a story with a similar theme. 2. I can use my plan to structure my writing 3. I can create an ending for my story and improve where needed   **Writing (vocabulary, grammar and punctuation)**   1. I can sort statements into fact and fiction. 2. I can write sentences with but in.   **To write for a purpose**   1. I can create a formal report using the features of an information text 2. I can create a group of sentences around a topic   **To edit work for improvement**   1. I can check that my work makes sense   **Genre outcomes to enable application of skills:** Letters, retellings, own version narratives Main Outcome: Information text.  NEW TEXT The Minpins by Roald Dahl and Patrick Benson). \* The Great Fire of London by Emma Adams and James Weston Lewis  **Writing (vocabulary, grammar and punctuation)**   1. I can use the conjunctions ‘or’ and ‘and’ I can use commands I can use contractions. 2. I can use questions, commands, exclamations and statements I can use suffixes I can identify adjectives.   **To write for effect.**   1. I can write a setting description   **Writing (vocabulary, grammar and punctuation)**   1. I can add suffixes to words I can identify nouns and adjectives.   **To organise my writing**   1. I can retell key events in a story.   **To write for a purpose**   1. I can create a character description. 2. I can use suffixes I can write a description I can write from different viewpoints.   **Writing (vocabulary, grammar and punctuation)**   1. I can use –ing and –ed suffixes I can retell key events in a story. 2. I can use an apostrophe I can identify belongings I can identify nouns I can choose appropriate verbs. 3. I can identify the job of a conjunction I can choose the most appropriate conjunction.   **To write for a purpose**   1. I can write statements I can use subheadings I can use capital letters for proper nouns (report). 2. I can identify verbs I can use verb suffixes I can write in role (postcards).   **To organise my writing**   1. I can create a story plan. I can innovate a story plan. 2. I can use a plan to write a story (organise in sections). 3. I can use a story plan to order events I can edit for consistent tense.   **To present neatly**   1. I can edit and publish my work.   **Genre outcomes to enable application of skills:** Danger posters, setting descriptions, character descriptions, information reports, postcards Main Outcome: Own version adventure narrative  **Handwriting:**   1. I can form our letters and digit correctly- both lower and upper case. 2. I can start to apply the cursive handwriting style.   (The Great Fire of London by Emma Adams and James Weston Lewis .  The Owl and the pussy cat/ Tadpoles promise) | **Place value – numbers to 100. WRM**:  CONTINUED Catch up:  I can count objects to 100.  I can represent number to 100 (tens and ones).  I can order objects and numbers.  Count in 2s.  Count in 5s.  Count in 10s.  I can add and subtract 1 and 2 digit numbers.  **Money**  I can recognise coins and notes (Practical).  I can count money – pence.  I can count money - notes and coins.  I can count money - notes and coins.  I can select money.  I can make the same amount.  I can make the same amount.  I can compare money.  I can find the total.  I can find the total.  I can fid the difference.  I can find change.  I can solve two- step problems.  Assessment.  **Multiplication and Division.**  I can make equal groups.  I can redistribute from unequal groups.  I can add equal groups.  I can make arrays.  I can make arrays.  I can recognise equal groups  I can make equal groups  I can add equal groups  I can use multiplication sentences using the x symbol  I can use multiplication sentences from pictures    I can use arrays  **Recap**  I can make doubles  2 times-table  5 times-table  10 times-table    **Recap** I can make equal groups - sharing  I can make equal groups – sharing  **Recap** I can make equal groups - grouping  I can make equal groups - grouping    **Activity** Sharing and grouping activity  I can divide by 2  I recognise odd and even numbers  I can divide by 5  I can divide by 10  Statistics.  I can make tally charts.  I can draw Pictograms.  I can interpret pictograms.  I can interpret pictograms 2s 5s 10s.  I can use block digrams.  Shape  I can recognise 2-D and 3-D shape  **Activity** Make 2-D and 3-D shapes  I can count sides on 2-D shapes    I can count vertices on 2-D shapes    I can draw 2-D shapes    I can use lines of symmetry    Lines of symmetry - draw the whole    I can sort 2-D shapes    I can make patterns with 2-D shapes    I can count faces on 3-D shapes    I can count edges on 3-D shapes    I can count vertices on 3-D shapes    I can sort 3-D shapes    I can make patterns with 3-D shape  **Fractions**  **Activity** Working with parts and wholes    Make equal parts    Recognise a half    Find a half    Recognise a quarter    Find a quarter    Recognise a third    Find a third    Unit fractions    Non-unit fractions    Equivalence of a half and 2 quarters    Find three quarters    Count in fractions    Problem solving with fractions | **To wok scientifically:**  Can we ask simple questions, to use observations to suggest answers and gather data to help us answer questions.  **Physics-** extend our knowledge of the seasons. Observe/ collect/ discuss winter and spring and the changes associated.  Seasons.  Texts: Tree: Seasons Come Seasons Go by Patricia Heggarty and Britta Tekentrup.  What do we know about the weather?   1. I know what a scientist is. I can observe he weather.   How does the weather change across the seasons?   1. I understand how the weather changes across the seasons. I can compare the seasonal weather.   How do trees change across the seasons?   1. I can observe the changes that occur to trees.   How can I measure rainfall? How can I measure wind direction?   1. I can ask simple question use observations to suggest answers and gather data to help us answer questions. 2. I can make a rain gauge. 3. I can conduct a wind logging experiment.   Texts: Ten Seeds by Ruth Brown, Eddie’s Garden; How to make things grow by Sarah Garland, The growing story by Ruth Krass and Helen Oxenbury. It starts with a seed by Laura Knowles and Jennie Webber.  **Biology:** – To understand plants  What are common UK plants?   1. I can identify and name different UK plants.   What is the structure of a plant?   1. I can label the main parts of a plant.   How do seeds grow?   1. I can observe and describe how seeds and bulbs grow into mature plants   What do plants need t grow and stay healthy?   1. I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy   To work scientifically  What are the stages in plant growth?   1. I can ask simple questions and make predictions based on observations 2. I can perform simple tests and observe closely to gather and record results   **Chemistry** –  To investigate materials  What is a material? Which materials are natural and which are man-made?   1. I can identify and name a variety of everyday materials as well as describe their simple physical properties.   Which material is suitable to make objects? Which materials are best used for different products?   1. I can compare and group a variety of everyday materials on the basis of their simple physical properties 2. I can identify and compare the suitability of a variety of everyday materials for particular uses   Can you name UK inventors o different materials?   1. I can name UK inventors and what they achieved.   Can you make a product using a suitable material fit for purpose? (D and T) GREENHOUSE GARDEN DESIGN  ***What runs on electricity?***  ***To understand electrical circuits***   1. *I can identify common appliances that run on electricity.*   ***How does electricity travel?***  ***To understand electrical circuits***   1. *I can construct a simple electrical circuit.* | Who was Joseph Banks? Why was he important?  What is Botany?  **To investigate and interpret the past**   1. I can ask questions about the past 2. I can use artefacts, pictures, stories, online sources and databases to find out about the past 3. I can identify some of the different ways the past has been represented   **To build an overview of world history**   1. I can describe historical events and significant people involved in those events   (**To understand chronology**  I can place events on a time line and use dates where appropriate  **To communicate historically**  I can use phrases like a long time ago, recently and when my parents were children  I can understand the concept of a nation and their history)  \*What was life like in London in the 17th century? How did the Great Fire of London start? How was it put out? |

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| Geography | Art | Design | Computing | RE | PSHE | Music |
| Texts: The big book of the UK., facts, folklore and fascinations from around the United Kingdom by Imogen Russell Williams and Louise Lockhart.  Maps of the United Kingdom: 1 by Rachel Dixon and Livi Gosling.  Where do I live? How many different answers can you give o this question?  **Locational Knowledge**   1. I can locate the world’s 7 continents and 5 oceans on a world map. I can locate the United Kingdom. 2. I can name, locate and identify the 4 countries and capital cities of the United Kingdom   Compare different settlements and features of the UK.  What are our UK countries and their capital cities like?  **Investigate places**   1. I can identify and compare characteristics of the four countries and capital cities of the United Kingdom.   What is my local town like?   1. I can locate Sleaford on a map 2. I can identify and describe landmarks of Sleaford 3. I can identify and describe different geographical features of Sleaford   To communicate geographically.   1. *I can use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment* 2. *I can use compass points and positional language to locate landmarks on a local map* 3. *I can devise a simple map.*   **To investigate patterns**: I can identify seasonal and daily weather patterns in the UK.  Extend our **seasons knowledge with knowledge of the weather.**  See Science.  What do we know about the weather?  How does it change across the seasons?  How do trees change across the seasons?  How can we measure rainfall?  How can we measure wind direction? | What is botany? What is making accurate observations? (Botanical illustrations inspired by Joseph Banks)  To draw   1. I can draw lines of different sizes and thickness 2. I can colour neatly following the lines 3. I can show pattern and texture by adding dots and **lines**   **What are tint, tones and shades?**   1. I can show different tones by using coloured pencil 2. I ca paint using tints and tones.   What is Block Printing? Who was William Morris?  To print   1. I can use repeated or overlapping shapes 2. I can mimic print from the environment 3. I can press, roll, rub and stamp to make prints   **What is collage?**  **What techniques ca I use with seasonal plants?**  To collage   1. I can use a combination of cut, torn and glued materials 2. I can sort and arrange materials 3. I can mix materials to create texture   **Cont. from A2**  **Art. To use digital materials.**   1. I can use different colours and shapes to create fairy tale inspired images. 2. I can re-create this image in 2D form. | **What is textiles?**  To master practical skills with textiles  I can shape textiles using templates  I can join textiles using running stitch  I can colour and decorate textiles in a variety of ways - ~~Dying, adding sequins or printing~~  ~~I can weave a pattern and use plaiting~~  ~~Textiles – I can produce a patchwork quilt using applique flowers!~~  **Textiles – I can produce a textile tree art using felt.**  **Can you make a product using a suitable material fit for purpose? (D and T) GREEN HOUSE/ GARDE DESIGN** | How do I code?  **To code.**   1. I can control when drawings appear and set the pen colour, size and shape. 2. I can select sounds and control when they are heard. 3. I can use scratch to create a flower.   How can I communicate online safely?  **To connect:**   1. I can contribute to the class website including editing and improving. 2. I understand online risks. (Esafety)   How can I record information?  **To collect**   1. I can use simple databases to record information (plan experiments) | **RE:**  **What does being a Muslim mean?**  To explore how being a Muslim affects how you live your life   1. I can explain what the Qur’an teaches Muslims about how to live well (Shahadah/Akhlaq/Zakat). 2. I can discuss some inspirational Muslims who showed how Muslims are taught to act (prophets.)   **What is important in a Muslim’s life?**  To explore important events in a Muslim’s life   1. I know how Muslims celebrate birth 2. I can discuss why it matters to belong to a community. | Jigsaw- following the scheme.  **Healthy Me**   1. I know what the Coronavirus is and why we have to do lots of things differently at the moment. I know how I can keep myself safe.   **Belonging and feeling safe and happy**   1. I know how to keep my friends safe and happy in School.   **Celebrating Difference.**   1. I recognise what is right and wrong and how to look after myself. 2. I know how it feels to be a friend and have a friend. 3. I understand ways I am different to my friend.   **Dreams and goals.**   1. I can choose a realistic goal and how to achieve it. 2. I can persevere even when I find tasks difficult. 3. I understand how working with other people can help me learn. 4. I can work cooperatively in a group. 5. I know how share success with other people. | **Charanga**  Christmas nativity songs.  **PE**  To play games   1. I can use the terms opponent and team mate 2. I can use rolling, hitting, running, jumping, catching and kicking skills in combination 3. I can develop tactics 4. I can lead others where appropriate   To Dance   1. I can copy and remember moves and positions 2. I can move with careful control and co-ordination 3. I can link two or more actions to perform a sequence 4. I can choose movements to communicate a mood, feeling or idea   Tri Golf.  To dribble, hit and kick.   1. I can use different equipment and a variety of balls to aim at a stationary or moving target. 2. I can bounce and kick at different angles, heights and speeds into spaces. 3. I can move across the path of a ball to intercept. 4. I can run after a moving ball. 5. I can receive a ball on the move. 6. I can make up games individually and with a partner. |