

**Medium Term Planning Year 2 spring 1: Local Area**

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| **English** | **Maths** | **Science** | **History** |
| **Reading:**  Most lessons follow the below format:  L1) Vocabulary/ CEW  L2) Fluency  L3) Book discussion- developing understanding  L4) Comprehension  L5) SPAG  Chn who are still on RWINC will be focusing on objectives from milestone 1 as we need them reading.  **Week 1 and 2 Whole class mixed ability**  **Book focus: An anthology of intriguing animals. Page 40- polar bears.**  **L1) To read words accurately**  **I can** read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.  **L2) To read words accurately. To understand texts**  I can apply phonic knowledge and skills as the route to decode words; explain and discuss understanding of texts and make inferences on the basis of what is being said and done.  **L3) To read words accurately.**  I can re-read these books to build up fluency and confidence in word reading.  **L4) To understand texts.**  I can discuss (favourite) words and phrases  **L5) To understand texts.**  I can explain and discuss understanding of texts.  **L6) To understand texts.**  I can explain and discuss understanding of texts. I can answer questions about texts.  **L7 and 8) To understand texts.**  I can ask and answer questions. (retrieval focus)  **L9) To read accurately.**  **To understand texts.**  I can link reading to own experiences and other books. (Retrieval focus**)**  **L10)** SPAG linked to the texts.  **To understand texts. To spell correctly. To analyse writing.**  I can use and understand grammatical terminology I can discuss texts. (Retrieval focus).  **Week 3 and 4:**  **Book focus: Eric by Shaun Tan**  **To read words accurately is incorporated throughout the lessons.**  **L1) To read words accurately. To understand texts**  I can discuss favourite words and phrases. Not a milestone: I can find words within a word; I can apply phonic knowledge and skills as the route to decode words.  **L2) To understand texts.**  I can explain and discuss understanding of texts. I can make inferences on the basis of what is being said and **done.**  **L3) To understand texts.**  I can discuss favourite words and phrases. I can make inferences on the basis of what is being said and done.  **L4) To understand texts.**  I can discuss favourite words and phrases. I can predict events.  **L5) To understand texts.**  I can discuss favourite words and phrases. I can make inferences on the basis of what is being said and done. I can predict events.  **L6) To understand texts**.  I can predict events.  **L7) To understand texts.**  I can discuss the significance of the title and events. I can make inferences on the basis of what is being said and done.  **L8) To understand texts.**  I can discuss favourite words and phrases. I can make inferences on the basis of what is being said and done.  **L9) To understand texts.**  I can predict events.  **L10) To understand texts.**  I can make inferences on the basis of what is being said and done.  (retrieve to infer)    **Week 4 and 5:**  **Book focus: Spider and the fly by Mary Howitt**  **To read words accurately is incorporated throughout the lessons.**  **Week 5:**  **L1) To understand texts.**  I can ask and answer questions.  **L2) To understand texts.**  I can predict events. I can infer.  **L3) To understand texts.**  I can discuss favourite words and phrases. I can predict events. I can infer what characters are like from actions. I can make inferences on the basis of what is being said and done.  **L4) To understand texts.**  I can discuss favourite words and phrases. I can explain and discuss understanding of texts. I can predict events.  **L5) To understand texts.**  I can ask and answer questions. I can discuss favourite words and phrases. I can predict events.  **L6) To understand texts.**  I can discuss the significance of the title and **events.**  **L7) To understand texts.**  I can answer questions. I can make inferences on the basis of what is being said and done.  **L8) To understand texts.**  I can discuss favourite words and phrases. I can predict events. I can discuss the significance of the title and **events.**  **L9) To understand texts.**  I can make inferences on the basis of what is being said and done. I can infer what characters are like from actions  **L10) To understand texts.**  I can discuss favourite words and phrases.  **Week 6: SATS exposure.2018 treated as reading lessons. Whole class.**  **Writing: First day back:**  **Due to chn being off for 2 weeks, we start with the following lesson.**  L1) LO: **Transcription:** To present neatly.  SC: I can sit correctly and hold a pencil correctly; begin to form lower-case letters correctly; form capital letters; form digits 0-9; understand letters that are formed in similar ways; form lower-case letters of a consistent size and begin to join some letters.  Below are focus objectives, however a lot of objectives will overlap with many others throughout the term.  **Writing: Book focus: Leaf by Sandra Dieckmann**  **Week 1: Tues- Fri: Is a book talk week focusing on the above week. Therefore these are reading concepts and milestones.**  L1) To understand texts: (Reading )  I can ask and answer questions.  L2) **To understand texts.**  I can answer questions about a text.  L3) **To understand texts. (Reading)**  I can make inferences on the basis of what is being said and done.  L4) **To understand texts. (Reading)**  I can explain and discuss understanding of texts. I can discuss words and phrases  **Week 2:**  **L1)** To write with purpose  I can plan by talking about ideas and writing notes.  **CC: To understand texts (Reading).**  I can make inferences on the basis of what is being said and done; answer and ask questions and predict what might happen on the basis of what has been read so far.  **L2) Transcription: To punctuate accurately. To spell correctly.**  I can use coordination (or, and, but).  I can add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drink**s**).  **CcC To understand texts.**  I can make inferences on the basis of what is being said and done  **L3) Composition: To write with purpose. Transcription: To punctuate accurately.**  I can write for a variety of purposes.  I can use extended noun phrases to describe and specify (e.g. the blue butterfly).  **TAF FOCUS:** Write narratives about personal experiences and those of others (real and fictional)  **L4) Analysis presentation: To present writing**  I can read aloud writing with some intonation.  **L5\_** **To write with purpose**  I can say first and then write to tell others about ideas; write for a variety of purposes and use some of the characteristic features of the type of writing used.  **CC reading: To understand texts.**  I can make inferences on the basis of what is being said and done  **Week 3:**  **L1) To write with purpose**  I canplan by talking about ideas and writing notes.  **CC reading: To understand texts.**  I can make inferences on the basis of what is being said and done  **L2) Transcription: To spell correctly.**  I canuse spelling rules.  **L3 and L4) To punctuate accurately. To write with purpose.**  I can use the present and **past tenses** correctly, including the progressive form. I can write for a variety of purposes.  **L5) Planning session**  **To write with purpose**  I canplan by talking about ideas and writing notes.  **TAF FOCUS:** Write narratives about personal experiences and those of others (real and fictional)  **Week 4:**  **L1) Draft**  **To write with purpose**  I can use some of the characteristic features of the type of writing used.  **L2) Share and evaluate (edit)**  **To write with purpose**  I can write, review and improve.  **L3) Write (publish)**  **To write with purpose**  I can use some of the characteristic features of the type of writing used.  **L4 and 5) Composition: To write with purpose. Transcription: To punctuate accurately.**  I can write for a variety of purposes.  I can use extended noun phrases to describe and specify (e.g. the blue butterfly).  **CC: Reading- poetry links.**  **Week 5: House held up by trees by Ted Kooser**  **L1) Transcription: To punctuate accurately**  I can use subordinating conjunctions *when*, *if*, *that* and *because*  *(other links* writing links: commas in lists, writing commands)  **L2) To understand texts (reading). Transcription: To punctuate accurately.**  I can make predictions (about a story theme). I can create noun phrases  **L3) To use imaginative description**  I can use adverbs for extra detail.  **L4) Composition: To use sentences appropriately**  I can join sentences with conjunctions and connectives.  **L5) To use imaginative description**  I can use adverbs for extra detail.  **TAF FOCUS:** Sequence events.  **Week 6:**  **L1) Transcription: To punctuate accurately.**  I can use sentences with different forms: **statement,** question, exclamation and **command**. I can use extended noun phrases to describe and specify (e.g. the blue butterfly).  **L2) Transcription: To punctuate accurately.**  I can use coordination (or, and, but).  **L3) To organise writing appropriately**  I can Use the correct tenses- linked to verbs.  **L4) Transcription: To punctuate accurately**  I can begin to punctuate using a capital letter for the name of people, places, the days of the week and I.  **L5\_Composition: To write with purpose**  I can write, review and improve.  **Handwriting:**  **Transcription:**  To present neatly.  I can sit correctly and hold a pencil correctly; begin to form lower-case letters correctly; form capital letters; form digits 0-9; understand letters that are formed in similar ways; form lower-case letters of a consistent size and begin to join some letters.  **Genre outcomes to enable application of skills:**  Notes in first person  Recount  Letter  Role on the wall Posters  Write a speech  Explanation  Narrative in first person (BIG write)  Free verse poetry  Descriptive non-fiction  life-cycles  seed packets  journalistic writing | **Week 1:To add and subtract**  L1) I can use efficient methods.  L2) I can subtract a 2D number from a 2D number using exchange.  L3) I can add 3 1D numbers.  L4) I can solve word problems.  L5) Assessment.  **Week 2: To use measures.**  L1) I can recognise coins and order them in value.  L2) I can count notes.  L3) I can count notes.  L4) I can count coins and notes.  L5) I can count coins and notes 2.  **Week 3: To use measures.**  L1) I can show equal amounts 1.  L2) I can show equal amounts 2.  L3) I can compare amounts of money.  L4) I can calculate the total amount.  L5) I can find change.  **Week 4: To use measures.**  L1) I can solve two – step word problems.  L2) I can use methods to calculate money problems.  L3) Assessment.  **To multiply and divide.**  L1) I can make equal groups.  L2) I can multiply as equal groups.  **Week 5: To multiply**  L1) I can add equal groups.  L2) I can multiply sentences.  L3) I use arrays.  L4) I can use my 2 times tables.  L5) I can use my 2 times tables.  **Week 6: To multiply and Divide.**  L1) I can use my 5 times table.  L2) I can use my 5 times table.  L3) I can use my 5 times table.  L4) I can use my 10 times table.  L5) I can use my 10 times table. | Week commencing: 20.1.20/plus wc 3.2.20 alongside art *dates?*  **Week 1: Biology: To investigate living things.**  L1) I can identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. I can identify which can be found in Lincolnshire.  L2) I can identify common Lincolnshire animals which are carnivores, herbivores and omnivores.    L3) I can describe and compare the structure of a variety of common Lincolnshire animals.  L4) I can notice that animals, including humans, have offspring which grow into adults.  L5) I can investigate and describe the basic needs of animals for survival.  **Week2: Biology: To understand plants.**  L1) I can identify and name a variety of common British plants including garden plants, wild plants and trees and those classified as deciduous and evergreen.  L2) I can identify and describe the basic structure of a variety of local common flowering plants, including roots, stem/trunk, leaves, flowers.  L3) I can observe and describe how seeds and bulbs grow.  L4) I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | Week commencing: 13.1.19  L1) Who was Isaac Newton and when did he live?  To build an overview of world history  I can describe significant people from the past.  L2) What were Isaac Newton’s scientific discoveries?  To build an overview of world history  I can describe significant people from the past.  L3) How did Isaac Newton interact with other people, and why is this important?  To build an overview of world history  I can recognise that there are reasons why people in the past acted as they did.  L4) How did Isaac Newton let other people know about his work?  To investigate and interpret the past  I can identify some of the different ways the past has been represented.  L5) Can I identify similarities and differences between science in the seventeenth century and science now?  To investigate and interpret the past  I can identify some of the different ways the past has been represented.  To communicate historically  I can use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.  L6) What happened in Isaac Newton’s later life?  To communicate historically  I can use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.  To understand chronology  I can pace events and artefacts in order on a time line. |

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| Geography | Art | Design | Computing | RE | PSHE | Music | PE |
| **Week commencing: 6.1.20**  **To investigate places.**  L1) I can locate Sleaford on a map  L2) I can identify and describe landmarks of Sleaford (cross curricular: Computing).  L3) I can identify and describe different geographical features of Sleaford  L4) I can use simple fieldwork and observational skills to study the geography and the key human and physical features of our local area. | Week commencing: 3.2.20  **To master techniques:**  **collage – seasonal plants.**  L1) I can use a combination of natural materials that are cut, torn and glued.  L2) I can sort and arrange materials.  L3) I can mix materials to create texture.  L4) I can review my own and my peers work. | Week commencing: 3.2.20  To master practical skills  Food  I can measure or weigh using measuring cups or electronic scales.  I can assemble or cook ingredients.  This is 3 lesson, but delivered in 1 day!  L1) What foods are local to Sleaford? Can I design my own Lincolnshire poached cheese bread?  L2) Can we make Lincolnshire poached cheese bread? FARM FOOD KITCHEN.  L3) Can I be a quality assurer for the day and test my product? How would I improve it? | PPA COVER WEEKLY  **Coding:**  L1) To code  I can control motion by specifying the number of steps to travel, direction and turn.  L2) To code  I can add text strings, show and hide objects and change the features of an object.  L3) To code  I can select sounds and control when they are heard, their duration and volume.  L4) To code  I can control when drawings appear and set the pen colour, size and shape.  L5) To code  I can specify user inputs to control events and specify the nature of events such as single or loop.  L6) To code  I can create conditions for actions by waiting for a user input. (EG: Responses to question: what is your name?). | Week commencing: 10.2.20  **Concepts linked with the Lincolnshire Syllabus.**  Islam:  L1) Learn/ understand how Allah is described in the Quran. Learn/ understand what Muslims learn about Allah and their faith through the Quran.  I can show an understanding of how Allah is described in the Quran and how their faith is learnt via the Quran.  How is Allah described in the Qur’an? What do Muslims learn about Allah and their faith through the Qur’an?  L2) Learn/ understand how the Quran tells Muslims how to treat others and live their lives.  I can say how the Quran tells Muslims how to treat others and live their lives  What does the Qur’an say about how Muslims should treat others and live their lives?  L3) Learn/ understand what Muslims learn about Allah and their faith through the Quran.  I can show an understanding of how the Quran and how their faith is taught via the Quran.  What do Muslims do to express their beliefs? (Link with inspirational Muslims).  L4) Learn/ understand how the Quran tells Muslims how to treat others and live their lives.  I can say how the Quran tells Muslims how to treat others and live their lives  Which celebrations are important to Muslims?  L5) Learn/ understand how the Quran tells Muslims how to treat others and live their lives.  I can say how the Quran tells Muslims how to treat others and live their lives  What do Muslims do to celebrate birth? | Weekly Thursday last lesson after PE.  Dreams and Goals unit  L1) Goals to success.  I can choose realistic goal and think about how to achieve it.  L2) My learning strengths.  I can persevere even when I find tasks difficult.  L3) Learning with others.  I can recognise who it is easy for me to work with and who it is more difficult for me to work with.  L4) Continuing out group challenge (AFL)  I can explain some of the ways I worked cooperatively in my group to create the end product.  L5) Celebrating our achievement.  I know how to share success with other people. | PPA COVER WEEKLY  L1) To compose  I can create a sequence of long and short sounds.  L2) To compose  I can clap rhythms.  L3) To compose  I can create a mixture of different sounds (long and short, loud and quiet, high and low)  L4) To compose  I can choose sounds to create an overall effect.  L5) To compose  I can create short, musical patterns.  L6) To compose  I can create short, rhythmic phrases. | Weekly  L1) Dance  I can copy and remember moves and positions.  L2) I can move with careful coordination applying moves and positions.  L3) I can link two or more actions together.  L4) I can link two or more actions to perform a sequence. (Practise)  L5) I can link two or more actions to perform a sequence. I can choose movements to communicate a mood feeling or idea.  L6) Assessment week  Weekly  Games  I can use rolling, hitting, running, jumping, catching and kicking skills in combination.  Focus for the term: dribbling, hitting (passing) and kicking)  L1) Can I dribble?  L2) Can I pass?  L3) Can I dribble and shoot?  L4) Can I turn, dribble and pass?  L5 and 6) Assessment week  Applying all skills.  When teaching the skills, do so in isolation and then incorporate into a mini- game to enable application of the skill.  PE will be adapted when spoken and liaised with the PE lead ES. |

Cross Curricular links:

English: Science, PSHE, Communication, Computing, geography

History: Science, reading, writing, Maths,

GG: Reading and writing.

Music: PPA cover

Computing: Maths, PPA cover

RE: Reading, writing, communication, history, Maths,

DT: Reading, Science, RE, Communication, PSHE, Maths.

Science- reading, writing, geography, history

Art: Science, GG, writing, reading

PE: Science, PSHE- links made with possible with topic without detriment to the PE skills.