



Medium Term Plan - Year 2 – Term 2

Horton Kirby CE Primary School is incredibly passionate about ensuring that our children have **opportunities** to develop their **curiosity** through an **aspirational** and **diverse** curriculum which has been developed and adapted to meet the needs of all of our children and community. We provide a rich, broad and balanced curriculum that celebrates individuality, diversity and builds procedural knowledge to nurture talent and prepare children for the challenges and rewards of life and the wider world. Our school values of Respect, Responsibility, Resilience and Reflection are embedded into our curriculum.

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Class Text: Tin Forest by Helen Ward and Wayne Anderson						
English	Character Description Lesson 1: LO: To make predictions based on what you have read. Y2:RC2.5, Y2:RC1.1, Y2:RC1.6, Y2:RC1.7, Y2:RC3, Y2:WC2.1, Y2:WC4 Lesson 2: LO: To discuss the sequences of events in a book. Y2:RC1.1, Y2:RC1.6, Y2:RC1.7, Y2:RC3, Y2:RC1.2 Lesson 3: LO: To discuss the sequences of events in a book. Y2:RC1.1, Y2:RC1.6, Y2:RC1.7, Y2:RC3, Y2:RC1.2, Y2:RC2.3	Lists – to write lists of mini-beasts Lesson 1: LO: To use commas in a list. Y2:G1.1, Y2:WC4, Y2:RC1.1, Y2:WC1.2 Lesson 2: LO: To use expanded noun phrases. Y2:G2.2, Y2:WC4, Y2:RC1.1, Y2:WC1.2 Lesson 3: LO: To compare and contrast two descriptions. Y2:RC1.1, Y2:G2.2, Y2:WG1.1 Lesson 4: LO: To plan what you are going to write. Y2:WC2, Y2:WC2.2, Y2:WC4, Y2:WC1.2, Y2:G2.2, Y2:WC2.3	Instructions – to write instructions on how to plant a seed Lesson 1: LO: To answer questions based on a text. Y2:RC2.1, Y2:RC2.2, Y2:RC2.3, Y2:RC2.4, Y2:RC2.5 Lesson 2: LO: To ask questions about the text. Y2:RC2.1, Y2:RC2.2, Y2:RC2.3, Y2:RC2.4 Lesson 3: LO: To tell someone how to plant a seed. Y2:WC2, Y2:WC2.1, Y2:WC1.4 Lesson 4: LO: To write instructions. Y2:WC1.4, Y2:WC1.2, Y2:WC3.1, Y2:WC3.2, Y2:WC1, Y2:G1.1	Leaflet/poster – to write an information text Lesson 1: LO: To discuss and clarify meanings of words. Y2:RC1.6, Y2:RC1.7, Y2:RC3, Y2:WC4, Y2:RC1.1, Y2:RC4 Lesson 2: LO: To proof-read to check for errors in spelling, grammar and punctuation. Y2:WC3.3, Y2:WC3, Y2:WC3.1, Y2:WC3.2 Lesson 3: LO: To edit and improve sentences. Y2:WC3, Y2:WC3.1, Y2:WC3.2, Y2:G2.2 Lesson 4: LO: To research a topic. Y2:WC2.2	Fiction Lesson 1: LO: To use conjunctions. Y2:G2.4, Y2:WC4 Lesson 2: LO: To answer questions about a text. Y2:RC2.1, Y2:RC2.2, Y2:RC2.3, Y2:RC1.6, Y2:RC2.4, Y2:RC2.5 Lesson 3: LO: To explore ideas. Y2:WC2, Y2:WC2.1, Y2:WC2.2 Lesson 4: LO: To use expanded noun phrases. Y2:G2.2, Y2:WC2.1	Narrative Lesson 1: LO: To write the beginning of a story. Y2:WC1, Y2:WC1.1, Y2:G2.2, Y2:G1.1, Y2:G2.4 Lesson 2: LO: To continue writing a story. Y2:WC1, Y2:WC1.1, Y2:G2.2, Y2:G1.1, Y2:G2.4 Lesson 3: LO: To write the ending of a story. Y2:WC1, Y2:WC1.1, Y2:G2.2, Y2:G1.1, Y2:G2.4 Lesson 4: LO: To proof-read to check for errors in spelling, grammar and punctuation. Y2:WC3.3, Y2:WC3.1, Y2:WC3.2, Y2:G2.1



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	Lesson 4: LO: To make inferences based on what is being said and done. Y2: RC1.1, Y2: RC2.3, Y2:RC1.1, Y2:RC1.6, Y2:RC1.7, Y2: RC3, Y2:WC2.1, Y2:W C4 Lesson 5: LO: To discuss and clarify meanings of words. Y2: RC1.6, Y2:RC1.7, Y2:RC3, Y2:WC4, Y2:RC1.1, Y2: RW3, Y2:RW4.	Lesson 5: LO: To write a description using expanded noun phrases and commas in a list. Y2:GP2.2, Y2: G1.1, Y2:WC2.3, Y2:WC2, Y2:W C4, Y2:WC1.2, Y2:WC3.1, Y2:WC3.2 Lesson 6: LO: To answer questions based on a text. Y2:RC2.1, Y2E: RC2.2, Y2:R2.3, Y2:RC2.4, Y2:RC2.5,	Lesson 5: LO: To edit own writing. Y2:WC3, Y2:WC3.1, Y2:WC3.2, Y2:WC3.3	Lesson 5: LO: To write a non-fiction text. Y2:WC1.4, Y2:WC1	Lesson 5: LO: To plan a story. Y2:WC2, Y2:WC2.1, Y2:WC2.2	Lesson 5: LO: To edit and improve sentences. Y2:WC3, Y2:WC3.1, Y2:WC3.2, Y2:G2.1
SPAG	Conjunctions Co-Ordination (using or, and, but) Y2:G3.3 Subordination (using when, if, that, because) Y2:G3.4	Conjunctions Subordination (using when, if, that, because) Y2:G3.4	Conjunctions Consolidation Y2:G3.4	Sentence Types 1 Question Y2:G2.2 Command Y2:G2.3	Sentence Types 1 Command Y2:G2.3	Assessment/Revision
Maths	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Y2:AS3	Add and subtract numbers involving a two-digit number and ones Y2:AS4 Add and subtract numbers involving a two-digit number and tens Y2:AS5	Add and subtract numbers involving a two two-digit numbers Y2:AS6 Add and subtract numbers involving adding three one-digit numbers Y2:AS7	Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot Y2:AS8	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Y2:AS9	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Y2:M3



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Science	Science: Animals including humans.	Science: Animals including humans.	Science: Animals including humans.	Science: Animals including humans.	Science: Animals including humans.	Science: Animals including humans.
	Lesson 1: Animal Offspring	Lesson 2: Life Cycles	Lesson 3: Growing Up	Lesson 4: Survival	Lesson 5: Exercise	Lesson 6: Healthy Living
	L.O. To match, sort and group young animals and their adults.	L.O. To find out how animals change as they grow into adults.	L.O. To compare the stages of the human life cycle.	L.O. To research and describe what animals, including humans, need to survive.	L.O. To test the effects of exercise on the human body.	L.O. To investigate the importance of healthy eating and hygiene.
	Sc:WS5 Sc:WS6 Y2:Sc: A1	Sc:WS5 Sc:WS6 Y2:Sc: A1	Sc:WS1 Sc:WS5 Y2:Sc: A1	Sc:WS5 Sc:WS6 Y2:Sc: A2	Sc:WS1 Sc:WS2 Sc:WS3 Sc:WS5 Sc:WS6 Y2:Sc: A3	Sc:WS2 Sc:WS3 Sc:WS4 Sc:WS5 Sc:WS6 Y2:Sc: A3
	Big Idea (Aspect) Nature (Identification & classification) Investigation (Questioning, Observation) Comparison (Physical things) Place (Habitats) Humankind (Humankind)	Big Idea (Aspect) Nature (Identification & classification) Investigation (Questioning, Observation) Comparison (Physical things) Place (Habitats) Humankind (Humankind)	Big Idea (Aspect) Nature (Identification & classification) Investigation (Questioning, Observation) Comparison (Physical things) Humankind (Humankind)	Big Idea (Aspect) Nature (Survival, Identification & classification) Investigation (Questioning, Observation) Place (Habitats) Humankind (Humankind)	Big Idea (Aspect) Nature (Identification & classification, Survival) Investigation (Questioning, Measurement, Investigation, Report & conclude, Gather & record data) Creativity (Report & conclude, Gather & record data) Humankind (Humankind, Staying safe, Healthy lifestyle)	Big Idea (Aspect) Nature (Survival) Investigation (Questioning, Measurement, Investigation, Report & conclude, Gather & record data) Creativity (Report & conclude, Gather & record data) Humankind (Staying safe)



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History	History: How was school different in the past?	History: How was school different in the past?	History: How was school different in the past?	History: How was school different in the past?	History: How was school different in the past?	History: How was school different in the past?
	Lesson 1: Were schools different in the past?	Lesson 2: How have schools changed within living memory?	Lesson 3: How were schools different in the 1900s?	Lesson 4: How have schools changed?	Lesson 5: What is similar and different about schools now and in the past?	Lesson 6: Would you have preferred to go to school in the past?
	L.O. To find out how schools have changed over time. KS1: Hi 1, 4 Big Idea (Aspect): Comparison (compare and contrast) Change (change over time, chronology)	L.O. To investigate what school was like in the past. KS1: Hi 1, 4 Big Idea (Aspect): Comparison (compare and contrast) Change (change over time, British History) Humankind (everyday life) Materials (artefacts and sources) Investigation (investigate and interpret evidence) Place (local history)	L.O. To investigate what schools were like in the 1900s. KS1: Hi 1, 4 Big Idea (Aspect): Comparison (Compare and contrast) Change (change over time, British History) Materials (artefacts and sources) Investigation (Investigate and interpret evidence) Creativity (communication)	L.O. To compare a modern classroom with a classroom 100 years ago. KS1: Hi 1, 4 Big Idea (Aspect): Comparison (Compare and contrast) Change (change over time, British History) Materials (artefacts and sources) Investigation (Investigate and interpret evidence)	L.O. To compare three periods of time. KS1: Hi 1, 4 Big Idea (Aspect): Comparison (Compare and contrast) Change (change over time, British History) Materials (artefacts and sources) Investigation (Investigate and interpret evidence) Place (local history)	L.O. To express a personal response to history. KS1: Hi 1, 4 Big Idea (Aspect): Comparison (Compare and contrast) Creativity (report and conclude)



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Art	Art: Drawing – Tell a story	Art: Drawing – Tell a story	Art: Drawing – Tell a story	Art: Drawing – Tell a story	Art: Drawing – Tell a story	
	Lesson 1: Charcoal mark making LO: To develop a range of mark making techniques KS1:AD2 KS1:AD3 Big Idea (Aspect): Materials (Pencil, ink, charcoal and pen) Creativity (Generation of ideas)	Lesson 2: Creating texture LO: To explore and experiment with mark-making to create textures KS1:AD1 KS1:AD2 KS1:AD3 Big Idea (Aspect): Materials (Pencil, ink, charcoal and pen) Creativity (Creation) Creativity (Generation of ideas) Nature (natural art)	Lesson 3: My toy story LO: To develop observational drawing KS1:AD2 KS1:AD3 Big Idea (Aspect): Materials (Pencil, ink, charcoal and pen) Creativity (Generation of ideas)	Lesson 4: Creating characters LO: To understand how to apply expressions to illustrate a character KS1:AD2 KS1:AD3 KS1:AD4 Big Idea (Aspect): Materials (Pencil, ink, charcoal and pen) Significance (significant people, artwork and movements) Creativity (Generation of ideas) Humankind (human form)	Lesson 5: Tell a story LO: To develop illustrations to tell a story KS1:AD1 KS1:AD2 KS1:AD3 KS1:AD4 Big Idea (Aspect): Materials (Pencil, ink, charcoal and pen) Creativity (Creation) Creativity (Generation of ideas) Humankind (human form)	
Music	Music: Orchestral Instruments	Music: Orchestral Instruments	Music: Orchestral Instruments	Music: Orchestral Instruments	Music: Orchestral Instruments	
	Lesson 1: The Three Bears	Lesson 2: The Snow Queen	Lesson 3: Red Riding Hood	Lesson 4: Jack and the Beanstalk	Lesson 5: Super storytellers	



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	<p>LO: To listen to and analyse an orchestral version of a traditional story.</p> <p>KS1: MU2, MU3, MU4</p> <p>Big Idea (Aspect): Investigation (Listening, Music appreciation)</p>	<p>LO: To listen to and analyse a film musical version of a traditional story.</p> <p>KS1: MU2, MU3, MU4</p> <p>Big Idea (Aspect): Investigation (Listening, Music appreciation)</p>	<p>LO: To select appropriate sounds to match events, characters and feelings in a story.</p> <p>KS1: MU2, MU3, MU4</p> <p>Big Idea (Aspect): Creativity (Performance, Composition)</p>	<p>LO: To write a play script and select appropriate musical sounds to accompany it.</p> <p>KS1: MU2, MU3, MU4</p> <p>Big Idea (Aspect): Creativity (Composition)</p>	<p>LO: To perform a story script with accompanying music.</p> <p>KS1: MU2, MU3, MU4</p> <p>Big Idea (Aspect): Creativity (Performance, Composition)</p>	
PE	<p>Ball Skills Feet Lesson 1: Hunter</p> <p>LO: To dribble the ball into a zone to score a point.</p> <p>KS2: PE1 KS2: PE2</p> <p>Big Idea (Aspects): Processes (Sending & Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Ball Skills Feet Lesson 2: Radar</p> <p>LO: To understand why we need to stop the ball under control.</p> <p>KS2: PE1 KS2: PE2</p> <p>Big Idea (Aspects): Processes (Sending & Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Ball Skills Feet Lesson 3: 5v1</p> <p>LO: To combine passing and dribbling to keep the ball away from a defender.</p> <p>KS2: PE1 KS2: PE2</p> <p>Big Idea (Aspects): Processes (Sending & Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Ball Skills Hands 2 Lesson 1: Beat the Beanbag: Racing Rounders</p> <p>LO: To will throw their beanbag underarm to their partner's target (hands).</p> <p>KS2: PE1 KS2: PE2</p> <p>Big Idea (Aspects): Processes (Sending & Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Ball Skills Hands 2 Lesson 2 Passing pathways / zigzag catch</p> <p>LO: To throw their ball underarm to their team member's target (hands).</p> <p>KS2: PE1 KS2: PE2</p> <p>Big Idea (Aspects): Processes (Sending & Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Ball Skills Hands 2 Lesson 3: Battleships: Throwing</p> <p>LO: To throw their ball with accuracy and hit their partner's battleship.</p> <p>KS2: PE1 KS2: PE2</p> <p>Big Idea (Aspects): Processes (Sending & Striking) Processes (Team Games) Creativity (Evaluation)</p>



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PSHE	<p>Celebrating Difference</p> <p>Lesson 1: Boys and girls</p> <p>LO: To start to understand that sometimes people make assumptions about boys and girls (stereotypes)</p> <p>Big Idea (Aspect) Change (Physical Development) Place (Diversity)</p>	<p>Celebrating Difference</p> <p>Lesson 2: Boys and girls</p> <p>LO: To start to understand that sometimes people make assumptions about boys and girls (stereotypes)</p> <p>Big Idea (Aspect) Change (Physical Development) Place (Diversity)</p>	<p>Celebrating Difference</p> <p>Lesson 3: Why does bullying happen?</p> <p>LO: To understand that bullying is sometimes about difference</p> <p>Big Idea (Aspect) Significance (Relationships)</p>	<p>Celebrating Difference</p> <p>Lesson 4: Standing up for myself and others</p> <p>LO: To recognise what is right and wrong and know how to look after myself</p> <p>Big Idea (Aspect) Significance (Relationships)</p>	<p>Celebrating Difference</p> <p>Lesson 5: Gender Diversity</p> <p>LO: To understand that it is OK to be different from other people and to be friends with them</p> <p>Big Idea (Aspect) Place (Place in the world)</p>	<p>Celebrating Difference</p> <p>Lesson 6: Celebrating difference and still being friends</p> <p>LO: To tell you some ways I am different from my friends</p> <p>Big Idea (Aspect) Change (Physical Development) Place (Diversity) Significance (Relationships)</p>
	<p>Creating media – Digital photography</p> <p>Lesson 1:</p> <p>LO: To use a digital device to take a photograph KS1: CO 4, 5, 6</p> <p>Big Idea (Aspect): Materials (Software) Creativity (Creation) Humankind (Communication)</p>	<p>Creating media – Digital photography</p> <p>Lesson 2:</p> <p>LO: To make choices when taking a photograph KS1: CO 4, 5, 6</p> <p>Big Idea (Aspect): Materials (Software) Creativity (Creation) Humankind (Communication)</p>	<p>Creating media – Digital photography</p> <p>Lesson 3:</p> <p>LO: To describe what makes a good photograph KS1: CO 4, 5, 6</p> <p>Big Idea (Aspect): Materials (Software) Creativity (Creation) Humankind (Communication)</p>	<p>Creating media – Digital photography</p> <p>Lesson 4:</p> <p>LO: To decide how photographs can be improved KS1: CO 4, 5, 6</p> <p>Big Idea (Aspect): Materials (Software) Creativity (Creation) Humankind (Communication)</p>	<p>Creating media – Digital photography</p> <p>Lesson 5:</p> <p>LO: To use tools to change an image KS1: CO 4, 5, 6</p> <p>Big Idea (Aspect): Materials (Software) Creativity (Creation) Humankind (Communication)</p>	<p>Creating media – Digital photography</p> <p>Lesson 6:</p> <p>LO: To recognise that photos can be changed KS1: CO 4, 5, 6</p> <p>Big Idea (Aspect): Materials (Software) Creativity (Creation) Humankind (Communication)</p>



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RE	Incarnation – Why does Christmas matter to Christians?	Incarnation – Why does Christmas matter to Christians?	Incarnation – Why does Christmas matter to Christians?	Incarnation – Why does Christmas matter to Christians?	Incarnation – Why does Christmas matter to Christians?	Incarnation – Why does Christmas matter to Christians?
	Lesson 1:	Lesson 2:	Lesson 3:	Lesson 4:	Lesson 5:	Lesson 6:
	LO: ?	LO: ?	LO: ?	LO: ?	LO: ?	LO: ?
	Y5: ? Lesson 1	Y5: ? Lesson 2	Y5: ? Lesson 3	Y5: ? Lesson 4	Y5: ? Lesson 5	Y5: ? Lesson 6