



Medium Term Plan - Year 2 – Term 4

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: The Way Home for Wolf by Rachel Bright and Jim Field						
English	<p>PowerPoint presenting an aspect of a wolf's life.</p> <p>Lesson 1: LO: To understand the main sequence of the story. Y2EN RC2a, Y2EN RC1a, Y2EN RC1b, Y2EN RC4, EN SL 11.</p> <p>Lesson 2: LO: To use vocabulary to extend understanding. Y2EN RC2a, Y2EN RC2c, Y2EN RC1f, Y2EN W C2b.</p> <p>Lesson 3: LO: To create a PowerPoint presenting an aspect of a wolf's life. Y2EN RC2a, Y2EN RC2c, Y2EN RC1f.</p>	<p>Poetry</p> <p>Lesson 1: LO: To answer test framework questions to think about what they have read. Y2EN RC2a, Y2EN RC1a, Y2EN RC2c, Y2EN RC1b, EN SL 7, EN SL 1.</p> <p>Lesson 2: LO: To use vocabulary related to winter. Y2EN RC1a, Y2EN RC2c, Y2EN RC2e, Y2EN RC1c, EN SL 11.</p> <p>Lesson 3: LO: To write a winter poem. Y2EN RC2a, Y2EN W C2b, Y2EN RC1f.</p>	<p>Chronological Report</p> <p>Lesson 1: LO: To be able to use subordinating conjunctions. Y2EN RC2a, Y2EN RC1a, Y2EN RC1f, EN SL 5, EN SL 11, EN SL 1.</p> <p>Lesson 2: LO: To be able to make comparisons using a Venn diagram. Y2EN W VGP2d, EN SL 5, EN SL 1.</p> <p>Lesson 3: LO: To write a chronological account of an ice investigation. Y2EN RC2a, Y2EN RC1b, Y2EN W C2b.</p>	<p>Instructions</p> <p>Lesson 1: LO: To be able to use and understand verbs. Y2EN RC1c, EN SL 9.</p> <p>Lesson 2: LO: To understand vocabulary in context. Y2EN RC2a, Y2EN RC1f, EN SL 5, Y2EN RC1a, EN SL 11, EN SL 1.</p> <p>Lesson 3: LO: To understand what 'teamwork' means. EN SL 5, EN SL 1.</p> <p>Lesson 4: LO: To write simple instructions on teamwork for the leader of the wolf pack.</p>	<p>Fact Sheet – Why there are no wolves in Britain anymore</p> <p>Lesson 1: LO: To compare different stories and characters. Y2EN RC2a, Y2EN RC1a EN SL 5, Y2EN W C2b.</p> <p>Lesson 2: LO: To write and present a fact sheet about why there aren't wolves in Britain anymore. Y2EN W C1d, EN SL 11, EN SL 5, EN SL 1.</p> <p>Lesson 3: LO: To be able to edit and proofread a summary. Y2EN W C3c, Y2EN W C3b Y2EN W VGP1a.</p>	<p>Alternative Ending to Wolf' Adventure</p> <p>Diary Entry - 'I knew I was home because...'</p> <p>Lesson 1: LO: To write an alternative ending to Wilf's adventure. Y2EN RC1b, Y2EN W C2, Y2EN W C3, Y2EN W C4, Y2EN W C1a EN SL 9, EN SL 1.</p> <p>Lesson 2: LO: To be able to write sequencing questions. Y2EN RC1b, EN SL 11, Y2EN RC2d, EN SL 1, Y2EN W C2b.</p>



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	<p>Lesson 4: LO: To be able to use commas in lists. Y2EN RC1a, Y2EN W C1d, Y2EN W C2, Y2EN W C3c, EN SL 9, EN SL 1.</p> <p>Lesson 5: LO: To be able to empathise with the character. Y2EN W VGP1a, EN SL 7, EN SL 1</p>	<p>Lesson 4: LO: To be able to refine and learn to use proofreading and editing skills. Y2EN RC1f, Y2EN W C2, Y2EN W C2a, Y2EN W C1d, Y2EN W C2b.</p> <p>Lesson 5: LO: To understand Wilf's character. Y2EN RC1h, EN SL 9, EN SL 1, Y2EN W C3c, Y2EN W C3.</p>	<p>Lesson 4: LO: To answer test framework questions to think about what they have read. Y2EN W C2, Y2EN W C3, Y2EN W C4, Y2EN W C2b, Y2EN W C1d.</p> <p>Lesson 5: LO: To recreate a dance to show how the different animals/creatures move. Y2EN RC2a, Y2EN RC1a, Y2EN RC1b, EN SL 11.</p>	<p>Y2EN W C1d, Y2EN W C2, Y2EN W C2b Y2EN W C2a, Y2EN W C3, Y2EN W C3c.</p> <p>Lesson 5: LO: To answer test framework questions to think about what they have read. Y2EN RC1b, Y2EN RC2c, EN SL 11.</p>	<p>Lesson 4: LO: To adapt a familiar story. EN SL 9 EN SL 1, Y2EN W C1d, Y2EN W C2b.</p> <p>Lesson 5: LO: To answer test framework questions to think about what they have read. Y2EN RC1a, EN SL 11, Y2EN RC2d.</p>	<p>Lesson 3: LO: To be able to use past and present tense. Y2EN W VGP2c, Y2EN W C2b, EN SL 1</p> <p>Lesson 4: LO: To make a mind map of where home is. EN SL 5, EN SL 11, EN SL 1 Y2EN W C2b</p> <p>Lesson 5: LO: To write a diary entry for Wilf at the end of the story. Y2EN W C1d, Y2EN W C2, Y2EN W C3, Y2EN W C4, Y2EN RC1a, Y2EN RC2e, Y2EN RC1f.</p>
SPAG	<p>Sentence Types 2</p> <p>Statement Y2:G2.1</p>	<p>Sentence Types 2</p> <p>Exclamation Y2:G2.4</p>	<p>Tenses</p> <p>Present and past tense including progressive form. Y2:G4.2</p>	<p>Tenses</p> <p>Present and past tense including progressive form. Y2:G4.2</p>	<p>Tenses</p> <p>Present and past tense including progressive form. Y2:G4.2</p>	<p>Suffixes 1</p> <p>Formation of nouns using suffixes –er, -ness</p> <p>Formation of adjectives using suffixes –ful, -less. Y2:G6.3</p>



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<p>Maths</p>	<p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Y2:ST1</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity Y2:ST2</p>	<p>Ask and answer questions about totalling and comparing categorical data. Y2:ST3</p>	<p>Identify and describe the properties of 2-d shapes, including the number of sides and line symmetry in a vertical line Y2:S1</p>	<p>Identify and describe the properties of 3-d shapes, including the number of edges, vertices and faces Y2:S2</p>	<p>Identify 2-d shapes on the surface of 3-d shapes [for example, a circle on a cylinder and a triangle on a pyramid] Y2:S3</p>	<p>Identify 2-d shapes on the surface of 3-d shapes [for example, a circle on a cylinder and a triangle on a pyramid] Y2:S4</p>
<p>Science</p>	<p>Science: Biodiversity Minibeasts</p> <p>Lesson 1</p> <p>L.O. To identify and name a variety of minibeasts and their habitats Sc:WS2, Sc:WS1, Sc:WS5, Sc:WS6</p> <p>Big ideas (aspects): Nature (Identification & classification) Investigation(Gather & record data, Observation, Questioning) Creativity (Gather & record data)</p>	<p>Science: Biodiversity Minibeasts</p> <p>Lesson 2</p> <p>L.O. To explain the importance of bees and pollination. Sc:WS2, Y2:Sc: LT2, Y2:Sc: LT3, Y2:Sc: P2</p> <p>Big ideas (aspects): Nature (Parts & function, Identification & classification) Place (Habitats) Investigation (Observation)</p>	<p>Science: Biodiversity Minibeasts</p> <p>Lesson 3</p> <p>L.O. To research minibeasts and explain their importance. Sc:WS1, Sc:WS6, Y2:Sc: LT3, Y2:Sc: LT2, Y2:Sc: LT4, Y2:Sc: P2</p> <p>Big ideas (aspects): Nature (Parts & function, Identification & classification, Nutrition) Place (Habitats) Investigation(Questioning, Gather & record data) Creativity (Gather & record data)</p>	<p>Science: Biodiversity Minibeasts</p> <p>Lesson 4</p> <p>L.O. To show how a microhabitat is suitable for a minibeast. Sc:WS2, Sc:WS1, Y2:Sc: LT3, Sc:WS5, Y2:Sc: LT2, Y2:Sc: P2</p> <p>Big ideas (aspects): Nature (Parts & function, Identification & classification) Place (Habitats) Investigation(Questioning, Observation)</p>	<p>Science: Biodiversity Minibeasts</p> <p>Lesson 5</p> <p>L.O. To describe the importance of worms for healthy soil. Sc:WS2, Sc:WS1, Y2:Sc: LT3, Y2:Sc: LT4, Sc:WS5, Y2:Sc: LT2, Y2:Sc: P2</p> <p>Big ideas (aspects): Nature (Parts & function, Identification & classification, Nutrition) Investigation (Observation, Questioning) Place (Habitats)</p>	<p>Science: Biodiversity Minibeasts</p> <p>Lesson 6</p> <p>L.O. To explain the importance and needs of minibeasts and microhabitats. Sc:WS2, Y2:Sc: LT3, Y2:Sc: LT2, Y2:Sc: P2</p> <p>Big ideas (aspects): Nature (Parts & function, Identification & classification) Investigation (Observation) Place (Habitats)</p>



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History	History: How did we learn to fly?	History: How did we learn to fly?	History: How did we learn to fly?	History: How did we learn to fly?	History: How did we learn to fly?	History: How did we learn to fly?
	Lesson 1: Who were the Wright brothers?	Lesson 2: When was the first flight?	Lesson 3: Why was Bessie Coleman significant?	Lesson 4: Why is Amelia Earhart significant?	Lesson 5: Why was the Moon landing special?	Lesson 6: How did we learn to fly?
	L.O. To find out about the Wright brothers. KS1: Hi 1, 2, 3 Big ideas (aspects): Significance (Significant people) Change (Changes Over Time) Creativity (report and conclude) Investigation (investigate and interpret evidence)	L.O. To develop an understanding of historical significance. KS1: Hi 1, 2, 3 Big ideas (aspects): Significance (Significant events and people) Creativity (report and conclude) Investigation (investigate and interpret evidence)	L.O. To investigate the impact of the first flight. KS1: Hi 1, 2, 3 Big ideas (aspects): Significance (Significant people) Materials (artefacts and sources) Investigation (investigate and interpret evidence)	L.O. To develop an understanding of primary sources. KS1: Hi 1, 2, 3 Big ideas (aspects): Significance (Significant people) Creativity (report and conclude) Investigation (investigate and interpret evidence)	L.O. To investigate why we remember the Moon landing. KS1: Hi 1, 2, 3 Big ideas (aspects): Significance (Significant events and people) Creativity (report and conclude)	L.O. To place events on a timeline. KS1: Hi 1, 2, 3 Big ideas (aspects): Significance (Significant events and people) Change (Changes Over Time, British History, Chronology) Place (Local History)
	Art: Painting and Mixed Media – Life in colour	Art: Painting and Mixed Media – Life in colour	Art: Painting and Mixed Media – Life in colour	Art: Painting and Mixed Media – Life in colour	Art: Painting and Mixed Media – Life in colour	
	Lesson 1: Colour magic	Lesson 2: Texture hunt	Lesson 3: Making textures	Lesson 4: Collage creation	Lesson 5: Developing detail	
	LO: To develop knowledge of colour mixing. KS1: AD3	LO: To know how texture can be created with paint. KS1: AD2 KS1:AD3	LO: To use paint to explore texture and pattern. KS1: AD1 KS1:AD3 KS1:AD4	LO: To compose a collage, choosing and arranging materials for effect. KS1: AD1 KS1:AD2 KS1:AD3 KS1:AD4	LO: To evaluate and improve artwork. KS1: AD2 KS1:AD3 KS1:AD4	



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	Big Idea (Aspect): Materials (Paint)	Big Idea (Aspect): Materials (Paint) Creativity (Generation of ideas) Nature (natural art)	Big Idea (Aspect): Materials (Paint) Significance (significant people, artwork and movements) Creativity (Creation) Place (landscapes) Nature (natural art)	Big Idea (Aspect): Materials (Paint) Materials (Fabric and paper) Significance (significant people, artwork and movements) Creativity (Creation) Place (landscapes) Nature (natural art)	Big Idea (Aspect): Materials (Paint) Materials (Fabric and paper) Significance (significant people, artwork and movements) Creativity (Creation) Creativity (Evaluation)	
Music	<p>Music: Dynamics, timbre, tempo and motifs.</p> <p>Lesson 1: Space soundtrack</p> <p>LO: To create a simple soundscape for effect.</p> <p>KS1: MU2, MU3, MU4</p> <p>Big ideas (aspects): Creativity (Composition) Investigation (Listening)</p>	<p>Music: Dynamics, timbre, tempo and motifs.</p> <p>Lesson 2: Listening to space</p> <p>LO: To listen for and recognise some basic elements of music.</p> <p>KS1: MU2, MU3, MU4</p> <p>Big ideas (aspects): Investigation (Listening, Music appreciation)</p>	<p>Music: Dynamics, timbre, tempo and motifs.</p> <p>Lesson 3: Comparing planets</p> <p>LO: To compare two pieces of music.</p> <p>KS1: MU2, MU3, MU4</p> <p>Big ideas (aspects): Investigation (Listening, Music appreciation)</p>	<p>Music: Dynamics, timbre, tempo and motifs.</p> <p>Lesson 4: Planet motif</p> <p>LO: To be able to create short sequences of sound.</p> <p>KS1: MU2, MU3, MU4</p> <p>Big ideas (aspects): Creativity (Performance, Composition, Notation)</p>	<p>Music: Dynamics, timbre, tempo and motifs.</p> <p>Lesson 5: Journey to space</p> <p>LO: To be able to create short sequences of sound and perform with accuracy.</p> <p>KS1: MU2, MU3, MU4</p> <p>Big ideas (aspects): Creativity (Performance, Composition, Notation)</p>	



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PE	<p>Gymnastics Linking Lesson 1: Developing 'linking'</p> <p>LO: To link a movement or a balance to a roll. KS2:PE1</p> <p>Big Idea (Aspects): Processes (Gymnastics) Creativity (Evaluation)</p>	<p>Gymnastics Linking Lesson 2: Developing 'linking' on apparatus</p> <p>LO: To link a movement or a balance to a roll using apparatus. KS2:PE1</p> <p>Big Idea (Aspects): Processes (Gymnastics) Creativity (Evaluation)</p>	<p>Gymnastics Linking Lesson 3: Linking movements and balances on apparatus</p> <p>LO: To link three movements and a balance together on apparatus. KS2:PE1</p> <p>Big Idea (Aspects): Processes (Gymnastics) Creativity (Evaluation)</p>	<p>Team Building Lesson 1: Three of a Kind</p> <p>LO: To work as a team to successfully complete the challenge. KS2:PE2</p> <p>Big Idea (Aspects): Processes (Sending & Striking) Processes (Outdoor Adventurous Activities) Creativity (Evaluation)</p>	<p>Team Building Lesson 2 Number Card Challenge</p> <p>LO: To understand why communication is important when working in a team. KS2:PE2</p> <p>Big Idea (Aspects): Processes (Outdoor Adventurous Activities) Creativity (Evaluation)</p>	<p>Team Building Lesson 3: Treasure Island</p> <p>LO: To create and apply simple tactics to complete the challenge. KS2:PE2</p> <p>Big Idea (Aspects): Processes (Sending & Striking) Processes (Outdoor Adventurous Activities) Creativity (Evaluation)</p>
PSHE	<p>Healthy Me</p> <p>Lesson 1: Being Healthy</p> <p>LO: To know what I need to keep my body healthy</p> <p>Big Idea (Aspect): Humankind (healthy lifestyles) Humankind (Personal hygiene)</p>	<p>Healthy Me</p> <p>Lesson 2: Being Relaxed</p> <p>LO: To show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed</p> <p>Big Idea (Aspect): Creativity (Vocabulary)</p>	<p>Healthy Me</p> <p>Lesson 3: Medicine Safety</p> <p>LO: To understand how medicines work in my body and how important it is to use them safely</p> <p>Big Idea (Aspect): Materials (Consumers)</p>	<p>Healthy Me</p> <p>Lesson 4: Healthy Eating</p> <p>LO: To sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</p> <p>Big Idea (Aspect): Humankind (healthy lifestyles)</p>	<p>Healthy Me</p> <p>Lesson 5: Healthy Eating</p> <p>LO: To make some healthy snacks and explain why they are good for my body</p> <p>Big Idea (Aspect): Humankind (healthy lifestyles)</p>	<p>Healthy Me</p> <p>Lesson 6: Happy, Healthy Me!</p> <p>LO: To understand which foods to eat to give my body energy</p> <p>Big Idea (Aspect): Humankind (Healthy lifestyles)</p>



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Computing	<p>Data and information – Pictograms Lesson 1:</p> <p>LO: To recognise that we can count and compare objects using tally charts KS1: CO 4, 6</p> <p>Big Idea (Aspect):</p> <p>Nature (Real world) Comparison (Digital searching)</p>	<p>Data and information – Pictograms Lesson 2:</p> <p>LO: To recognise that objects can be represented as pictures KS1: CO 4, 6</p> <p>Big Idea (Aspect):</p> <p>Nature (Real world) Comparison (Digital searching)</p>	<p>Data and information – Pictograms Lesson 3:</p> <p>LO: To create a pictogram KS1: CO 4, 6</p> <p>Big Idea (Aspect):</p> <p>Nature (Real world) Comparison (Digital searching)</p>	<p>Data and information – Pictograms Lesson 4:</p> <p>LO: To select objects by attribute and make comparisons KS1: CO 4, 6</p> <p>Big Idea (Aspect):</p> <p>Nature (Real world) Comparison (Digital searching)</p>	<p>Data and information – Pictograms Lesson 5:</p> <p>LO: To recognise that people can be described by attributes KS1: CO 4, 6</p> <p>Big Idea (Aspect):</p> <p>Nature (Real world) Comparison (Digital searching)</p>	<p>Data and information – Pictograms Lesson 6:</p> <p>LO: To explain that we can present information using a computer KS1: CO 4, 6</p> <p>Big Idea (Aspect):</p> <p>Nature (Real world) Comparison (Digital searching)</p>
RE	<p>Salvation – Why does Easter matter to Christians?</p> <p>Lesson 1:</p> <p>LO: ?</p> <p>Y5: ? Lesson 1</p>	<p>Salvation – Why does Easter matter to Christians?</p> <p>Lesson 2:</p> <p>LO: ?</p> <p>Y5: ? Lesson 2</p>	<p>Salvation – Why does Easter matter to Christians?</p> <p>Lesson 3:</p> <p>LO: ?</p> <p>Y5: ? Lesson 3</p>	<p>Salvation – Why does Easter matter to Christians?</p> <p>Lesson 4:</p> <p>LO: ?</p> <p>Y5: ? Lesson 4</p>	<p>Salvation – Why does Easter matter to Christians?</p> <p>Lesson 5:</p> <p>LO: ?</p> <p>Y5: ? Lesson 5</p>	<p>Salvation – Why does Easter matter to Christians?</p> <p>Lesson 6:</p> <p>LO: ?</p> <p>Y5: ? Lesson 6</p>