



## Medium Term Plan: Year 2 - Term 1

All subjects that will be taught this year have been carefully planned and centred around the 3 I's:

- \* Intent
- \* Implementation
- \* Impact

Our curriculum aim is to ensure that a rich and varied curriculum is taught (INTENT) and the wholehearted engagement of pupils is encouraged (IMPLEMENTATION). Through fun, diverse learning opportunities, children will develop detailed knowledge and skills across the curriculum (IMPACT) helping them in their future learning.

**Rationale:** We want children to leave HK with sound knowledge, specialist skills and understanding so that they are ready to thrive in real life and have the required skills within their chosen subject area / unique talent to prosper in the wider world and in the future.

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b><i>Class Text: Fantastic Mr Fox by Roald Dahl</i></b>						
<b>English</b>	<b>Fact File</b>	<b>Newspaper Report</b>		<b>Non-Fiction</b>	<b>Poetry</b>	<b>Narrative</b>
	<b>Lesson 1:</b> <b>LO:</b> To introduce the characters of the book and understand how words can be used to describe what someone is like.	<b>Lesson 1:</b> <b>LO:</b> To use evidence from the text to find answers.	<b>Lesson 1:</b> <b>LO:</b> To understand the main sequence of the story and re-enact what they have read so far using sound effects.	<b>Lesson 1:</b> <b>LO:</b> To be able to create a simple map with a key to represent where the Foxes went.	<b>Lesson 1:</b> <b>LO:</b> To use test framework questions to prepare children to think about what they have read.	<b>Lesson 1:</b> <b>LO:</b> To answer questions and make predictions.
	<b>Lesson 2:</b> To make up their own funny poem or song about Boggis, Bunce and Bean.	<b>Lesson 2:</b> <b>LO:</b> To use test framework questions to prepare children to think about what they have read.	<b>Lesson 2:</b> <b>LO:</b> To use more challenging vocabulary to extend understanding.	<b>Lesson 2:</b> <b>LO:</b> To make a 3D representation of their maps.	<b>Lesson 2:</b> <b>LO:</b> To make a pictorial representation of the great feast.	<b>Lesson 2:</b> <b>LO:</b> To write a letter for one of the Small Foxes to their Grandmother.
	<b>Lesson 3:</b> To write a fact file about a fox.	<b>Lesson 3:</b> <b>LO:</b> To recreate the setting the foxes have found themselves in and to think about how they might be feeling.	<b>Lesson 3:</b> <b>LO:</b> To use test framework questions to prepare children to think about what they have read.	<b>Lesson 3:</b> <b>LO:</b> Write a non-fiction text about one of the other animals in the story and proofread and edit their own work.	<b>Lesson 3:</b> <b>LO:</b> To learn a poem by heart.	<b>Lesson 3:</b> <b>LO:</b> To write a dictated sentence.
	<b>Lesson 4:</b> To be able to recreate a character.	<b>Lesson 4:</b> <b>LO:</b> To be able to use sentences with different forms.	<b>Lesson 4:</b>	<b>Lesson 4:</b>	<b>Lesson 4:</b> <b>LO:</b> Write a published poem about a Fox.	<b>Lesson 4:</b> <b>LO:</b> To write a narrative from Mr Fox's perspective to show what life would be like for the animals now they have decided to stay underground.
	<b>Lesson 5:</b> To be able to recognise where correct				<b>Lesson 5:</b>	

	punctuation is needed and why it is used.	<b>Lesson 5:</b> <b>LO:</b> To write a newspaper report.	<b>LO:</b> To understand the main differences between fiction and non-fiction texts.  <b>Lesson 5:</b> <b>LO:</b> To be able to use an apostrophe for possession.	<b>LO:</b> To be able to use regular noun suffixes –s and –es.  <b>Lesson 5:</b> <b>LO:</b> To be able to answer, ask questions and find evidence.	<b>LO:</b> To be able to use suffixes –er and –est in adjectives.	<b>Lesson 5:</b> <b>LO:</b> To use discussion skills to explore and answer ‘what makes someone fantastic?’
<b>SPAG</b>	<b>Ready to Write</b>  Capital Letters <b>Y2:G5.1</b> Full Stops <b>Y2:G5.2</b>	<b>Ready to Write</b>  Question Marks <b>Y2:G5.3</b> Exclamation Marks <b>Y2:G5.4</b>	<b>Ready to Write</b>  Question Marks <b>Y2:G5.3</b> Exclamation Marks <b>Y2:G5.4</b>	<b>Commas</b>  Commas in a list <b>Y2:G5.5</b>	<b>Word Classes</b>  Noun Phrases <b>Y2:G3.2</b>	<b>Assessments/Revision</b>
<b>Maths</b>	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward <b>Y2:NP1</b>	Recognise the place value of each digit in a two-digit number (tens, ones) <b>Y2:NP2</b>  Identify, represent and estimate numbers using different representations, including the number line. <b>Y2:NP3</b>	Compare and order numbers from 0 up to 100; use <, > and = signs <b>Y2:NP4</b>  Read and write numbers to at least 100 in numerals and in words <b>Y2:NP5</b>	Read and write numbers to at least 100 in numerals and in words <b>Y2:NP5</b>  Use place value and number facts to solve problems. <b>Y2:NP6</b>	Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures <b>Y2:AS1</b>	Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods <b>Y2:AS2</b>
<b>Science</b>	Science: Living things and their habitats.  <b>Lesson 1: Living, Dead and Never Alive</b>  <b>LO:</b> To compare the differences between things that are living, dead and have never been alive and answer questions about them. <b>Sc:WS5 Y2:Sc: LT1</b> <b>Big Idea (Aspects):</b> <b>Nature</b> (Identification & classification, Survival)	Science: Living things and their habitats.  <b>Lesson 2: Local Habitats</b>  <b>LO:</b> To map a habitat and identify what is in it and classify objects as those that are living, dead and those that have never been alive. <b>Sc:WS4 Y2:Sc: LT3</b> <b>Big Idea (Aspects):</b> <b>Nature</b> (Identification & classification) <b>Investigation</b> (Questioning, Observation, Report &	Science: Living things and their habitats.  <b>Lesson 3: Microhabitats</b>  <b>LO:</b> To identify animals in their habitats and use information I have gathered to answer a question. <b>Sc:WS6 Y2:Sc: LT3</b> <b>Big Idea (Aspects):</b> <b>Nature</b> (Identification & classification) <b>Investigation</b> (Questioning, Investigation, Gather & record data)	Science: Living things and their habitats.  <b>Lesson 4: World Habitats</b>  <b>LO:</b> To describe a habitat and identify animals live in it and ask and answer questions about habitats. <b>Sc:WS1 Y2:Sc: LT2</b> <b>Big Idea (Aspects):</b> <b>Nature</b> (Identification & classification, Survival) <b>Processes</b> (Earth, Earth) <b>Place</b> (Habitats)	Science: Living things and their habitats.  <b>Lesson 5: Living, Dead and Never Alive</b>  <b>LO:</b> To identify how an animal is suited to its habitat and explain how living things in a habitat depend on each other. <b>Y2:Sc: LT2</b> <b>Big Idea (Aspects):</b> <b>Nature</b> (Identification & classification, Nutrition, Survival)	Science: Living things and their habitats.  <b>Lesson 6: Food Chains</b>  <b>LO:</b> To describe how animals get their food. <b>Y2:Sc: LT4</b> <b>Big Idea (Aspects):</b> <b>Nature</b> (Identification & classification, Nutrition, Survival) <b>Creativity</b> (Gather & record data) <b>Comparison</b> (Physical things) <b>Place</b> (Habitats)

	<b>Investigation</b> (Questioning, Observation) <b>Comparison</b> (Physical things, Physical things) <b>Humankind</b> (Staying safe)	conclude, Gather & record data) <b>Creativity</b> (Report & conclude, Gather & record data) <b>Comparison</b> (Physical things, Physical things) <b>Place</b> (Habitats) <b>Humankind</b> (Staying safe)	<b>Creativity</b> (Gather & record data) <b>Processes</b> (Earth) <b>Comparison</b> (Physical things) <b>Place</b> (Habitats)	<b>Humankind</b> (Staying safe)	<b>Investigation</b> (Observation) <b>Creativity</b> (Gather & record data) <b>Processes</b> (Earth) <b>Place</b> (Habitats)	
<b>Geog.</b>	<p>Geography: Would you prefer to live in a hot or cold place?</p> <p><b>Lesson 1: Where are the continents?</b></p> <p>LO: To name and locate the seven continents.  <b>KS1: Ge: LK1</b></p> <p><b>Big Idea (Aspects):</b>  <b>Place</b> (World, location, map)  Investigation (geographical resources, maps)</p>	<p>Geography: Would you prefer to live in a hot or cold place?</p> <p><b>Lesson 2: Where are the coldest places on Earth?</b></p> <p><b>LO:</b> To locate the North and South Poles.  <b>KS1: Ge: HP1</b></p> <p><b>Big Idea (Aspects):</b>  <b>Place</b> (World, location, map, position)  <b>Comparison</b> (Compare and contrast)  <b>Processes</b> (Climate and weather, physical processes)  <b>Nature</b> (physical features)  Investigation (geographical resources, maps)  <b>Significance</b> (significant places)</p>	<p>Geography: Would you prefer to live in a hot or cold place?</p> <p><b>Lesson 3: Where is the Equator?</b></p> <p><b>LO:</b> To locate the Equator on a world map.  <b>KS1: Ge: HP1</b></p> <p><b>Big Idea (Aspects):</b>  <b>Place</b> (World, location, map, position)  <b>Processes</b> (Climate and weather, physical processes)  <b>Nature</b> (physical features)  Investigation (geographical resources, maps)  <b>Significance</b> (significant places)</p>	<p>Geography: Would you prefer to live in a hot or cold place?</p> <p><b>Lesson 4: What is life like in a hot place?</b></p> <p><b>LO:</b> To compare the UK and Kenya.  <b>KS1: Ge: PK1</b></p> <p><b>Big Idea (Aspects):</b>  <b>Place</b> (World, location, map, position)  <b>Comparison</b> (Compare and contrast)  <b>Processes</b> (Climate and weather, physical processes)  <b>Nature</b> (physical features)  Investigation (geographical resources, maps)  <b>Significance</b> (significant places)  <b>Humankind</b> (physical features and landmarks)</p>	<p>Geography: Would you prefer to live in a hot or cold place?</p> <p><b>Lesson 5: Do we live in a hot or cold place?</b></p> <p>LO: To investigate local weather conditions.  <b>KS1: Ge: SF4</b></p> <p><b>Big Idea (Aspects):</b>  <b>Place</b> (World, location, map, position)  <b>Comparison</b> (Compare and contrast)  <b>Processes</b> (Climate and weather, physical processes)  Investigation (fieldwork and observation)</p>	<p>Geography: Would you prefer to live in a hot or cold place?</p> <p><b>Lesson 6: Would you prefer to live in a hot or cold place?</b></p> <p><b>LO:</b> To identify key features of hot and cold places.  <b>KS1: Ge: PK1</b></p> <p><b>Big Idea (Aspects):</b>  <b>Place</b> (World, location, map, position)  <b>Comparison</b> (Compare and contrast)  <b>Processes</b> (Climate and weather, physical processes)  <b>Nature</b> (physical features)  Investigation (geographical resources, maps)  <b>Materials</b> (natural and man-made materials)  <b>Humankind</b> (physical features and landmarks)</p>
<b>DT</b>	DT: Food – A balanced diet	DT: Food – A balanced diet	DT: Food – A balanced diet	DT: Food – A balanced diet		

	<b>Lesson 1: Hidden sugars in drinks</b>  <b>LO:</b> To know what makes a balanced diet  KS1:DT CN 1 KS1:DT CN 2 KS1:DT E 1  <b>Big Idea (Aspects):</b> <b>Nature (Nutrition)</b> <b>Nature (Origin of Food)</b> <b>Comparison (Compare &amp; Contrast)</b>	<b>Lesson 2: Taste testing combinations</b>  <b>LO:</b> To taste test food combinations  KS1:DT CN 1 KS1:DT CN 2 KS1:DT E 1  <b>Big Idea (Aspects):</b> <b>Nature (Nutrition)</b> <b>Nature (Origin of Food)</b> <b>Comparison (Compare and contrast)</b> <b>Significance (Significant People)</b>  <b>Creativity (Generation of ideas)</b> <b>Humankind (Everyday products)</b> <b>Investigation (Evaluate)</b>	<b>Lesson 3: Designing and making a wrap</b>  <b>LO:</b> To design a healthy wrap  KS1:DT CN 1 KS1:DT D 1 KS1:DT E 2  <b>Big Idea (Aspects):</b> <b>Nature (Nutrition)</b> <b>Nature (Origin of Food)</b> <b>Creativity (Generation of ideas)</b> <b>Investigation (Evaluate)</b> <b>Humankind (Staying Safe)</b>	<b>Lesson 4: Making and evaluating</b>  <b>LO:</b> To make a healthy wrap  KS1:DT CN 1 KS1:DT E 1 KS1:DT E 2  <b>Big Idea (Aspects):</b> <b>Nature (Nutrition)</b> <b>Nature (Food preparation &amp; Cooking)</b> <b>Nature (Origin of Food)</b> <b>Investigation (Investigation)</b> <b>Investigation (Evaluate)</b> <b>Creativity (Generation of ideas)</b> <b>Humankind (Staying Safe)</b>		
<b>FOREST SCHOOL</b>						
<b>PE</b>	<b>Ball Skills Hands 1</b>  <b>Lesson 1: Through the Gate</b>  <b>LO:</b> To accurately pass the ball through their gate apply the chest pass.	<b>Ball Skills Hands 1</b>  <b>Lesson 2: Postman Pat: Passing</b>  <b>LO:</b> To pass keeping possession of the ball	<b>Ball Skills Hands 1</b>  <b>Lesson 3: Keep moving: Introduce a defender</b>  <b>LO:</b> To combine dribbling, passing and receiving keeping possession to score a point.	<b>Dodging</b>  <b>Lesson 1: Protect the treasure</b>  <b>LO:</b> To avoid (dodge) the defender to score a point.	<b>Dodging</b>  <b>Lesson 2 Mud Monsters: Avoid the traps</b>  <b>LO:</b> To avoid the mud monster's traps to keep the defenders score as low as possible.	<b>Dodging</b>  <b>Lesson 3: Team dodgeball / danger dodgeball</b>  <b>LO:</b> To dodge the ball avoiding being hit.

<b>PSHE</b>	<p>Being me in my World</p> <p><b>Lesson 1: Hopes and Fears for the Year</b></p> <p><b>LO:</b> To identify some of my hopes and fears for this year  <b>Big Idea (Aspect)</b>  <b>Change (life changes)</b></p>	<p>Being me in my World</p> <p><b>Lesson 2: Rights and Responsibilities</b></p> <p><b>LO:</b> To understand the rights and responsibilities for being a member of my class and school.  <b>Big Idea (Aspect)</b>  <b>Investigation (School rules and community)</b>  <b>Nature (Rights of others)</b></p>	<p>Being me in my World</p> <p><b>Lesson 3: Rewards and Consequences</b></p> <p><b>LO:</b> To listen to other people and contribute my own ideas about rewards and consequences  <b>Big Idea (Aspect)</b>  <b>Nature (Rights of others)</b></p>	<p>Being me in my World</p> <p><b>Lesson 4: Rewards and Consequences</b></p> <p><b>LO:</b> To listen to other people and contribute my own ideas about rewards and consequences  <b>Big Idea (Aspect)</b>  <b>Nature (Rights of others)</b></p>	<p>Being me in my World</p> <p><b>Lesson 5: Our Learning Charter</b></p> <p><b>LO:</b> To understand how following the Learning Charter will help me and others learn  <b>Big Idea (Aspect)</b>  <b>Investigation (School rules and community)</b></p>	<p>Being me in my World</p> <p><b>Lesson 6: Owning our Learning Charter</b></p> <p><b>LO:</b> To recognise the choices I make and understand the consequences  <b>Big Idea (Aspect)</b>  <b>Nature (Rights of others)</b></p>
<b>Computing</b>	<p>Computing systems and networks – IT around us</p> <p><b>Lesson 1:</b></p> <p><b>LO:</b> To recognise the uses and features of information technology</p> <p><b>Big Idea (Aspect):</b>  <b>Place (Real world)</b></p>	<p>Computing systems and networks – IT around us</p> <p><b>Lesson 2:</b></p> <p><b>LO:</b> To identify the uses of information technology in the school</p> <p><b>Big Idea (Aspect):</b>  <b>Place (Real world)</b></p>	<p>Computing systems and networks – IT around us</p> <p><b>Lesson 3:</b></p> <p><b>LO:</b> To identify information technology beyond school</p> <p><b>Big Idea (Aspect):</b>  <b>Place (Real world)</b></p>	<p>Computing systems and networks – IT around us</p> <p><b>Lesson 4:</b></p> <p><b>LO:</b> To explain how information technology helps us</p> <p><b>Big Idea (Aspect):</b>  <b>Place (Real world)</b>  <b>Investigation (Networks)</b></p>	<p>Computing systems and networks – IT around us</p> <p><b>Lesson 5:</b></p> <p><b>LO:</b> To explain how to use information technology safely</p> <p><b>Big Idea (Aspect):</b>  <b>Place (Real world)</b>  <b>Humankind (Staying safe)</b></p>	<p>Computing systems and networks – IT around us</p> <p><b>Lesson 6:</b></p> <p><b>LO:</b> To recognise that choices are made when using information technology</p> <p><b>Big Idea (Aspect):</b>  <b>Place (Real world)</b>  <b>Humankind (Staying safe)</b></p>
<b>RE</b>	<p>Believing – Who is a Muslim and how do they live?</p>	<p>Believing – Who is a Muslim and how do they live?</p>	<p>Believing – Who is a Muslim and how do they live?</p>	<p>Believing – Who is a Muslim and how do they live?</p>	<p>Believing – Who is a Muslim and how do they live?</p>	<p>Believing – Who is a Muslim and how do they live?</p>

