



Medium Term Plan - Year 2 - Term 3

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.



Medium Term Plan - Year 2 - Term 3

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Class Text: <i>The Tale of Jemima Puddle-Duck</i> by Beatrix Potter						
English	<p>Non-fiction writing - to make observations about a chick's development.</p> <p>Instructions - to write instructions about how to look after a chick.</p> <p>Lesson 1: LO: To understand the main sequence of the story.</p> <p>Lesson 2: LO: To be able to answer, ask questions and find evidence.</p>	<p>Fact file - to write and present a fact file on different aspects of Beatrix Potter's life.</p> <p>Diary entry</p> <p>Lesson 1: LO: Use questions to prepare children to think about what they have read.</p> <p>Lesson 2: LO: To be able to write and present a fact file on different aspects of Beatrix Potter's life.</p>	<p>Advert - to write an advert for a safe place for Jemima to lay her egg.</p> <p>Lesson 1: LO: To find evidence and information.</p> <p>Lesson 2: LO: To be able to make a comparison between fiction and non-fiction texts.</p> <p>Lesson 3: LO: To write an advert for a safe place for Jemima to lay her eggs.</p>	<p>Chronological Diary</p> <p>Lesson 1: LO: To compare where Jemima lives to where the children live.</p> <p>Lesson 2: LO: To use comprehension questions to prepare children to think about what they have read.</p> <p>Lesson 3: LO: To be able to use the correct tense (past and present tense).</p>	<p>Script - to write a short script based on the story</p> <p>Lesson 1: LO: To read with fluency and expression.</p> <p>Lesson 2: LO: To be able to use an apostrophe for possession and omission.</p> <p>Lesson 3: LO: To write a short script based on the story changing one aspect.</p>	<p>Character Description</p> <p>Story about an animal character from their experience or imagination - to entertain</p> <p>Lesson 1: LO: To recognise key characteristics of the animals in the story.</p> <p>Lesson 2: LO: To write a description of the bushy long-tailed gentleman as if he had escaped.</p>



Medium Term Plan - Year 2 - Term 3

	Lesson 3: LO: To make observations about a chick's development.	Lesson 3: LO: To recognise different conjunctions and their effect in writing.	Lesson 4: LO: To be able to recognise different types of sentences. Lesson 5:	Lesson 4: LO: To write a simple chronological diary of how the chicks develop.	Lesson 4: LO: To perform their adapted story for others. Lesson 5:	Lesson 3: LO: To recognise different types of sentences using extracts from the text.
	Lesson 4: LO: To be able to recognise where correct punctuation is needed and why it is used. Lesson 5: LO: To write instructions about how to look after a chick.	Lesson 4: LO: To use more challenging vocabulary to extend understanding. Lesson 5: LO: To write a diary entry for Jemima.	LO: To make predictions using evidence from the text.	Lesson 5: LO: To find an alternative way of looking after the ugly duckling.	LO: To use comprehension questions to prepare children to think about what they have read.	Lesson 4: LO: To write story about an animal character from their experience or imagination. Lesson 5: LO: To understand the key messages of <i>The Tale of Jemima Puddle-Duck</i> .
SPAG	Word Classes 2 Adjectives to Adverbs using -ly Y2:G1.6	Word Classes 2 Adjectives to Adverbs using -ly Y2:G1.6	Apostrophes Singular possession Y2:G5.8	Apostrophes Singular possession Y2:G5.8	Apostrophes Singular possession Y2:G5.8	Assessment/Revision



Medium Term Plan - Year 2 - Term 3

Maths	Find different combinations of coins that equal the same amounts of money Y2:M4	Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change Y2:M5	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Y2:MD1	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs Y2:MD2	Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Y2:MD3	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Y2:MD4
Science	<p>Science: Uses of everyday materials.</p> <p>Lesson 1: Identifying Uses</p> <p>LO: To identify uses of different everyday materials Y2:Sc: EM1</p> <p>Big Idea (Aspect): Investigation(Questioning, Observation, Gather & record data) Creativity (Gather & record data)</p>	<p>Science: Uses of everyday materials.</p> <p>Lesson 2: Out and About</p> <p>LO: To identify and group the uses of everyday materials and record my observations. Sc:WS4 Sc:WS6 Y2:Sc: EM1</p> <p>Big Idea (Aspect): Investigation(Questioning,</p>	<p>Science: Uses of everyday materials.</p> <p>Lesson 3: Comparing Suitability</p> <p>LO: To compare the suitability of different everyday materials Y2:Sc: EM1</p> <p>Big Idea (Aspect): Investigation(Questioning, Observation) Processes (Changes)</p>	<p>Science: Uses of everyday materials.</p> <p>Lesson 4: Changing Shape</p> <p>LO: To explain how the shapes of objects made from some materials can be changed. Y2:Sc: EM2</p> <p>Big Idea (Aspect): Investigation(Questioning, Measurement, Investigation,</p>	<p>Science: Uses of everyday materials.</p> <p>Lesson 5: Recycling</p> <p>LO: To explain the process of recycling. Y2:Sc: EM2</p> <p>Big Idea (Aspect): Investigation(Questioning, Observation, Gather & record data) Creativity (Gather & record data) Processes (Changes)</p>	<p>Science: Uses of everyday materials.</p> <p>Lesson 6: Discovering New Materials</p> <p>LO: To tell you about the inventor John McAdam Big Idea (Aspect): Processes (Changes) Significance (Significant Events, Significant People)</p>



Medium Term Plan - Year 2 - Term 3

						Materials (Properties and Uses)
	Processes (Changes) Comparison (Physical things) Materials (Properties and Uses)	Observation, Gather & record data Creativity (Gather & record data) Processes (Changes) Comparison (Physical things) Materials (Properties and Uses)	Comparison (Physical things) Materials (Properties and Uses)	Observation, Report & conclude, Gather & record data Creativity (Report & conclude, Gather & record data) Processes (Changes) Comparison (Physical things) Materials (Properties and Uses)	Comparison (Physical things) Materials (Properties and Uses)	



Medium Term Plan - Year 2 - Term 3

Geog.	Geography: Why is our World wonderful?	Geography: Why is our World wonderful?	Geography: Why is our World wonderful?	Geography: Why is our World wonderful?	Geography: Why is our World wonderful?	Geography: Why is our World wonderful?
	Lesson 1: What are some of the UK's amazing features and landmarks?	Lesson 2: Where are some of the world's most amazing places?	Lesson 3: Where are our oceans?	Lesson 4: What is amazing about our local area?	Lesson 5: Why are natural habitats special?	Lesson 6: How can we look after natural habitats?
	LO: To identify geographical characteristics of the UK. KS1: Ge: LK2, SF2	LO: To locate some of the world's most amazing places. KS1: Ge: LK1, HP2 and 3, SF1 and 3	LO: To know the names of the five oceans and locate them on a map. KS1: Ge: LK1	LO: To understand how to draw human and physical features on a sketch map. KS1: Ge: HP2 and 3, SF3	LO: To investigate local habitats and record findings. KS1: Ge: SF4	LO: To understand how to present findings in a bar chart. KS1: Ge: HP2, SF4
	Big Idea (Aspect): Place (World, UK, map, position) Nature (physical features) Investigation (maps and books) Humankind (human features and landmarks)	Big Idea (Aspect): Place (World, UK, map) Nature (physical features) Investigation (maps and books) Humankind (human features and landmarks) Materials (natural and manmade)	Big Idea (Aspect): Place (World, map, location) Nature (physical features) Significance (significant places)	Big Idea (Aspect): Place (UK, map,) Nature (physical features) Humankind (human features and landmarks)	Big Idea (Aspect): Place (UK) Nature (environment) Investigation (fieldwork, data analysis) Materials (natural materials)	Big Idea (Aspect): Place (UK) Nature (environment, sustainability) Investigation (fieldwork, data analysis) Materials (natural materials) Change (geographical change)



Medium Term Plan - Year 2 - Term 3

DT	DT: Textiles – Pouches. Lesson 1: Running stitch LO: To sew a running stitch	DT: Textiles – Pouches. Lesson 2: Using a template LO: To sew a running stitch	DT: Textiles – Pouches. Lesson 3: Making a pouch LO: To join fabrics using a running stitch	DT: Textiles – Pouches. Lesson 4: Decorating a pouch LO: To decorate a pouch using fabric glue or stitching		
	KS1:DT M 1 Big Idea (Aspect): Materials (Cutting and joining textiles) Investigation (Investigation) Comparison (compare and contrast) Humankind (Everyday Products)	KS1:DT D 1 Big Idea (Aspect): Materials (Cutting and joining textiles) Investigation (Investigation)	KS1:DT M 2 Big Idea (Aspect): Materials (Cutting and joining textiles) Investigation (Investigation) Creativity (Generation of ideas)	KS1:DT E 2 Big Idea (Aspect): Materials (Cutting and joining textiles) Materials (Decorating and embellishing textiles) Investigation (Investigation) Investigation (Evaluate)		



Medium Term Plan - Year 2 - Term 3

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	
	LO: To listen to and analyse an orchestral version of a traditional story. KS1:MU3	LO: To listen to and analyse a film musical version of a traditional story. KS1:MU3	LO: To select appropriate sounds to match events, characters and feelings in a story. KS1:MU4	LO: To write a play script and select appropriate musical sounds to accompany it. KS1:MU4	LO: To perform a story script with accompanying music. KS1:MU4, KS1:MU2, KS1:MU1	
	Big Idea (Aspect): Investigation (Listening, Music appreciation)	Big Idea (Aspect): Investigation (Listening, Music appreciation)	Big Idea (Aspect): Creativity (Performance, Composition)	Big Idea (Aspect): Creativity (Composition)	Big Idea (Aspect): Creativity (Performance, Composition)	
PE	Games for understanding	Games for understanding	Games for understanding	Dance Explorers	Dance Explorers	Dance Explorers
	Lesson 1: Galaxy Attackers: Attacking tactics	Lesson 2: Galaxy Defenders: Defensive tactics	Lesson 3: Galaxy Stars: Competition	Lesson 1: Preparing for an expedition	Lesson 2 Travelling on our expedition	Lesson 3: Making a discovery
			LO: To create and apply simple tactics for attack and	LO: To create movements that represent an explorer		LO: To create movements that represent an



Medium Term Plan - Year 2 - Term 3

	LO: To create simple attacking tactics and apply these into a game.	LO: To create and apply simple tactics for attack and		preparing for an expedition.	LO: To create movements that represent an explorer	explorer making a discovery.
		defence and apply these into a game	defence and apply these into a game.		setting off for an expedition.	



Medium Term Plan - Year 2 - Term 3

PSHE	Dreams & Goals	Dreams & Goals	Dreams & Goals	Dreams & Goals	Dreams & Goals	Dreams & Goals
	Lesson 1: Goals to Success	Lesson 2: My Learning Strengths	Lesson 3: Learning with Others	Lesson 4: A Group Challenge	Lesson 5: Continuing Our Group Challenge	Lesson 6: Celebrating Our Achievement
	LO: To choose a realistic goal and think about how to achieve it Big Idea (Aspect): Creativity (vocabulary) Humankind (Wellbeing)	LO: To carry on trying (persevering) even when I find tasks difficult Big Idea (Aspect) Place (Diversity) Humankind (Setting goals)	LO: To recognise who I work well with and who it is more difficult for me to work with Big Idea (Aspect) Place (Diversity)	LO: To work well in a group to create an end product Big Idea (Aspect) Creativity (Speaking, listening and sharing)	LO: To explain some of the ways I worked well in my group to create the end product Big Idea (Aspect) Creativity (Speaking, listening and sharing)	LO: To know how to share success with other people Big Idea (Aspect) Creativity (vocabulary) Creativity (speaking and listening)



Medium Term Plan - Year 2 - Term 3

Computing	Programming A – Robot Algorithms Lesson 1: LO: To describe a series of instructions as a sequence Big Idea (Aspect): Processes (Physical interactions) Investigation (Data and computational thinking)	Programming A – Robot Algorithms Lesson 2: LO: To explain what happens when we change the order of instructions Big Idea (Aspect): Processes (Physical interactions)	Programming A – Robot Algorithms Lesson 3: LO: To use logical reasoning to predict the outcome of a program Big Idea (Aspect): Processes (Physical interactions)	Programming A – Robot Algorithms Lesson 4: LO: To explain that programming projects can have code and artwork Big Idea (Aspect): Processes (Physical interactions)	Programming A – Robot Algorithms Lesson 5: LO: To design an algorithm Big Idea (Aspect): Processes (Physical interactions) Investigation (Data and computational thinking)	Programming A – Robot Algorithms Lesson 6: LO: To create and debug a program that I have written Big Idea (Aspect): Processes (Physical interactions)
		Investigation (Data and computational thinking)	Investigation (Data and computational thinking)	Investigation (Data and computational thinking)		Investigation (Data and computational thinking)



Medium Term Plan - Year 2 - Term 3

RE	<p>Believing – Who is a Muslim and what do they believe? (Part 2)</p> <p>Lesson 1:</p> <p>LO: How and why do Muslims pray and worship at the mosque?</p> <p>Y2: Believing Lesson 1</p>	<p>Believing – Who is a Muslim and what do they believe? (Part 2)</p> <p>Lesson 2:</p> <p>LO: Mosques near where we live: What can we find out?</p> <p>Y2: Believing Lesson 2</p>	<p>Believing – Who is a Muslim and what do they believe? (Part 2)</p> <p>Lesson 3:</p> <p>LO: What can we learn from Muslim holy words?</p> <p>Y2: Believing Lesson 3</p>	<p>Believing – Who is a Muslim and what do they believe? (Part 2)</p> <p>Lesson 4:</p> <p>LO: What happens at the celebration of Eid-ul-Fitr, and why?</p> <p>Y2: Believing Lesson 4</p>	<p>Believing – Who is a Muslim and what do they believe? (Part 2)</p> <p>Lesson 5:</p> <p>LO: Who is a Muslim, and what do they believe?</p> <p>Y2: Believing Lesson 5</p>	
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