



Medium Term Plan - Year 2 - Term 5

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.



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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>Diary entry for Dad on Thursday evening.</p> <p>Theory for why Tuffy brought Thumper through the cat flap and into the house.</p> <p>Lesson 1: LO: To introduce the characters and how they may be feeling,</p> <p>Lesson 2: LO: To write a diary entry for Ellie's father on Thursday evening.</p> <p>Lesson 3: LO: To be able to use commas in lists.</p>	<p>Instructions for cleaning up the rabbit.</p> <p>Lesson 1: LO: To devise an aerial plan to show Ellie's father's route to return Thumper.</p> <p>Lesson 2: LO: To write instructions for cleaning up a toy rabbit.</p> <p>Lesson 3: LO: To be able to refine and learn to use proofreading and editing skills.</p> <p>Lesson 4: LO: To present information in a simple table or pictogram.</p> <p>Lesson 5:</p>	<p>Write a blurb for a sequel to <i>The Diary of a Killer Cat</i>.</p> <p>Lesson 1: LO: To compare the writing style of <i>The Diary of a Killer Cat</i> with other texts.</p> <p>Lesson 2: LO: To use test framework questions to prepare to think about what they have read.</p> <p>Lesson 3: LO: To recreate a dance to show different ways cats might move.</p> <p>Lesson 4: LO: To write the blurb for a sequel to <i>The Diary of a Killer Cat</i>.</p>	<p>Letter from the vet to Ellie's family.</p> <p>Lesson 1: LO: To create a disguise for Tuffy.</p> <p>Lesson 2: LO: To make a chart of what is alive, what is dead and what has never been alive.</p> <p>Lesson 3: LO: To use test framework questions to prepare children to think about what they have read.</p> <p>Lesson 4: LO: To write a letter from the vet to Ellie's family.</p>	<p>Pamphlet for a new cat owner on how to look after their pet.</p> <p>Lesson 1: LO: To plan Thumper's funeral.</p> <p>Lesson 2: LO: To make a class timeline to show the different ways cats have been represented in history.</p> <p>Lesson 3: LO: To write a pamphlet for a new cat owner on how to look after their pet.</p>	<p>Letter from Ellie to her grandpa explaining the misunderstanding with Tuffy, detailing what Tuffy is and isn't guilty of.</p> <p>Lesson 1: LO: To be able to use the progressive form of verbs.</p> <p>Lesson 2: LO: To draw and paint different kinds of domestic cats using colours and patterns.</p> <p>Lesson 3: LO: To look at different reasons why you might like to have a cat as a pet – or not.</p>



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	<p>Lesson 4: LO: To be able to ask and answer questions and find evidence.</p> <p>Lesson 5: LO: To write a theory of why they think Tuffy brought Thumper through the cat flap.</p>	<p>LO: To recognise punctuation errors and correct an extract.</p>	<p>Lesson 5: LO: To be able to use coordinating conjunctions.</p>	<p>Lesson 5: LO: To be able to recognise and use noun phrases.</p>	<p>Lesson 4: LO: To use test framework questions to prepare children to think about what they have read.</p> <p>Lesson 5: LO: To use discussion skills to explore and answer 'what is fair?'</p>	<p>Lesson 4: LO: To write a letter from Ellie to her grandpa.</p> <p>Lesson 5: LO: To decide whether Tuffy is a killer cat.</p>
SPAG	<p>Suffixes 2 -er and -est Y2:G.6.3</p>	<p>Suffixes 2 -er and -est Y2:G.6.3</p>	<p>Suffixes 2 -er and -est Y2:G.6.3</p>	<p>SPAG Revision</p>	<p>SPAG Revision</p>	<p>SPAG Revision</p>
Maths	<p>Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Y2:F1</p>	<p>Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. Y2:F2</p>	<p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); Y2:M1</p>	<p>Compare and order lengths and record the results using >, < and = Y2:M2</p>	<p>Order and arrange combinations of mathematical objects in patterns and sequences Y2:PD1</p>	<p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). Y2:PD2</p>



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Science	<p>Science: Plants</p> <p>Lesson 1: What Do Plants Need to Grow?</p> <p>LO: To design and set up a test to find out what plants need to stay healthy. Sc:WS2</p> <p>Big Idea (Aspect): Nature (Identification & classification, Parts & function) Investigation(Questioning, Measurement, Investigation) Change (Living things)</p>	<p>Science: Plants</p> <p>Lesson 2: What's Inside a Seed?</p> <p>LO: To look closely at the parts of a seed that will grow into a plant and explain how it will germinate. Sc:WS3 , Y2:Sc: P1</p> <p>Big Idea (Aspect): Nature (Identification & classification, Parts & function) Investigation(Questioning, Measurement, Investigation) Change (Living things)</p>	<p>Science: Plants</p> <p>Lesson 3: Life Cycle of a Plant</p> <p>LO: To describe the life cycle of a plant. Sc:WS5, Y2:Sc: P1</p> <p>Big Idea (Aspect): Nature (Identification & classification, Parts & function) Investigation(Questioning, Measurement) Change (Living things)</p>	<p>Science: Plants</p> <p>Lesson 4: What Do Plants Need to Stay Healthy? Part 1</p> <p>LO: To explain what plants need to grow and stay healthy. Sc:WS6, Y2:Sc: P2</p> <p>Big Idea (Aspect): Nature (Identification & classification, Parts & function) Investigation(Questioning, Measurement, Observation, Report & conclude) Creativity (Report & conclude) Change (Living things)</p>	<p>Science: Plants</p> <p>Lesson 5: What Do Plants Need to Stay Healthy? Part 2</p> <p>LO: To describe what happens if plants don't get all the things they need. Sc:WS5, Y2:Sc: P2</p> <p>Big Idea (Aspect): Change (Living things) Nature (Parts & function) Investigation(Questioning, Measurement, Observation, Report & conclude) Creativity (Report & conclude)</p>	<p>Science: Plants</p> <p>Lesson 6: How Do Plants Grow in Hot, Dry or Cold Places?</p> <p>LO: To explain how plants are suited to their habitats. Sc:WS2, Y2:Sc: P1</p> <p>Big Idea (Aspect): Change (Living things) Nature (Identification & classification, Parts & function) Investigation(Questioning, Measurement, Observation) Processes(Earth) Place (Habitats)</p>
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<p>Geog.</p>	<p>Geography: What is it like to live by the coast?</p> <p>Lesson 1: Where are the seas and oceans surrounding the UK?</p> <p>LO: To locate the seas and oceans surrounding the UK. KS1: Ge: LK2, SF1</p> <p>Big Idea (Aspect): Place (UK, map) Nature (physical features) Significance (significant places)</p>	<p>Geography: What is it like to live by the coast?</p> <p>Lesson 2: What is the coast?</p> <p>LO: To explain what the coast is. KS1: Ge: HP2, SF1</p> <p>Big Idea (Aspect): Place (UK, map) Nature (physical features) Significance (significant places)</p>	<p>Geography: What is it like to live by the coast?</p> <p>Lesson 3: What are the features of the Jurassic Coast?</p> <p>LO: To identify the physical features of the coast. KS1: Ge: HP2</p> <p>Big Idea (Aspect): Place (UK, map, location) Processes (physical processes) Nature (physical features) Investigation (geographical resources) Significance (significant places) Humankind (human features and landmarks)</p>	<p>Geography: What is it like to live by the coast?</p> <p>Lesson 4: How do people use Weymouth?</p> <p>LO: To identify human features of the coast. KS1: Ge: HP2 and 3</p> <p>Big Idea (Aspect): Nature (physical features) Investigation (observation) Significance (significant places) Humankind (human features and landmarks, settlements and land use)</p>	<p>Geography: What is it like to live by the coast?</p> <p>Lesson 5: How do people use our local coast? (data collection)</p> <p>LO: To investigate how people use the local coast. KS1: Ge: HP2 and 3, SF4</p> <p>Big Idea (Aspect): Nature (physical features) Investigation (geographical resources, fieldwork) Humankind (human features and landmarks, settlements and land use)</p>	<p>Geography: What is it like to live by the coast?</p> <p>Lesson 6: How do people use our local coast? (findings)</p> <p>LO: To present findings on how people use the local coast. KS1: Ge: SF4</p> <p>Big Idea (Aspect): Nature (physical features) Investigation (geographical resources, fieldwork) Humankind (human features and landmarks, settlements and land use)</p>
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<p>DT</p>	<p>DT: Mechanisms – Making a moving monster.</p> <p>Lesson 1: Pivots, levers and linkages</p> <p>LO: To look at objects and understand how they move</p> <p>KS1:DT E 1 KS1:DT TK 2</p> <p>Big Idea (Aspect): Humankind (Everyday products)</p> <p>Processes (mechanism and movement) Comparison (compare and contrast) Investigation (Evaluate)</p>	<p>DT: Mechanisms – Making a moving monster.</p> <p>Lesson 2: Making linkages</p> <p>LO: To look at objects and understand how they move</p> <p>KS1:DT E 1 KS1:DT TK 2</p> <p>Big Idea (Aspect): Humankind (Staying Safe)</p> <p>Investigation (Investigation) Investigation (Evaluate) Materials (materials for purpose) Creativity (Generation of ideas) Processes (mechanism and movement)</p>	<p>DT: Mechanisms – Making a moving monster.</p> <p>Lesson 3: Designing my monster</p> <p>LO: To explore different design options</p> <p>KS1:DT D 1 KS1:DT D 2 KS1:DT E 2</p> <p>Big Idea (Aspect): Creativity (Generation of ideas) Investigation (Evaluate) Processes (mechanism and movement)</p>	<p>DT: Mechanisms – Making a moving monster.</p> <p>Lesson 4: Making my monster</p> <p>LO: To make a moving monster</p> <p>KS1:DT M 2 KS1:DT TK 2</p> <p>Big Idea (Aspect): Humankind (Staying Safe)</p> <p>Investigation (Investigation) Investigation (Evaluate) Materials (Materials for purpose) Processes (mechanism and movement)</p>		
<p>FOREST SCHOOL</p>	<p>Linked to our Science work on plants</p>	<p>Linked to our Science work on plants</p>	<p>Linked to our Science work on plants</p>	<p>Linked to our Science work on plants</p>	<p>Linked to our Science work on plants</p>	<p>Linked to our Science work on plants</p>



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<p>PE</p>	<p>Rackets, Bats & Balls Lesson 1: Cannonball</p> <p>LO: To develop their ability to hit the ball towards a target, using a racket, with power and accuracy</p>	<p>Rackets, Bats & Balls Lesson 3: Wall Ball: Hit the target</p> <p>LO: To develop their understanding of why we need to be accurate when hitting a ball</p>	<p>Rackets, Bats & Balls Lesson 2: Three T Cricket</p> <p>LO: To develop their understanding of why we need to hit (strike) the ball into space in order to win a game</p>	<p>Health & Well Being Lesson 1: Agility Lights</p> <p>LO: To understand why they need be agile when they move.</p>	<p>Health & Well Being Lesson 2: Colour combination</p> <p>LO: To apply their understanding of why they need to be agile when they move</p>	<p>Health & Well Being Lesson 3: Coordination traps</p> <p>LO: To dribble around the space avoiding making contact with a trap or the defenders.</p>
<p>PSHE</p>	<p>Relationships Lesson 1: Families</p> <p>LO: To identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</p> <p>Big Idea (Aspect): Place (Place in the world)</p>	<p>Relationships Lesson 2: Keeping Safe - exploring physical contact</p> <p>LO: To understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</p> <p>Big Idea (Aspect): Humankind (Wellbeing) Humankind (Staying Safe)</p>	<p>Relationships Lesson 3: Friends and Conflict</p> <p>LO: To identify some of the things that cause conflict with my friends</p> <p>Big Idea (Aspect): Humankind (Wellbeing)</p>	<p>Relationship Lesson 4: Secrets</p> <p>LO: To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>Big Idea (Aspect): Comparison (Compare and contrast)</p>	<p>Relationships Lesson 5: Trust and Appreciation</p> <p>LO: To recognise and appreciate people who can help me in my family, my school and my community</p> <p>Big Idea (Aspect): Significance (Special people)</p>	<p>Relationships Lesson 6: Celebrating My Special Relationships</p> <p>LO: To express my appreciation for the people in my special relationships</p> <p>Big Idea (Aspect): Significance (Special people)</p>



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<p>Computing</p>	<p>Creating media – Digital Music</p> <p>Lesson 1:</p> <p>LO: To say how music can make us feel</p> <p>Big Idea (Aspect):</p> <p>Humankind (Staying safe) Place (Digital world)</p>	<p>Creating media – Digital Music</p> <p>Lesson 2:</p> <p>LO: To identify that there are patterns in music</p> <p>Big Idea (Aspect):</p> <p>Place (Digital world) Materials (Software) Creativity (Creation)</p>	<p>Creating media – Digital Music</p> <p>Lesson 3:</p> <p>LO: To experiment with sound using a computer</p> <p>Big Idea (Aspect):</p> <p>Place (Digital world) Materials (Software) Creativity (Creation)</p>	<p>Creating media – Digital Music</p> <p>Lesson 4:</p> <p>LO: To use a computer to create a musical pattern</p> <p>Big Idea (Aspect):</p> <p>Place (Digital world) Materials (Software) Creativity (Creation)</p>	<p>Creating media – Digital Music</p> <p>Lesson 5:</p> <p>LO: To create music for a purpose</p> <p>Big Idea (Aspect):</p> <p>Place (Digital world) Materials (Software) Creativity (Creation)</p>	<p>Creating media – Digital Music</p> <p>Lesson 6:</p> <p>LO: To review and refine our computer work</p> <p>Big Idea (Aspect):</p> <p>Place (Digital world) Materials (Software) Creativity (Creation)</p>
<p>RE</p>	<p>Gospel – What is the ‘good news’ that Jesus brings?</p>	<p>Gospel – What is the ‘good news’ that Jesus brings?</p>	<p>Gospel – What is the ‘good news’ that Jesus brings?</p>	<p>Gospel – What is the ‘good news’ that Jesus brings?</p>	<p>Gospel – What is the ‘good news’ that Jesus brings?</p>	<p>Gospel – What is the ‘good news’ that Jesus brings?</p>