



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
Class Text: Fantastic Mr Fox by Roald Dahl						
English	Fact File Lesson 1: LO: To introduce the characters of the book and understand how words can be used to describe what someone is like. Lesson 2: To make up their own funny poem or song about Boggis, Bunce and Bean.	Newspaper Report Lesson 1: LO: To use evidence from the text to find answers. Lesson 2: LO: To use test framework questions to prepare children to think about what they have read.	Lesson 1: LO: To understand the main sequence of the story and re-enact what they have read so far using sound effects. Lesson 2: LO: To use more challenging vocabulary to extend understanding.	Non-Fiction Lesson 1: LO: To be able to create a simple map with a key to represent where the Foxes went. Lesson: 2 LO: To make a 3D representation of their maps.	Poetry Lesson 1: LO: To use test framework questions to prepare children to think about what they have read. Lesson 2: LO: To make a pictorial representation of the great feast.	Narrative Lesson 1: LO: To answer questions and make predictions. Lesson 2: LO: To write a letter for one of the Small Foxes to their Grandmother.



Medium Term Plan - Year 2 - Term 1

	<p>Lesson 3: To write a fact file about a fox.</p> <p>Lesson 4: To be able to recreate a character.</p> <p>Lesson 5: To be able to recognise where correct punctuation is needed and why it is used.</p>	<p>Lesson 3: LO: To recreate the setting the foxes have found themselves in and to think about how they might be feeling.</p> <p>Lesson 4: LO: To be able to use sentences with different forms.</p> <p>Lesson 5: LO: To write a newspaper report.</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 understand the main differences between fiction and non-fiction texts.</p> <p>Lesson 5: LO: To be able to use an apostrophe for possession.</p>	<p>Lesson 3: LO: Write a non-fiction text about one of the other animals in the story and proofread and edit their own work.</p> <p>Lesson 4: LO: To be able to use regular noun suffixes –s and –es.</p> <p>Lesson 5: LO: To be able to answer, ask questions and find evidence.</p>	<p>Lesson 3: LO: To learn a poem by heart.</p> <p>Lesson 4: LO: Write a published poem about a Fox.</p> <p>Lesson 5: LO: To be able to use suffixes –er and –est in adjectives.</p>	<p>Lesson 3: LO: To write a dictated sentence.</p> <p>Lesson 4: LO: 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.</p> <p>Lesson 5: LO: To use discussion skills to explore and answer 'what makes someone fantastic?'</p>
SPAG	<p>Ready to Write</p> <p>Capital Letters Y2:G5.1 Full Stops Y2:G5.2</p>	<p>Ready to Write</p> <p>Question Marks Y2:G5.3 Exclamation Marks Y2:G5.4</p>	<p>Ready to Write</p> <p>Question Marks Y2:G5.3 Exclamation Marks Y2:G5.4</p>	<p>Commas</p> <p>Commas in a list Y2:G5.5</p>	<p>Word Classes</p> <p>Noun Phrases Y2:G3.2</p>	<p>Assessments/Revision</p>



Medium Term Plan - Year 2 - Term 1

Maths	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward Y2:NP1	Recognise the place value of each digit in a two-digit number (tens, ones) Y2:NP2 Identify, represent and estimate numbers using different representations, including the number line. Y2:NP3	Compare and order numbers from 0 up to 100; use <, > and = signs Y2:NP4 Read and write numbers to at least 100 in numerals and in words Y2:NP5	Read and write numbers to at least 100 in numerals and in words Y2:NP5 Use place value and number facts to solve problems. Y2:NP6	Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures Y2:AS1	Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods Y2:AS2
Science	Science: Living things and their habitats. Lesson 1: Living, Dead and Never Alive LO: To compare the differences between things that are living, dead and have never been alive and answer questions about them. Sc:WS5 Y2:Sc: LT1 Big Idea (Aspects): Nature (Identification & classification, Survival)	Science: Living things and their habitats. Lesson 2: Local Habitats LO: 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. Sc:WS4 Y2:Sc: LT3 Big Idea (Aspects): Nature (Identification & classification) Investigation (Questioning, Observation, Report &	Science: Living things and their habitats. Lesson 3: Microhabitats LO: To identify animals in their habitats and use information I have gathered to answer a question. Sc:WS6 Y2:Sc: LT3 Big Idea (Aspects): Nature (Identification & classification) Investigation (Questioning, Investigation, Gather & record data)	Science: Living things and their habitats. Lesson 4: World Habitats LO: To describe a habitat and identify animals live in it and ask and answer questions about habitats. Sc:WS1 Y2:Sc: LT2 Big Idea (Aspects): Nature (Identification & classification, Survival) Processes (Earth, Earth) Place (Habitats)	Science: Living things and their habitats. Lesson 5: Living, Dead and Never Alive LO: To identify how an animal is suited to its habitat and explain how living things in a habitat depend on each other. Y2:Sc: LT2 Big Idea (Aspects): Nature (Identification & classification, Nutrition, Survival)	Science: Living things and their habitats. Lesson 6: Food Chains LO: To describe how animals get their food. Y2:Sc: LT4 Big Idea (Aspects): Nature (Identification & classification, Nutrition, Survival) Creativity (Gather & record data) Comparison (Physical things) Place (Habitats)



Medium Term Plan - Year 2 - Term 1

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



Medium Term Plan - Year 2 - Term 1

		Processes (Climate and weather, physical processes) Nature (physical features) Investigation (geographical resources, maps) Significance (significant places)	Investigation (geographical resources, maps) Significance (significant places)	Processes (Climate and weather, physical processes) Nature (physical features) Investigation (geographical resources, maps) Significance (significant places) Humankind (physical features and landmarks)	Processes (Climate and weather, physical processes) Investigation (fieldwork and observation)	Processes (Climate and weather, physical processes) Nature (physical features) Investigation (geographical resources, maps) Materials (natural and man-made materials) Humankind (physical features and landmarks)
DT	DT: Food – A balanced diet Lesson 1: Food Groups To recognise foods and their food groups. KS1:DT CN 1 Big Idea (Aspects): Nature (Nutrition) Nature (Origin of Food)	DT: Food – A balanced diet Lesson 2: Balanced Meals LO: To identify the balance of food groups in a meal. KS1:DT CN 1 Big Idea (Aspects): Nature (Nutrition) Nature (Origin of Food) Comparison (Compare and contrast)	DT: Food – A balanced diet Lesson 3: Preparing ingredients LO: To identify an appropriate piece of equipment to prepare a given food. KS1:DT M 1 Big Idea (Aspects): Nature (Nutrition)	DT: Food – A balanced diet Lesson 4: Taste Testing Ingredients LO: To select balanced combinations of ingredients. KS1:DT M 2 Big Idea (Aspects): Nature (Nutrition)	DT: Food – A balanced diet Lesson 5: Planning Recipes LO: To design based on criteria. KS1:DT CN 1 Big Idea (Aspects): Nature (Nutrition) Nature (Origin of Food)	DT: Food – A balanced diet Lesson 5: Creating and Evaluating Wraps LO: To evaluate a dish based on design criteria. KS1:DT CN 1 Big Idea (Aspects): Nature (Nutrition)



Medium Term Plan - Year 2 - Term 1

	Comparison (Compare & Contrast)	Humankind (Everyday products)	Nature (Origin of Food) Investigation (Evaluate) Humankind (Staying Safe)	Nature (Food preparation & Cooking) Nature (Origin of Food) Investigation (Investigation) Investigation (Evaluate) Creativity (Generation of ideas) Humankind (Staying Safe)	Investigation (Investigation) Investigation (Evaluate) Creativity (Generation of ideas) Humankind (Staying Safe)	Nature (Food preparation & Cooking) Nature (Origin of Food) Investigation (Investigation) Investigation (Evaluate) Creativity (Generation of ideas) Humankind (Staying Safe)
MUSIC	<p>Music: West African call and response song</p> <p>Lesson 1: Going on safari</p> <p>LO: To create short sequences of sound.</p> <p>KS1:MU1, MU2, MU3, MU4</p> <p>Big Idea (Aspects): Creativity (Performance, Composition)</p>	<p>Music: West African call and response song</p> <p>Lesson 2: Rhythmic safari</p> <p>LO: To copy a short rhythm and recognise simple notation.</p> <p>KS1:MU1, MU2, MU3, MU4</p> <p>Big Idea (Aspects): Creativity (Pulse and rhythm, Notation)</p>	<p>Music: West African call and response song</p> <p>Lesson 3: Call and response</p> <p>LO: To learn a traditional song from Ghana.</p> <p>KS1:MU1, MU2, MU3, MU4</p> <p>Big Idea (Aspects):</p>	<p>Music: West African call and response song</p> <p>Lesson 4: Rhythmic response</p> <p>LO: To create rhythms based on 'call and response'.</p> <p>KS1:MU1, MU2, MU3, MU4</p> <p>Big Idea (Aspects):</p>	<p>Music: West African call and response song</p> <p>Lesson 5: The safari event</p> <p>LO: To add dynamics (volume) to a structure of rhythms.</p> <p>KS1:MU1, MU2, MU3, MU4</p> <p>Big Idea (Aspects):</p>	<p>Music: West African call and response song</p> <p>Lesson 1: Going on safari</p> <p>LO: To create short sequences of sound.</p> <p>KS1:MU1, MU2, MU3, MU4</p> <p>Big Idea (Aspects): Creativity (Performance, Composition)</p>



Medium Term Plan - Year 2 - Term 1

	Investigation (Listening)		Creativity (Performance, Singing, Pulse and rhythm)	Creativity (Performance, Pulse and rhythm, Composition)	Creativity (Performance, Pulse and rhythm, Composition)	Investigation (Listening)
PE	Ball Skills Hands 1 Lesson 1: Through the Gate LO: To accurately pass the ball through their gate apply the chest pass.	Ball Skills Hands 1 Lesson 2: Postman Pat: Passing LO: To pass keeping possession of the ball	Ball Skills Hands 1 Lesson 3: Keep moving: Introduce a defender LO: To combine dribbling, passing and receiving keeping possession to score a point.	Dodging Lesson 1: Protect the treasure LO: To avoid (dodge) the defender to score a point.	Dodging Lesson 2 Mud Monsters: Avoid the traps LO: To avoid the mud monster's traps to keep the defenders score as low as possible.	Dodging Lesson 3: Team dodgeball / danger dodgeball LO: To dodge the ball avoiding being hit.
PSHE	Being me in my World Lesson 1: Hopes and Fears for the Year LO: To identify some of my hopes and fears for this year Big Idea (Aspect)	Being me in my World Lesson 2: Rights and Responsibilities LO: To understand the rights and responsibilities for being a member of my class and school. Big Idea (Aspect)	Being me in my World Lesson 3: Rewards and Consequences LO: To listen to other people and contribute my own ideas about rewards and consequences Big Idea (Aspect)	Being me in my World Lesson 4: Rewards and Consequences LO: To listen to other people and contribute my own ideas about rewards and consequences Big Idea (Aspect)	Being me in my World Lesson 5: Our Learning Charter LO: To understand how following the Learning Charter will help me and others learn Big Idea (Aspect)	Being me in my World Lesson 6: Owning our Learning Charter LO: To recognise the choices I make and understand the consequences Big Idea (Aspect)

[illegible]