**Year 2 Medium Term Planning Spring**

**Literacy**

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| **Fiction** | **Traditional tales from a variety of cultures** Read & compare Hansel & Gretel & Baba Yaga using drama & story maps. Discuss joining sentences using or, and or but. Chn write witch stories using story pegs to plan. Introduce some ‘story language’ & encourage interesting endings.Grammar focus:1. Use conjunctions ‘and’, ‘or’, ‘but’ to join sentences 2. Use ‘when’, ‘because’, ‘if’, ‘where’ etc. to create subordinate clauses.3. Demarcate sentences using capital letters, full stops, question or exclamation marks**Stories involving fantasy** The children are introduced to The Dragon Machine by Helen Ward and other well-known dragon stories. They create a dragon and write similes to describe it. They then write dragon stories with a focus on using conjunctions to write longer sentences.Grammar focus:1. Use adjectives to describe nouns2. Use conjunctions ‘and’, ‘or’, ‘but’ to join sentences 3. Use conjunctions (when, if, because) to add subordinate clauses |
| **Non-Fiction** | **Instructions** Use Instruction texts to introduce chn to writing instructions. Explore features of instructions including bossy verbs. Identify exciting tricky words & discuss how to decode them. Chn write instructions using stimulus of map of Fairy-tale Land.Grammar focus: 1. Demarcate sentences using capital letters, full stops, question or exclamation marks.2. Verbs and sequencing.**Recounts**Based on the lovely story Diary of a Wombat, chn use conjunctions to expand sentences before writing their own recounts in a diary form about an English animal. Grammar focus: 1. Learn how to use punctuation correctly, including capital letters, full stops, question or exclamation marks.2. Use conjunctions ‘and’, ‘or’, ‘but’ to join sentences 3. Use ‘when’, ‘because’, ‘if’, ‘where’ etc. to create subordinate clauses. |
| **Poetry** | **The Senses**Explore the senses through poetry. Read a range of different poems and learn some by heart. Go on a poetry walk to the playground or nature area to collect some wonderful describing words. Write simple poems using adjectives and adjectival phrases.Grammar focus:1. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns2. Use and understand grammar terminology 3. Use ‘when’, ‘if’, ‘that’, ‘because’ to create subordinate clauses.**Humorous poems**This unit is based around the wonderful poem, Aliens Stole My Underpants. Chn will memorise and perform this poem, describe objects to aliens using adjectives before finally writing their own alien poems.Grammar focus:1. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns2. Use and understand grammar terminology |

**Maths**

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| **Number and place value** | * Mark 2-digit numbers on a landmarked line (labelled in 10s).
* Compare numbers using the symbols < and >.
* Identify properties of numbers and use this to sort them.
* Solve logic problems.
* Use ordinal numbers in context up to 10th and beyond
* Solve problems using ordinal numbers
* Round 2-digit numbers to nearest multiple of 10.
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| **Addition and subtraction**  | * Add a single-digit number to a 2-digit number, bridging 10.
* Subtract a single-digit number from a 2-digit number, bridging 10.
* Use number facts to add and subtract.
* Use number facts or place value to add and subtract
* Add 2-digit numbers using a number grid and Spider
* Add 2-digit numbers where the ones will cross the 10s barrier using known facts
* Use a landmarked line to add 2-digit numbers
* Take bigger jumps when adding using the number line
* Subtract 2-digit numbers using a number grid where the ones do not cross a 10s barrier
* Subtract 2-digit numbers using a landmarked number line
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| **Money and Measures**  | * Compare weights and measure weight using uniform non-standard units
* Know that weight can be measured in kg and g.
* Measure weights to the nearest 100g using 100g weights
* Compare objects with the 100g and kg weights and develop a sense of how heavy these weights are.
* Telling the time to the quarters
* Have an idea of the length of 15, 30 and 60 seconds.
* Have a sense of the length of a minute.
* Time events in minutes.
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| **Multiplication and division**  | * Count in 2s, 5s and 10s from any number to 100.
* Recognise multiples of 2, 5 and 10.
* Describe patterns.
* Begin to investigate general statements
* Understand multiplication as repeated addition.
* Record multiplication facts for the 5 times table.
* Use multiplication and division sen10ces to describe an array and groups of numbers on a number line.
* Understand grouping and lots of as one model of division.
* Begin to understand that division can leave some left over
* Imagine what action would be needed to solve a word problem and decide what calculation is necessary (multiplication or division).
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| **Number and fraction** | * Make comparisons about two 2-digit numbers
* Describe properties of numbers and locate numbers on a number line
* Find a number in-between 2 given numbers
* Understand why and how we round numbers
* Round numbers to the nearest 10
* Find ½ and ¼ of numbers by sharing objects between groups of 2 and 4.
* Find ½ and ¼ by sharing and by using some number facts
* Find ½, ¼ and 1/3 of amounts by sharing and using number facts
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| **Addition and subtraction** | * Add 2-digit numbers using a number grid and spider to add the 10s and then the ones.
* Write addition number sentences
* Add, crossing the 10s barrier
* Subtract 2-digit numbers where the number being subtracted has fewer ones than the number being subtracted from
* Use a number grid and spider to take away 10s first and then ones
* Find change from 50p using pairs to 10.
* Find change by counting up to find a difference.
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| **Measures and Data** | * Estimate and measure capacity in cupful’s.
* Begin to have a sense of a litre and make comparisons between other amounts.
* Estimate which containers hold more or less than a litre.
* Draw and interpret a block graph.
* Draw and interpret a pictogram
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| **Multiplication and division** | * Understand arrays and the facts that can be found from them
* Work out multiplication/division using beaded lines and ringing groups or lots
* Work out multiplication/division using beaded lines and drawing hops
* Draw arrays and create their own multiplication word problems
* Use beaded lines/landmarked lines to work out multiplication problems
* Draw arrays and create their own division word problems
* Understand that division is the inverse of multiplication
* Sort word problems into division and multiplication
* Understand that division is the inverse of multiplication and use this to check answers
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| **Addition and subtraction** | * Add 5 small numbers spotting pairs to 10 or doubles
* Sort additions according to whether they are known facts or need to be worked out
* Work out additions using different methods
* Sort subtractions according to whether they are known facts or need to be worked out
* Work out subtractions using different methods
* Subtracting two 2-digit numbers (where units are smaller in the number being taken away) using the grid and Spider
* Decide whether a word problem requires addition or subtraction to solve it
* Solve addition/subtraction word problems using Spider and number grid
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| **Mental addition and subtraction and Money** | * Subtract 2-digit numbers laying either side of a multiple of 10 by counting up.
* Subtract two-digit numbers lying either side of a multiple of 10 by counting up and finding the difference using a landmarked line
* Begin to sort subtractions choosing either to counting up (finding the difference) or counting back.
* Use counting up to subtract amounts
* Use a number square to support
* Recognise coins
* Use coins to make 2-digit amounts
* Add 2-digit money amounts using partitioning
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**Creative Curriculum**

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| **The Great fire of London** | **Story of the Great Fire of London***The great fire of London workshop… history off the page.* | **History**Be taught about events beyond living memory that are significant nationally. Know where the people and events fit within a chronological framework and identify similarities and differences between ways of life in different periods.**Literacy**Ask relevant questions to extend their understanding and knowledge. Write about real events. Find answers to these questions by reading non-fiction books. Learn about the structure of non-fiction books - contents page, index, glossary, sub-headings. |
| **The houses of London 1666** | **DT**Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups + ICT.Build structures, exploring how they can be made stronger, stiffer and more stable. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a range of materials, including textiles according to their characteristics. **History** Understand some of the ways in which we find out about the past and identify different ways in which it is represented.**Science** Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, and metal. Describe the simple physical properties of everyday materials.**Literacy**To justify ideas with reasons, beginning to give well-structured descriptions and explanations. |
| **Fire Safety then and now***Visit from fire fighter* | **History**Compare firefighting today and the 17th Century. Learn about fire fighting during the Great Fire of London.Recognise how the fire started. Understand what happened as a result of the fire. Understand that the ways we communicate today is different to the 17th Century. **English**Listen to stories that tell you about people and the past and participate in discussions. Role-play an emergency call. Create a poster that describes safety tips. Vary writing to suit purpose of the listener.  |
| **Samuel Pepys and John Evelyn, famous diarists.** | **History**Know where the people and events fit within a chronological framework. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.**English**Participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Write about real events. |

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| **From farm to fork** | **As Linguists**We will read a selection of texts based on food, including *Hazel and Gretel,* We will look at different sets of food instructions and analyse and evaluate them. We will use cooking to write our own instructions into a recipe book.**As historians**We will use a range of resources including the internet, books, interviews and questionnaires to find out about the differences in our diet in the past and in modern times. We will create some questions to answer about food in the past. We will investigate that food that was available to people in the past may not be the same as food available now. **As geographers** We will learn that foods are grown and eaten in different localities and vary for reasons that include climate and culture. We will identify the weather and climatic conditions of different localities affect the food that is produced and eaten. We will consider the food that is grown and eaten in the U.K. and compare it to other countries. We will use a range of sources to discover food grown and eaten in the U.K. We will then use a world map to help communicate information gathered about food produced and eaten in different parts of the world.**As scientists** We will identify types of food that make up our diet and name some examples of each. We will recognise that an adequate diet and exercise are necessary for us to grow and stay healthy. We ask questions in order to make comparisons and describe differences we observe e.g. between babies and toddlers. We will consider ways in which science is relevant to our personal health and to relate science to aspects of our everyday life (food, exercise, medicines), and to recognise and control hazards and risks to ourselves. **As artists** **and designers** We will discuss that the work of artists can be seen in various contexts, including menus and advertisements. We look at artists who have drawn and painted fruit and comment on their art. We will look at visual and tactile elements of food including colour, texture line and tone and make a series of first hand observations. We will use materials and processes to represent food in different ways including promoting healthy eating via posters and planning and preparing various food dishes. **As people** We will learn how to develop a healthier lifestyle. We will learn how to make simple choices to improve our health and well-being; this will include a visit from a health visitor. We will identify that food is an important part of many religious festivals |

**Science –**

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| **Materials*****(****continued to extend learning in context with the great fire of London)* | Children should know:* That some common objects can be made of different materials
* That metals and wood are used to make lots of different objects
* That some materials are natural and some are manufactured
	+ Discover what houses are made out of (compare 1666 with 2015)
	+ Understand the impact some materials may have (fire safety)
	+ What materials are flammable?
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| **Plants**  | Rehearse the basic structure of plants. Compare the characteristics of plants with animals to highlight that they are living things. Name some common plants and discuss their uses. Chn plant some seeds and bulbs under a range of conditions in order to investigate what they need to germinate and then continue growing healthily. Chn make predictions and keep a log of the plant’s progress, then create results/findings in a conclusion. Chn look at a variety of seeds and examine one closely with a hand lens. Open up a broad bean or sunflower seed to find out what is inside it. Take children on a late spring/early summer walk to observe flowers and seeds. Include trees in their search. Chn sketch some flowers & seeds in situ & colour in later. List bulbs that are edible. Explain that plants grown from bulbs also form seeds.  |

***RE & PSHE***

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| **Special People:** *What makes some people especially important to us or others?* | * Name and explore key figures and leaders who are special to a particular person or faith.
* Identify the importance of some key religious figures and recognise the influence they make to the lives of believers.
* Ask and respond imaginatively to the question – ‘who/what influences my behaviour?’
* Reflect on how spiritual and moral values influence their own behaviour.
* Recognise how religious teachings and ideas make a difference to individuals, families and the local community
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