



Year 2, Spring 2 - Medium Term Plan

Which internationally famous person did something incredible in the past?

Subject **Prior Learning** **Assessment** **Oracy Opportunities** **Learning Questions** **Key Vocabulary** **House Value**

Maths

Resilience

Temperature - hot/cold

Money - Recognise and know the value of different denominations of coins and notes

Statistics (Not in Y1 curriculum) - Ascertain understanding of tally charts and recording data.

Geometry - Recognise and name common 2D and 3D shapes, knowledge of turns, including half, quarter and three-quarters. Also used in P.E

Fractions - Knowledge of halves and quarters, including from mass (on scales), turns and doubling work.

Measures post-assessment

Statistics - using Maths No Problem chapter consolidation

Temperature - using Maths No Problem chapter consolidation

Money - using Maths No Problem chapter consolidation

Geometry - using Maths No Problem chapter consolidation

Fractions - using Maths No Problem chapter consolidation

Discussion of temperatures - comparing hot and cold

Collection of data for pictograms and graphs.

Structured "talk tasks" (Kagan).

Emphasis on reasoning and justification.

Collaborative problem-solving activities.

Using manipulatives as discussion prompts.

Addressing misconceptions through dialogue.

Connecting maths to real-world contexts.

Modelling correct mathematical language.

Promoting active listening skills.

Measurement - Temperature

LQ: What can I recall about measures?

LQ: How do I accurately measure temperature?

LQ: How do I estimate temperatures?

Statistics - Pictogram

LQ: How do I read a pictogram?

LQ: How do I create a pictogram?

LQ: How do I read a graph?

LQ: How do I interpret a graph?

Measurement - Money

LQ: What are the different coins and notes we use?

LQ: How can I make different amounts of money using coins?

LQ: As above - and using notes

LQ: How can I show equal amounts of money with different combinations?

LQ: How do I solve problems using money?

Involving change.

Geometry - Properties of Shape (2D and 3D) and Position and Direction

LQ: What 2D shapes can I recognise?

LQ: What are the properties of various 2D shapes?

LQ: How do I identify lines of symmetry?

LQ: How do I describe the movements and turns of shapes?

LQ: What 3D shapes can I recognise?

LQ: What are the properties of various 3D shapes?

LQ: What 2D shapes can I recognise within 3D shapes?

Fractions (to continue in Summer 1)

LQ: How do I show equal parts of a whole?

LQ: How do I show halves and quarters of a whole?

LQ: How do I write simple fractions?

hotter, colder, degrees celsius, scale, tally chart, pictogram, plot, scale, graph, bar chart, table, compare, axis
Add, altogether, total, take away, distance between, difference between, more than and less than, halves, quarters, equal sharing and grouping, Whole, long/short, longer/shorter, tall/short, double/half
heavy/light, heavier than, lighter than, quicker, slower, earlier, later, equivalence, estimate and measure mass (kg/g), temperature (°C), capacity (litres/ml), pounds (£) and pence (p), five minutes, including quarter past/to the hour.



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Writing	Children have used expanded noun phrases, adverbs, coordinating and subordinating conjunctions in extended pieces of writing.	Cold task - Setting description of the forest Hot Task - Retelling part of the story as one of the characters inc. setting description	Use of drama to retell scenes from A Midsummer Night's Dream. Use of drama to explore characters and their personalities in A Midsummer Night's Dream.	Fiction - A Midsummer Night's Dream How can I use drama to retell scenes from A Midsummer Night's Dream? How can I use drama to explore characters in A Midsummer Night's Dream? How can I generate interesting vocabulary? How can I use similies? How can I use a range of conjunctions?	Shakespeare Play Athens Hermia Lysander Helena Demetrius Oberon Titania Puck Bottom Simile Vocabulary Suffix Conjunctions	Collaboration
	Children have written non chronological reports about dinosaurs	Cold Task - identify features of a factfile Hot Task - Write a fact file about an important person	Use of drama to explore shakespearean language	Non - Fiction - Little People, Big Dreams How can I identify key information in a model text? How can I add suffixes to root words? How can I use generalisers to open sentences? How can I use a range of conjunctions?		
Reading	Children have begun to explore comprehension style questions using the VIPERS format. Continued to explore a range of texts in lessons.	Picture inference questions Comprehension questions - short texts with questions 1-2-1 reading and in small groups	Discussion of intonation, tone and volume in reading. Using poetry and scripts to expand children's range of texts	Whole class reading VIPERS LQ: How can I explore new vocabulary in a text? LQ: How can I orally explore a text in more detail? LQ: How can I explore a text in more detail? Carousel Reading		Kindness
				Picture Inference Guided group Unseen comprehension Reading for pleasure Grapheme hunter		
Science	Children can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Children can identify and describe the basic structure of a variety of common flowering plants including trees	Pre assessment - what do plants need to grow? How does a sunflower grow and change? Return to these questions at the end of the unit	Children will have the opportunity to explain the life cycles of plants	What do plants need to germinate and grow? How do plants germinate and grow into mature plants? What are the best conditions for growing plants?	Germination Reproduction Growth Survival Seed Bulb	Kindness
Geography	Children have learnt about Kenya and compared a rural village in Kenya to their lives.	Questions about where different countries are where individuals they are learning about in their Learning Journey lessons are.		Where is the united Kingdom and how would I locate it on a map? Where are the other continents and how would I find them on a map?	Country Continent	Collaboration



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History	Children have begun to learn about who Greta Thunberg is in Literacy and her interest in the environment. In year 1 the children learnt about Neil Armstrong and his significance in history.	Week 1 - pre assessment during title page and then return to this in post assessment. Mid point assessment in week 4 (quiz)	Oracy opportunities in lessons to discuss inequality and discrimination (PSHE link)	What is discrimination? (PSHE link) What was segregation? Who was Nelson Mandela? Who was Rosa Parks? Who was Emily Davison? Who is Greta Thunberg? How can I compare significant people?	Discrimination segregation timeline in the past significance	Fairness
DT	Art focus this half term.					
Art	In reception, children have made models with playdough. In year 1 they made prints into plastercine using shells. In year 2, children have sketched their ideas and used different media to create pieces of art work. They have created 2D pieces of art work.	Continual assessment through the production of art.	Children will have the opportunity to express what they like and dislike about different pieces of artwork.	L1: How are artists inspired by other artists working in different forms? L 2 : How can I draw what I see and exaggerate it? L3: How will I be inspired by a character description? L4: and L 5 How can I create my midsummer nights cream character? L6: How can I showcase my work?	Sculpture, 3D, plinth, moulding, modelling, form, texture, character, indentations, impressions, shape, score, tool	Creativity
Computing	This unit progresses students' knowledge and understanding of grouping data. It builds on the Year 1 Data and Information unit where learners labelled objects and grouped them based on different properties. In Year 3 learners develop their understanding of attributes (properties) using branching databases to structure data according to different object attributes.	Assessment opportunities detailed in each lesson plan provided by the NCCE. The learning objective and success criteria are introduced at the beginning of each lesson and then reviewed at the end. Learners are invited to assess how well they feel they have met the learning objective using thumbs up, thumbs sideways, or thumbs down. Assessment rubric provided by NCCE for the unit Year 2 – Data and information – Pictograms. Summative assessment will also be completed using a copy of the NCCE's digital summative assessment Google form.	Continuous formative assessment through a variety of Kagan structures used in each lesson including Times Pair Share and Quiz Quiz Trade.	Data and information – Pictograms I can investigate questions with yes/no answers I can make up a yes/no question about a collection of objects I can create two groups of objects separated by one attribute I can select an attribute to separate objects into groups I can create a group of objects within an existing group I can arrange objects into a tree structure I can select objects to arrange in a branching database I can group objects using my own yes/no questions I can test my branching database to see if it works I can create yes/no questions using given attributes I can compare two branching database structures I can explain that questions need to be ordered carefully to split objects into similarly sized groups I can independently create questions to use in a branching database I can create questions that will enable objects to be uniquely identified I can create a physical version of a branching database I can create a branching database that reflects my plan I can work with a partner to test my identification tool I can suggest real-world uses for branching databases	tally attribute pictogram compare more than/less than most/least present	Collaboration



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<p>RE</p>	<p>Children have learnt about some of the key religions in the UK including Christianity, Islam, Judaism, and Buddhism. They have learnt about places of worship and sacred items that are found in</p>	<p>Assessment through class discussion and group and individual work.</p>	<p>Class discussion opportunities.</p>	<p>What can we learn from Sacred Texts? Children will learn about some important stories from sacred texts and think about the lessons that can be learnt from them.</p>	<p>Sacred texts</p>	<p>Kindness</p>
<p>PSHE</p>	<p>Started discussing money during Spring 1, looking at the difference between wants and needs</p>	<p>Assessment continually from the discussion generated Use of kagan books - discussing the next lesson, v Final activity tasks in pink books/kagan books.</p>	<p>Sharing of communities and ideas about these. Presenting their communities and experiences. Role playing families, sharing ideas and experiences of a family. Debates about the environment. Presentations on how to support the environment</p>	<p>What is a group or community? What groups and communities am I a part of? What does a family look like? What are the roles and responsibilities in my family? How can we look after the environment?</p>	<p>Culture Interests/hobbies Race Religion Community Group Team Family Pride Safety Family Gender Siblings, brother, sister Family roles - mum, dad, uncle, aunt, grandparent Chores Jobs Care Harm Local Recycle Waste/re-use Wildlife Urban/rural</p>	<p>Fairness</p>



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<p>Music</p>	<p>Call and response with instruments Story telling with music Pitch and tempo - Old Man who fell in a well (Autumn)</p>	<p>Singing (Theme: On this island) (Kapow)</p>	<p>Using words to explain what they hear (loud, soft, high, low). Sharing likes and dislikes about music. Discussing ideas and working together in groups. Describing how music makes them feel. Using musical terms (rhythm, tempo). Talking about performances and suggesting improvements. Storytelling: Using music and words to create stories.</p>	<p>LQ: To learn to sing a British folk song. LQ: To practice and perform a song relating to the countryside. LQ: To practice and perform a song relating to the city. LQ: To create symbols to represent sounds. LQ: To develop and perform a musical composition.</p>	<p>high, low, higher, lower, fast, slow, faster, slower loud, quiet, louder, quieter beat, rhythm, pattern, long, short, pulse sounds, different, same voice, singing, whisper, shout, clap, stamp, snap drum, shaker, tambourine, instrument, play, song, verse, chorus, repeat, pattern listen, hear, quiet, loud music, sound, beat, rhythm, tune compose, create, perform movement, dance happy, sad, excited, scared smooth, bumpy, light, heavy nice, good, bad describe, explain, talk, share, discuss, listen, say, tell, ask, then, first, next, feel, think, know</p>	<p>Collaboration</p>
<p>PE</p> <p>Dance</p> <p>Gymnastics</p>		<p>Ongoing formative assessment</p>	<p>Oral feedback during and after lessons Use of key vocab</p>	<p>Midsummer Night's Dream dance Use a mindmap, poem and picture to generate key vocabulary that will be used to inspire theme related shapes / movements / actions. Perform a motif in unison. Turn motif into a travelling action Work at different levels Work in pairs and give feedback Improve a performance based on feedback</p>	<p>Unison Travel Motif Levels Direction Pair Feedback Performance</p>	<p>Creativity</p>