



# Medium Term Plan



## Year 2 – South America Class – Term 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>	<b>Meerkat Mail</b> - To listen to a story and answer related comprehension questions. - To gather and organise vocabulary for narrative writing. - To use gathered vocabulary to create a setting description.	<b>Meerkat Mail</b> - To plan a piece of writing by discussing ideas and the sequencing of events. - To write and edit a piece of narrative. - To understand the structure and composition of a fact file. - To learn and use new vocabulary.	<b>Meerkat Mail</b> - To find and collate information. - To use group discussion and oral rehearsal to plan and draft a fact file. - To re-draft an information text.	<b>Look Up!</b> - I can explain and record my thoughts on a text. - I can find rhyming words and write rhyming couplets. - I can write a rhyming poem to convey a message. - I can explain and record my thoughts on a text.	<b>Look Up!</b> - I can compare stories with similar themes. - I can read and answer questions about an information text. - I can use retrieval and inference skills to collect information.	<b>Look Up!</b> - I can invent a timeline for Rocket's life. - I can write an information text about Rocket. - I can write an information text about Rocket.
<b>Maths</b>	<b>Money</b> <b>As a mathematician I can...</b> <ul style="list-style-type: none"> <li>Choose notes and coins</li> <li>Make the same amount</li> <li>Compare amounts of money</li> <li>Calculate with money</li> </ul>	<b>Money</b> <b>As a mathematician I can...</b> <ul style="list-style-type: none"> <li>Make a pound</li> <li>Find change</li> <li>Two-step problems</li> </ul> <b>Consolidation</b>	<b>Multiplication and division</b> <b>As a mathematician I can...</b> <ul style="list-style-type: none"> <li>Recognise equal groups</li> <li>Make equal groups</li> <li>Add equal groups</li> <li>Introduce the multiplication symbol</li> </ul>	<b>Multiplication and division</b> <b>As a mathematician I can...</b> <ul style="list-style-type: none"> <li>Multiplication sentence</li> <li>Use arrays</li> <li>Make equal groups – grouping</li> <li>Make equal groups – sharing</li> </ul>	<b>Multiplication and division</b> <b>As a mathematician I can...</b> <ul style="list-style-type: none"> <li>The 2 times-table</li> <li>Divide by 2</li> <li>Doubling and halving</li> <li>Odd and even numbers</li> </ul>	<b>Multiplication and division</b> <b>As a mathematician I can...</b> <ul style="list-style-type: none"> <li>The 10 times-table</li> <li>Divide by 10</li> <li>The 5 times-table</li> <li>Divide by 5</li> <li>The 5 and 10 times-tables</li> </ul>
<b>Science</b> Kent Agreed Syllabus	<b>Plants</b> <b>What do plants grow from?</b> <ul style="list-style-type: none"> <li>Use observations and ideas (about seeds and bulbs) to suggest answers to questions.</li> <li>With support, make predictions.</li> <li>Develop the idea that we should keep some things the same when planning an experiment</li> </ul>	<b>Plants</b> <b>How do bulbs and seeds grow?</b> <ul style="list-style-type: none"> <li>Observe seed germination closely.</li> <li>With support, set up a simple test/ investigation following a model to see how long this takes.</li> </ul>	<b>Plants</b> <b>What does a seed need to grow?</b> <ul style="list-style-type: none"> <li>Perform a simple test to see whether seeds need water to grow.</li> <li>Use observation to suggest answers to questions (What does a seed need to grow?).</li> </ul>	<b>Plants</b> <b>What does a plant need to stay healthy?</b> <p>Use observations and ideas to suggest answers to questions.</p>	<b>Plants</b> <b>What is the life cycle of a plant?</b> <p>Ask simple questions (and find answers from secondary sources such as books).</p>	<b>Plants</b> <b>Consolidation</b> <ol style="list-style-type: none"> <li>Plants can grow from seeds and bulbs.</li> <li>Germination is the process where seeds grow into plants.</li> <li>Most seeds and bulbs need water to grow.</li> <li>Seeds and bulbs have a store of food inside them.</li> <li>Plants need these things to grow and keep them healthy: water, light, suitable temperature, air.</li> <li>The cycle from seed to plant to flower to seed is called a Substantive lifecycle</li> </ol>
<b>Computing</b>	<b>Lesson 1: Using ScratchJr</b> To explore a new application.	<b>Lesson 2: Creating an animation</b> To create an animation.	<b>Lesson 3: Making a musical instrument</b> To use characters as buttons.	<b>Lesson 4: Programming a joke</b> To follow an algorithm.	<b>Lesson 5: 'The Three Little Pigs' algorithms</b>	<b>Review and consolidation</b>



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Programming 2: Introduction to block coding (Kapow)					To plan and use code to create an algorithm.	
<b>RE</b>	<b>Salvation - Why Does Easter Matter to Christians?</b>  Explore the 'Big Frieze' Why does Easter matter to Christians?	<b>Salvation - Why Does Easter Matter to Christians?</b>  What is sin?  Why do Christians call Jesus 'Saviour'?	<b>Salvation - Why Does Easter Matter to Christians?</b>  How do some Christians celebrate Jesus as a saviour at Easter?	<b>Salvation - Why Does Easter Matter to Christians?</b>  What does the Easter story help Christians know how to live?	<b>Salvation - Why Does Easter Matter to Christians?</b>  How is Easter about forgiveness?  Why is forgiveness important to Christians?	<b>Salvation - Why Does Easter Matter to Christians?</b>  Why does Easter matter to Christians?  Revisit and answer the big question individually and as a class.
<b>PE 1</b>	<b>Planned and taught by Elite</b>					
<b>PE 2</b> Ball Skills peplanning.org.uk	<b>Dodgeball</b> To move in different ways, changing speed and direction.	<b>Dodgeball</b> To practice throwing using underarm technique.	<b>Dodgeball</b> To practice throwing using overarm technique.	<b>Dodgeball</b> To send a ball at different speed.	<b>Dodgeball</b> To catch a ball.	<b>Dodgeball</b> To participate in basic dodgeball games.
<b>PHSCE</b>	<b>Healthy Me 1. Being Healthy</b>  I know what I need to keep my body healthy	<b>Healthy Me 2. Being Relaxed</b>  I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed	<b>Healthy Me 3. Medicine Safety</b>  I understand how medicines work in my body and how important it is to use them safely	<b>Healthy Me 4. Healthy Eating</b>  I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy	<b>Healthy Me 5. Healthy Eating</b>  I can make some healthy snacks and explain why they are good for my body	<b>Healthy Me 6. Happy, Healthy Me!</b>  I understand which foods to eat to give my body energy
<b>History</b>	<b>Why is Amelia Earhart significant?</b> To develop an understanding of primary sources.		<b>Why was the Moon landing special?</b> To investigate why the Moon landing was a significant event in history.		<b>How did we learn to fly?</b> To place significant flight events on a timeline.	
<b>Geography</b>  <b>Where are the world's hot and cold places?</b>	<b>How do animals adapt to hot and cold places?</b> - I can identify animals that live in a hot place. - I can identify animals that live in a cold place. - I can explain how animals adapt to living in a hot place. - I can explain how animals adapt to living in a cold place.		<b>What would I pack for a visit to a very hot place? How would it be different if I was going to a very cold place?</b> - I can recognise the features of a hot place. - I can recognise the features of a cold place.		<b>How can I describe what it is like in a hot or cold place?</b> - I can recognise the features of a hot place. - I can recognise the features of a cold place.	
<b>Art</b>	<b>Planned and taught by KR -Art specialist.</b>					
<b>Music</b>	<b>Planned and taught by A B-H Music specialist</b>					