

Year 2	Spring Term 1					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Mission 3 Jack and the Beanstalk	Reading: - continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - read accurately words of two or more syllables that contain the same graphemes as above - read words containing common suffixes - read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - be introduced to non-fiction books that are structured in different ways - understand both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher, checking that the text makes sense to them as they read and correcting inaccurate reading - making inferences on the basis of what is being said and done, answering and asking questions, predicting what might happen on the basis of what has been read so far, participating in discussion about books, poems and other works that are read to us and those that we can read for ourselves, taking turns and listening to what others say - explore a descriptive text - role play to generate ideas / vocabulary for a letter Writing: - writing and up-levelling, including: a newspaper article about the story, a set of instructions explaining how to grow a beanstalk, a formal letter to a local farmer - exploring proper nouns - linking and sequencing sentences using: first, next, then, soon, finally - use of direct speech - use of the simple past tense (verb suffixes: -ed) - use of apostrophes for contraction - identification of some features of written Standard English - use of expanded noun phrases to describe and specify - use of co-ordinating conjunctions (but, or, so, then) and subordinating conjunctions (when, if, because, that, with, which) to join clauses - segment spoken words into phonemes and representing these by graphemes, spelling many correctly - learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones - learn to spell common exception words, words with contracted forms - distinguish between homophones and near-homophones - add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly - write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far Handwriting: - form lower-case letters of the correct size relative to one another - start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined - write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters - use spacing between words that reflects the size of the letters Revisit: - recounting simple events in sequence and sequencing sentences to form short narratives - using simple captions, lists and labels - using nouns, adjectives and verbs to add detail - using capital letters for people, places, days of the week and the pronoun 'I'					

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Maths Multiplication and Division Statistics Measurement Addition and Subtraction	Children will learn to: • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals (=) signs • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • interpret and construct simple pictograms, tally charts, block diagrams and simple tables • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • ask and answer questions about totalling and comparing categorical data • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order lengths, mass, volume/ capacity and record the results using $>$, $<$ and $=$ • solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures					
Science Growth and Survival	To understand more about the offspring of a variety of different animals Children will learn to: • understand that all animals, including humans, have offspring that grow into adults, identify a variety of adult animals with their offspring and appreciate that growth from offspring to adult is a gradual process. Children will learn to work scientifically by: a) asking simple questions and recognising that they can be answered in different ways b) identifying and classifying c) using their observations and ideas to suggest answers to questions	To explore the different ways in which animals reproduce Children will learn to: • appreciate that animals have offspring that grow into adults, describe some of the different ways animals have offspring and understand that not all animals reproduce in the same way. Children will learn to work scientifically by: a) asking simple questions and recognising that they can be answered in different ways b) observing closely, using simple equipment c) identifying and classifying d) using their observations and ideas to suggest answers to questions	To explore how humans grow as they grow older Children will learn to: • understand that humans grow as they get older, and that body parts will grow in proportion, and describe the stages of human development. Children will learn to work scientifically by: a) asking simple questions and recognising that they can be answered in different ways b) identifying and classifying c) using their observations and ideas to suggest answers to questions	To identify what animals, including humans, need to survive and explore the environment as a factor of survival (lessons 4 & 5) Children will learn to: • identify that all animals, including humans, need food, water and air to survive, understand that an animal's survival often depends on its environment and suggest reasons for why a species might become extinct. Children will learn to work scientifically by: a) asking simple questions and recognising that they can be answered in different ways b) identifying and classifying c) using their observations and ideas to suggest answers to questions	To explore what a healthy balanced diet consists of Children will learn to: • understand why we eat and why it is important to eat a balanced diet, identify which foods we should eat most and least of and suggest meals that would be good for them. Children will learn to work scientifically by: a) asking simple questions and recognising that they can be answered in different ways b) identifying and classifying c) using their observations and ideas to suggest answers to questions d) gathering and recording data to help in answering questions	To find out why exercise is important to keep us healthy Children will learn to: • understand that exercise is an important part of keeping us healthy, identify some of the changes that take place in our body when we exercise and name various ways they can exercise different parts of their bodies. Children will learn to work scientifically by: a) asking simple questions and recognising that they can be answered in different ways b) identifying and classifying c) using their observations and ideas to suggest answers to questions d) gathering and recording data to help in answering questions
Computing Making Music	To explore how music makes us feel Children will learn to: • explain how music can make us feel • identify simple differences in pieces of music	To explore rhythms and patterns Children will learn to: • identify that there are patterns in music • create a rhythm pattern	To explore how music can be used Children will learn to: • describe how music can be used in different ways • connect images with sounds	To create and refine musical patterns Children will learn to: • show how music is made from a series of notes • identify that music is a sequence of notes	To create digital music Children will learn to: • create music for a purpose • explain my choices • save their computer work	To review and edit digital music Children will learn to: • review and refine their computer work • reopen the work they have saved on a computer

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	listen with concentration to a range of music		- use a computer to experiment with pitch and duration - relate an idea to a piece of music	- use a computer to create a musical pattern using three notes - refine a musical pattern on a computer		
History The Great Fire of London	To understand where and when the Great Fire of London started Children will learn to: - say where and when the Great Fire took place - explain how London was different in the 17th century	To understand the events of the Great Fire of London Children will learn to: - understand how the Great Fire started - identify how much of London was destroyed by the fire - identify how the fire ended	To find out why the fire spread so quickly and stayed alight for so long Children will learn to: - explain some of the reasons why the fire spread so quickly and why the fire went on for so long - describe how the fire was eventually stopped and what measures were taken to ensure another such fire couldn't happen again	To find out about Samuel Pepys and his diary Children will learn to: - describe how we know about the Great Fire of London - know what an eyewitness is - describe which sources they think are most useful	To recap what we have found out about the Great Fire of London Children will learn to: - recall how, when and where the Great Fire started - describe why the Great Fire was so destructive - present information about the Great Fire in a variety of ways	
DT Stable Structures	To explore the features of stable structures Children will learn to: - evaluate existing products - communicate their ideas through talking - compare existing products	To design and plan a stable structure Children will learn to: - design a functional product - communicate their ideas through talking and drawing - think about the purpose of the end product	To explore a range of materials and make decisions based on the end product Children will learn to: - investigate the properties and characteristics of materials - explore how materials can be made stronger and stiffer - select appropriate materials based on the purpose of their product	To follow a design plan and make a product Children will learn to: - follow a design plan - manipulate materials - use tools accurately	To evaluate our products Children will learn to: - make purposeful functional products - evaluate their products - use technical language when talking about their product	
RE Big Question: What does it mean to belong?	Why are different books special for different people? Children will learn to: - understand why some books are more special than others - identify what holy books are special to us and why - understand why the Bible is special and for whom - understand what the Torah is and why it is a special book - understand why the Qu'ran is a special book - understand what the Shrimad Bhagwad is and why it is a special book - understand what makes the Guru Granth Sahib a special book - understand what makes the Tipitaka a special book - what makes them special					

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PSHE Caring for the Environment and Social Responsibility	I can help make a difference Children will learn about: - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness - the importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs - how to recognise the ways they are the same as, and different to, other people.		I can help make a difference to our world Children will learn about: the things they can do to help look after their environment		Who really lives in my local environment? Children will learn about: the things they can do to help look after their environment	I can improve my local environment! Children will learn about: the things they can do to help look after their environment
Music I Wanna Play in a Band	Children will learn to: - find the pulse in rock music and respond through movement/actions, which try to reflect a rock style - recognise that pulse is different to rhythm - comment on music they are introduced to	Children will learn to: - copy and clap back rhythms whilst moving to music - clap name and colour rhythms in time with the music - sing a rock song in unison from memory and in time with the music - identify high and low sounds when listening, singing or playing and know that this is pitch	Children will learn to: - play instrumental parts in time and with accuracy using 2 notes (D and C) - identify high and low sounds when listening, singing or playing and know that this is pitch - recognise and name some of the instruments they hear, when listening	Children will learn to: - improvise with one note (F) - identify high and low sounds when listening, singing or playing and know that this is pitch - recognise and name some of the instruments they hear, when listening	Children will learn to: - compose a simple melody using simple rhythms and perform it (up to 3 notes: F, G and A) - identify high and low sounds when listening, singing or playing and know that this is pitch - recognise and name some of the instruments they hear, when listening	Children will learn to: - appraise their own musical performances, saying what they like/ don't like and how the music makes them feel - recognise and name some of the instruments they hear, when listening
Sports Feeding and Fielding Attacking and Defending	Children will learn to: - show awareness of opponents and team-mates when playing games - perform basic skills of rolling, striking and kicking with more confidence - apply these skills in a variety of simple games - throw and catch a ball with a team member - know and understand the term intercept - make choices about appropriate targets, space and equipment - use a variety of simple tactics - describe how their bodies work and feel when playing games - work well with a partner and in a small group to improve their skills - catch a moving ball - know and understand the term 'feed' - be aware of space and use it to support team-mates and cause problems for the opposition					
Gym Pathways	Children will learn to: - plan and repeat simple sequences of actions - show contrasts in shape - perform a sequence that shows clear change of speed - perform the basic gymnastic actions with coordination, control and variety - recognise and describe how they feel after exercise - describe what their bodies feel like during gymnastic activity					

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| | <ul style="list-style-type: none">• describe what they and others have done• describe why they think gymnastic actions are being performed well• perform a sequence that flows |
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