

Year 2	Spring Term 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Mission 4 Ahoy There!	Reading: - exploring an entertaining poem, identifying the key features used - recognising simple recurring literary language in stories and poetry - using rhythm, rhyme, repetition and punctuation to read poetry expressively - discussing our favourite words and phrases and clarifying the meanings of these words and phrases, linking new meanings to known vocabulary - 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 - role play to generate ideas / vocabulary about life as a pirate Writing: - writing and up-levelling, including: a detailed character description about a pirate, a non-chronological report about life as a pirate, a poem or song to keep pirates entertained - using commas in a list - using possessive apostrophes (for example, the girl's book) - varying sentence length for effect - using the present progressive form to show action in progress - opening a sentence with a conjunction or subordinate clause - using simple literary language: rhyme, alliteration, onomatopoeia - using expanded noun phrases and commas - proof-reading and editing a poem - 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 - exploring how to create new words from root words 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: - using nouns, adjectives and adverbs to add detail to description - using co-ordinating conjunctions to join words and clauses: and, but, or, so, then - using capital letters for people, places, days of week and the pronoun 'I' - using simple captions, labels and lists - using the simple past tense and the present tense - adding detail to description using: who, what, when, where, why, how - sequencing sentences to form short narratives - punctuating sentences: question marks, exclamation marks					

MEDIUM TERM PLANNING Spring 2

Marsh Green Primary School



Maths Geometry – Properties of Shape Geometry – Position and Direction Fractions	Children will learn to: - compare and sort common 2D and 3D shapes and everyday objects - identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line - order and arrange combinations of mathematical objects in patterns and sequences - identify and describe the properties of 3D shapes, including the number of edges, vertices and faces - recognise, find and name a half as one of two equal parts of an object, shape or quantity - recognise, find and name a quarter as one of four equal parts of an object, shape or quantity - recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity - write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ - count in fractions up to 10, starting from any number					
Science Exploring Everyday Materials	To identify a variety of materials, including natural and man-made materials, and sort them according to a variety of criteria (lessons 1 & 2) Children will learn to: - identify and name a variety of different materials and organise a variety of materials into groups according to given criteria and their own criteria. - recognise that some materials are naturally occurring and some are not, name some naturally occurring materials and identify objects that are made from naturally occurring materials. Children will learn to work scientifically by: - asking simple questions and recognising that they can be answered in different ways - identifying and classifying - using their observations and ideas to suggest answers to questions	To identify that some materials can change shape by squashing, bending, stretching and twisting, and others can't Children will learn to: - understand that some materials change shape when you bend, squash, stretch or twist them, identify some materials that can change shape temporarily and identify some materials that cannot change shape at all. Children will learn to work scientifically by: - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions	To identify the suitability of metal and plastic for a variety of purposes Children will learn to: - recognise that metal and plastic are different materials, identify some different things which metal and plastic are used for and explain why a particular material is chosen to be made into an object. Children will learn to work scientifically by: - asking simple questions and recognising that they can be answered in different ways - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions	To identify different products that can be made from wood and their features and purposes Children will learn to: - identify that paper and cardboard are made from wood, identify features of wood, cardboard and paper and explain the advantages and disadvantages of using different wood products. Children will learn to work scientifically by: - asking simple questions and recognising that they can be answered in different ways - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions	To identify different materials that are used for the same product Children will learn to: - understand that different materials can be used to make the same product, identify which materials have been used in a product and explain how the purpose of a product might affect the material that is used. Children will learn to work scientifically by: - asking simple questions and recognising that they can be answered in different ways - identifying and classifying - using their observations and ideas to suggest answers to questions	To identify material invention and discoveries Children will learn to: - appreciate that products are improved and changed over time, identify the different ways materials have been used, explain why their invention is an improvement on the original product. Children will learn to work scientifically by: - asking simple questions and recognising that they can be answered in different ways - identifying and classifying - using their observations and ideas to suggest answers to questions
Computing Pictograms	To understand the importance of organising data effectively for counting and comparing Children will learn to:	To enter data on a computer Children will learn to:	To create a pictogram on a computer Children will learn to:	To consider how objects can be grouped by attribute Children will learn to:	To compare people by their attributes Children will learn to:	To present information in a range of ways Children will learn to:

MEDIUM TERM PLANNING Spring 2

Marsh Green Primary School



	Children will learn to: - recognise that we can count and compare objects using tally charts - record data in a tally chart - represent a tally count as a total - compare totals in a tally chart	- recognise that objects can be represented as pictures - enter data onto a computer - use a computer to view data in a different format - use pictograms to answer simple questions about objects	- organise data in a tally chart - use a tally chart to create a pictogram on a computer - explain what the pictogram shows	- select objects by attribute and make comparisons - tally objects using a common attribute - create a pictogram to arrange objects by an attribute - answer 'more than'/'less than' and 'most/least' questions about an attribute	- recognise that people can be described by attributes - choose a suitable attribute to compare people - collect the data they need - create a pictogram on a computer and draw conclusions from it	- explain that we can present information using a computer - use a computer program to present information in different ways - share what they have found out using a computer - give simple examples of why information should not be shared
Geography The Four Seasons	To identify how the seasons are linked with the months of the year Children will learn to: - know that weather patterns change throughout the year - know that there are four seasons in a year - name the months of each season	To explore what the weather is like in spring Children will learn to: - know when spring is - describe what the weather is like in spring - know that spring is a time of new life for plants and animals	To explore what the weather is like in summer Children will learn to: - know when summer is - describe what the weather is like in summer - identify appropriate clothing and activities for the summer	To explore what the weather is like in autumn Children will learn to: - know when autumn is - describe what the weather in autumn is like - use appropriate vocabulary to describe autumn	To explore what the weather is like in winter Children will learn to: - know when winter is - describe what the weather is like in winter - understand how weather can affect human activities	To review knowledge and compare the four seasons Children will learn to: - name the four seasons - identify the different characteristics of each season in terms of weather - express their knowledge of seasons in a variety of ways
Art Earth Art	To explore ways of painting on natural materials Children will learn to: - re-create an image with paint - paint on a foreign surface - understand painted images can be used to tell stories	To explore making sculptures with natural materials Children will learn to: - understand that sculptures can be made from natural materials - make simple sculptures using play-dough and sticks - create a sculpture from provided images	To create animal pictures with natural materials Children will learn to: - use leaves to create a picture - use layering and spatial skills to create a picture - use their imagination to interpret pictures made with natural materials	To explore how to weave with natural materials Children will learn to: - create a basic frame to be used for weaving - know how to follow instructions - talk about some artistic methods and techniques and explain what they are used for	To explore ways of making mandalas Children will learn to: - recognise and create patterns - understand how to make a mandala - use their fine motor skills to produce attractive pieces of art	To explore how to make a collage using natural materials Children will learn to: - re-create a scene using natural materials - know how to solve problems in art - evaluate their own art work and others
RE Big Question: What does it mean to belong?	Why is Easter important to Christians? Children will learn to: - understand what Easter is and why it is important - identify what the Bible tells us about Easter - describe what happens on Ash Wednesday - identify the events that happen on Maundy Thursday and Good Friday - explain how we might feel when we hear what happened to Jesus - describe what can be learned about Jesus' death - identify other symbols which are associated with Easter					
PSHE	Marvellous inds	Emotions Everywhere!	Screen Time and Sleep		Self-Care and Relaxation	

MEDIUM TERM PLANNING Spring 2

Marsh Green Primary School



Healthy Minds	Children will learn about: how mental wellbeing is a normal part of daily life, in the same way as physical health	Children will learn about: how there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	Children will learn about: - why social media, some computer games and online gaming are age-restricted - simple self-care techniques, including the importance of rest, time spent with friends and family and enjoying the benefits of hobbies and interests		Children will learn about: - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests - how isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	
Music Zootime	Children will learn to: - find the pulse in reggae music and respond through movement, actions and role play - create actions and dance moves to reflect the style of reggae - 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 reggae song in unison from memory and in time with the music - create actions and dance moves to reflect the style of reggae - know that we add pitch to pulse and rhythm when singing or playing tuned instruments - 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 (C + D) - 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 using one or two notes (C + D) - 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 (using C + D) - 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 Attacking and Defending Football Skills	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 - 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 - be aware of space and use it to support team-mates and cause problems for the opposition					
Dance	Children will learn to: - perform body actions with control and coordination - choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling					

MEDIUM TERM PLANNING Spring 2

Marsh Green Primary School



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| | <ul style="list-style-type: none">• link actions• remember and repeat dance phrases• perform short dances, showing an understanding of expressive qualities• describe how dancing affects their body• understand why it is important to be active• suggest ways they could improve their work• link and perform a series of movements based on imaginary characters |
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