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| Medium Term Plan-Year 2 Spring 1-Term 3 | | | | | | | | |
| **Week beginning & Subject** | **2nd January** | | **9th January** | **16th January** | **23rd January** | **30th January** | **6th February** |  |
| **Computing** | Questioning  Using and creating pictograms | | Asking Yes/No questions | Binary trees | Using 2Question- Binary | Using 2Investigate-Non-Binary | Assessment-Plickers |  |
| **History** | Starter-Introduce new topic by giving children clues…  Chronology-Timeline- dates(Past and present) | | How the Plague travelled  London past and present | Life in the 17th century | The events of the great fire | How do we know about the fire | What happened after the fire |  |
| **Science** | Everyday Materials  Introduce new topic | | Identifying different materials and their use | Identifying different materials and their use | Identifying different materials and their uses in our local area(go on a walk) | To identify and compare the suitability of a variety of everyday materials | To find out how the shapes of solid objects made from some materials can be changed |  |
| **RE** | Who is a Muslim and what do they believe? Mind map-whole class | | To identify some ways Muslim mark Ramadan and celebrate Eid-Ul-Fitr | To retell the story about the life of The Prophet Muhammad | Diwali-festival of light  Light over darkness | Talk about Allah and his 99 names | To make links between what the Holy Qur’an say how Muslims behave |  |
| **Art** | Look at the artist Artemisia Gentileschi  Collage- natural objects | | Collage-similarities and differences | Collage-Handling, sensory and manipulating | Collage- weaving-Torn materials and textures | Collage- design a piece of collage | Create collage |  |
| **Design Technology** |  | |  |  |  |  | Stay and Play-7th Feb  To make a house to burn in year 2’s ‘The Great Fire of London |  |
| **French** |  | |  |  |  |  |  |  |
| **PSHE-YR 2** | how to recognise, name and describe a range of feelings | | what helps them to feel good, or better if not feeling good | how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group | how feelings can affect people in their bodies and their behaviour | ways to manage big feelings and the importance of sharing their feelings with someone they trust | how to recognise when they might need help with feelings and how to ask for help when they need it | Assessment |
| **PE** | Net and Wall  Gym | | Net and Wall  Gym | Net and Wall  Gym | Net and Wall  Gym | Net and Wall  Gym | Net and Wall  Gym |  |
| **English** | | | | | | | | |
| **Writing** | | Assessment-1- a piece of writing Recount | Settings | Settings | Fun Write | Instructions | Instructions-Fun Write |  |
| **Handwriting** | | The diagonal joins a, c, o | Practising a,c,o | Horizontal join to r, n, m | Joining three letters | Horizontal joins to l, h, k | Practising the joining words |  |
| **Phonics/Guided reading** | | Consonants, suffixes and contractions | Apostrophes, ly, contractions | dge  G/R- lost in the woods | g  G/R- The magic stranger | c  G/R-The sad prince and princess | kn  G/R- Trciky witch has a horrid day |  |
| **comprehension** | | Assessment-for the correct colour | I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others | I can enjoy reading and discussing the order of events in books and how items of information are related | I can retell some of a story I know when being read to by an adult | I can join in with words when I can guess what is coming next | I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features | Assessment |
| **EPS** | | Assessment-1- a piece of writing and test  Sequential words | Sentences using ? | Sentences using ! | Ly in adverbs and adjectives | Ly in adverbs and adjectives | Writing extended sentences |  |
| **Spelling** | | Can’t, didn’t, hasn’t, couldn’t, it’s  Writing daily in class- test Friday | I’m, they’re, he’s, you’re, don’t  Writing daily in class- test Friday | Station, fiction, solution, section, motion  Writing daily in class- test Friday | Creation, celebration, nation, caution, position  Writing daily in class- test Friday | Door, floor, poor, because, find, kind  Writing daily in class- test Friday | Have, behind, child, children, help, will  Writing daily in class- test Friday | Assessment |
| **Spoken Word/**  **Guided Reading** | | I can talk in a group about books that are read to me and those that I read, taking turns and listening to what others say | I can talk in a group about books that are read to me and those that I read, taking turns and listening to what others say | I can ask questions to improve my understanding of a text | I can ask questions to improve my understanding of a text | I can talk about words and phrases that capture the reader's interest and imagination | I can talk about words and phrases that capture the reader's interest and imagination | Book review, talk about likes and dislikes |
| **Maths** | | | | | | | | |
| **Year 2** | | Addition & Subtraction | Addition & Subtraction | Addition & Subtraction | Shape | Shape | Multiplication & Division | Multiplication & Division |
| **Times Tables** | | Test every Tuesday | Test every Tuesday | Test every Tuesday | Test every Tuesday | Test every Tuesday | Test every Tuesday | Test every Tuesday |