

Medium Term Plan – Spring 2– Year 2

Core Text: *The Story Thief*

Topic: Creepy Crawlies

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<u>Maths Teaching and Learning</u>	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.	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.	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer questions about totalling and comparing categorical data.	Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	Consolidate – SATs consolidation using AfL
<u>Writing Text Type Outcome</u>	Diary Thoughts and feelings	Diary Thoughts and feelings	Diary Setting description	Diary Setting description	Bug poetry	Bug poetry
<u>Reading Progression Skills</u>	To talk about how different words and phrases affect meaning. (1a/1g) To use scanning effectively to locate specific information. (1b) To successfully infer how a character is feeling. (1d)	To successfully locate some specific information. E.g. key events, character names etc. (1b) To use clues from the text to read an unknown word. (1a/1g) To find the information on a page to answer a question. (1b)	To answer oral and written questions about an extended text. (1b/1g) To use text marking to support retrieval of information using quotation to support opinion. (1b) To read between the lines using clues from the text and pictures referring to thoughts, feelings and actions. (1d)	To explain the meaning of adventurous vocabulary in context. (1a/1g) To answer oral and written questions about an extended text. (1b/1g) To use text marking to support retrieval of information using quotation to support opinion. (1b) To read between the lines using clues from the text and pictures referring to thoughts, feelings and actions. (1d)	To read between the lines using clues from the text and pictures referring to thoughts, feelings and actions. (1d) To use text-layout to work out what type of text it is. (1b) To successfully comment upon features of language E.g. rhymes, alliteration and significant words/phrases. (1g) To read between the lines using clues from the text and pictures referring to thoughts, feelings and actions. (1d)	To use text-layout to work out what type of text it is. (1b) To successfully comment upon features of language E.g. rhymes, alliteration and significant words/phrases. (1g) To read between the lines using clues from the text and pictures referring to thoughts, feelings and actions. (1d)
<u>T4W Stage</u>	Grammar & vocab	Innovation	Grammar & vocab	Innovation	Imitation	Invent
<u>Grammar and Punctuation (Active English)</u>	Adverbial phrases	Commas (rule of three)	First person	Possessive apostrophes	Apostrophes for possession	Conjunctions

<u>Spelling</u>	Follow spelling booklets	Follow spelling booklets	Follow spelling booklets	Follow spelling booklets	Follow spelling booklets	Follow spelling booklets
<u>Terminology (technical vocabulary)</u>	Setting, describe, description, adjectives, noun phrases, adverbs, adverbial phrases, similes, metaphors.	Setting, describe, description, adjectives, noun phrases, adverbs, adverbial phrases, similes, metaphors.	Poem, perform, rhyme, rhythm, line, verse.	Poem, perform, rhyme, rhythm, line, verse.	First person, third person, diary, conversation, formal, informal, audience.	First person, third person, diary, conversation, formal, informal, audience.
<u>Greater Depth SC</u>	To know how to use similes to add description	To know how to write specifically and coherently for a specific purpose	To understand how to use conversational language to interest the reader.	To understand how to be precise with language by using specific nouns and well-chosen adjectives	To know how to use appropriate word choices in an innovated poem. E.g rhyme	To develop the skill of editing my work making simple additions and revisions
<u>SEND SC</u>	To know how to write consistently in the third person	To understand how to use noun phrases to describe	To know how to perform familiar poetry.	To know how to innovate simple parts of a poem.	To understand the difference between third and first person.	To know how to write in the first person.
<u>Handwriting</u>	Follow letter join	Follow letter join	Follow letter join	Follow letter join	Follow letter join	Follow letter join
<u>Rainbow Grammar (where appropriate)</u>						
<u>Cross-curricular Writing Opportunities</u>	<b>Art &amp; English – Andy Warhol artist study</b> <b>Maths &amp; R.E - Tally of religions</b> <b>Maths &amp; PSHE – Table of similarities and differences</b> <b>English &amp; science – Letter to Hippo</b>					
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<u>Science objectives</u>  Animals, including humans D1, D2, D3  Plants C2	<b><u>Animals including humans</u></b> To know about and describe the basic needs of animals, including humans, for survival (water, food and air) D2	<b><u>Animals including humans</u></b> To understand the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. D3	<b><u>Animals including humans</u></b> To know that animals, including humans, have offspring which grow into adults D1 <b><u>Plants</u></b> To understand and describe how plants need water, light and a suitable temperature to grow and stay healthy. C2			



History objectives						
<p><u>Geography objectives</u></p> <p>Human Geography B4</p> <p>Place Knowledge D1, D2</p>						<p><b><u>Insects from around the world</u></b></p> <p>To know similarities and differences between different locations in the world. B4</p> <p>To know the four countries and capital cities of the United Kingdom and its surrounding seas D1</p> <p>To understand similarities and differences of human and physical geography of the United Kingdom, and a contrasting (non-European) country D2</p>
<p><u>Religious Education objectives</u></p> <p>Personal Resonance A3</p> <p>Knowledge and Understanding B3</p> <p>Evaluation and Critical Thinking C3</p>						<p><b>Religion: Islam</b></p> <p><b>Theme:</b> Prayer at home</p> <p><b>Key Question:</b> Does praying at regular intervals help a Muslim in his/her everyday life?</p> <p>To understand the feelings associated with goals and commitment. A3</p> <p>To know how Muslims pray and why they do this. B3</p> <p>To understand how praying five times a</p>



						day might help Muslims in their everyday lives. C3
<p><u>Art objectives</u></p> <p>Responding to Art, Artists and Designers E1, E2, E3</p> <p>Exploring and developing ideas F1</p> <p>2d Art (Drawing and Painting) A1, A2, A3</p>				<p><u>Andy Warhol Creepy Crawlies prints</u> To understand how artists have used colour, pattern and shape. E1</p> <p>To develop the skill of creating a piece of art in response to the work of another artist and explain how the artist has influenced it. E2</p> <p>To know about well-known artists and give my opinion about their work. E3</p>	<p><u>Andy Warhol Creepy Crawlies prints</u> To develop the skill of recording and exploring ideas from first hand observation, experience and imagination and follow through with ideas with growing independence. F1</p> <p>To know the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. F2</p> <p>To know how to mix paint to create all the secondary colours. A1</p> <p>To develop the skill of creating tints with paint by adding white. A2</p> <p>To develop the skill of creating tones with paint by adding black. A3</p>	
<u>Design and Technology objectives</u>						
<u>PSHE objectives</u>	<u>Stages of Learning</u> To know the different stages of learning	<u>Similarities and Differences</u> To know differences and similarities between people	<u>Friendships</u> To know how to take part in creating/agreeing rules	<u>Safeguarding</u> To understand that some touches are not fun	<u>Mental Health</u> To know and name feelings	<u>Body Image</u> To identify types of peer pressure and their effects
<u>Computing objectives</u>	<u>E-Safety</u> To know where to go for help and support when	<u>E-Safety</u> To know how to use technology safely and	<u>E-Safety</u> To understand that personal information is	<u>E-Safety</u> To know where to go for help and support	<u>E-Safety</u> To know how to use technology safely and	<u>E-Safety</u> To understand that personal information



<p>E-safety A1, A2, A3</p>	<p>they have concerns about content or contact on the internet or other online technologies. A1</p>	<p>respectfully, keeping personal information private A2</p>	<p>unique to them and should not be shared without a teacher or parent's permission A3</p>	<p>when they have concerns about content or contact on the internet or other online technologies. A1</p>	<p>respectfully, keeping personal information private A2</p>	<p>is unique to them and should not be shared without a teacher or parent's permission A3</p>
<p><u>Music objectives</u></p> <p>Improvising and Composing A3, A4</p> <p>Performance: Instrumental C3, C5</p>						<p><b><u>Story Thief Music</u></b> To understand how to play simple rhythmic patterns on an instrument, with control of dynamics keeping a steady beat. C3 To develop the skill of performing sound effects on an instrument, in order following a conductor C5</p>