Medium Term Planning **Year 2 Spring 1**

LC Question: Does everything change over time?

<table>
<tr><th></th><th>Quality text/hook</th><th>English (Capital letter, finger spaces, full stop focus)</th><th>Reading</th><th>Maths</th><th>CP</th></tr>
<tr><td>1

2

3</td><td>Miki

Curiosity Cube
Children to discover a star, lights, a polar bear and a penguin in the cube.

Links to art- draw picture of tree from the story and create lights to go on the tree.

TFW 1-3</td><td>Narrative / Description
Talk for Writing, speaking and listening, Mapping out of story.
Retelling of story from different characters.
Drama- acting out key parts of the story.

Grammar
Description of the sea- what can Miki see?
Past tense- looking at verbs and how they change.
Spelling patterns- past tense / suffix est/ed

Spell longer words that contain common suffixes ed/est
Spell common exception words
Plan and discuss the content.
I use expanded noun phrases
Use subordination (when, if , that, because)

Independent writing : Children to write the middle of the story describing what Miki can see as she swims through the water.
I write from memory simple dictated sentences.
Evaluate my writing with peers and with adults.</td><td rowspan="3">Applying Phonics

Know that the same grapheme may be read in different ways.
Recognise alternatives and consider which makes more sense.
Recognise syllables.
Know that breaking words into syllables helps fluent decoding.
Know that other strategies can be used to read unfamiliar words.
Use other strategies to support fluent decoding.

Reading for Pleasure

Explain why I prefer certain books or stories.
Retell stories with key events in correct sequence.
Retell a story with key events and characters.
Know how to find information in a non-fiction book.
Identify the purpose of a book/text.
Know that books and stories are set in different places and times.

Reading for Pleasure – Poetry

Talk about the meaning of different poems.
Recognise that a poem can tell a story
Learn a poem by heart.
Give an opinion on books or poems read
Find patterned recurring literacy language in poems and stories.
Find favourite words and phrases.

Fluency and Accuracy

Self-correct when meaning is lost.
Use prior knowledge and experiences to understand texts.
Use context to understand texts
Ask questions to clarify understanding.
Find answers to retrieval questions.
Recognise that a writer can have a message for the reader.
Make predictions about possible events.</td><td>(Morning Tasks – addition and subtraction/multiplication and division)

Measurement: Time</td><td rowspan="3">Curiosity Cube Clocks</td></tr>
<tr><td>4</td><td>Advert
Bear & the Hare- John Lewis TFW 1

Children to receive letter from the bear.

Story telling week- diary. Hansel and Gretel</td><td rowspan="2">Letter
Inference skills- looking at different parts of the video- how the characters feel.
Model text:Letter
Letter features- explore formal and informal letters

Children to receive a letter from the Bear asking them to tell him what Winter is like.

<u>Grammar</u>

Question sentences-
exclamation sentences.
Expanded noun phrases
Full stops and capital letters.
Use capital letters for the pronoun I for most proper nouns.

Amend letter.
Descriptive writing – Children to write a letter to bear about what Winter is like. Application of conjunctions, suffixes, commas for lists.</td><td>(Morning Tasks – addition and subtraction/multiplication and division)

Measurement: Money</td></tr>
<tr><td>5</td><td>Bear and the Hare
TFW 2</td><td>Geometry: Properties of shape</td></tr>
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6	**Black Dog** Children to have images of black dog and paw prints left around school that leads to the book.	**Poetry** Reading – inference skills working on what the house in the picture shows us. Reflection of key pictures in the story. What can we infer? Children to look at the pictures that build up to the little girl going outside. Introduction of repetition poems **Grammar** Description of the black dog in the story. Full stops and capital letters Suffix – est (scariest etc) Suffix – ly – (adverbs) Spell common exception words Plan and discuss the content of my writing- jotting down ideas, planning, oral rehearsal of sentences) Expanded noun phrase –… *a sharp set of teeth sitting inside the evil mouth.* Children to write a repeating poem using descriptive language, verbs, adverbs and conjunctions. **Through the window I can see…**	Reflection/Assessment week	

	Learning Challenge Question	Science WS 1,2,3,4,5,6	Computing	History – How has Stalybridge changed over the last century?	Geo g	Art	DT	Music	PE /Dance	PSHE (PPA)	RE (PPA)
1	Where in the world does Miki live? What changes do you see when it is cold?	**Hook to topic** Picking up an ice cube experiment. How does a polar bear survive the cold? What is ice? How have some animals adapted to survive extreme environments? (Find out and describe the basic needs of animals, including humans for survival i.e. water, food, air) (lessons linked to investigations/ observations.	**Digital photography** Taking photographs **Using technology respectfully.**	**What can families from Groby Street tell me about life in Stalybridge 100 years ago?** Explore the census, talk about old jobs and how they compare to today in Stalybridge. Look at how households have changed. What does this tell us			Mechanisms Sliders and levers 3 ways of moving pictures. Children to then produce a moving picture linked to Bear and the Hare. Children to apply all the movements into their picture. X 5 lessons	Charanga – I Wanna Play in a Band To begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions.	Spring 1 – Dance including. acquiring and developing skills, evaluating and improving and health and fitness. Sports Coach (see long term planning)	**Sex and relationship Ed: Boys and girls, families** X3 lessons Solving problems that might arise with friendships	Tameside Agreed Syllabus 2016. Who is Jewish and what do they believe?

				about what life was like?						Understand and and respect the differences/similarities between people	
2	Does the temperature change over the course of a day? When is the coldest part of the day?		**Digital photography** **Retrieving and manipulating** **Using technology respectfully.** Landscape of portrait.	**What can I tell a present day family about life 100 years ago on Groby Street?** Children to write a postcard to a house on Golby Street about their findings from last lesson. Post a few to the house.							
3	Do animals change their behaviour in Winter?		**Digital photography** **Retrieving and manipulating Using technology respectfully.** What makes a good photograph?	**How was life different for children in Stalybridge 100 years ago?** Revisit the families you have found out about and the investigate how life might have been different for the children. Talk about Victorian /Edwardian schooling. Discuss whether Stalyhill Infant School was here 100 years ago. **Museum loan box**							

4	Do all animals eat the same thing?		**Digital photography** **Retrieving and manipulating Using technology respectfully.** Lighting	**How has Stamford Park changed over time?** Changes in Stamford Park – look at a recount of someone's memories in the park (perspective) How do we use the park today vs games in the past? Research the memorial within the park (significance) – Joseph Stephen Rayner.		To use charcoal, pencils and pastel to create art I choose and use 3 different grades of pencil when drawing Children to work on drawing a polar bear. Children to give feedback to their partner and draw the polar bear again.					
5	How have I changed since I was a baby? Do animals change in the same way as humans?		**Digital photography** **Retrieving and manipulating Using technology respectfully.** Effects			To use a view finder to focus on a specific part before drawing I can create tones/tints					
6	Reflection Week	Reflection/assessment week	**Presentation – Digital photography** **-Retrieving and manipulating -organise and manipulate. Using technology respectfully.** Children to create a pic collage of pictures using their			Art presentation of final piece					

			photography skills. Children to then save their work and retrieve from the camera roll.								

Year 2 Subject Coverage Timetable Spring 1

LC Question – Does everything change over time?

Primary Subject Focus - Science and DT Secondary Subject Focus - Art, Music and Computing

	am 1	am 2	pm 1	pm 2
Monday	**Science/Literacy**		**Phonics**	**Science**
Tuesday	**PE**		**Phonics**	**Art /Computing**
Wednesday			**RE (PPA)**	**PSHE (PPA)**

Thursday			**Phonics**	**Music**
Friday	**PE**		**DT**	