Medium Term Planning **Year 2 Spring 2**

LC Question: What did Paddington discover when he visited London?

<table>
<tr><th></th><th>Quality text/hook</th><th>English (Capital letter, finger spaces, full stop focus)</th><th>Reading</th><th colspan="2">Maths (WRH)</th><th>CP</th></tr>
<tr><td>1</td><td>Narrative (Story)
Paddington at the Palace
Hook – children to be provided with clues linked to the story. Palace, Paddington, raven, crown, jewels etc)

Video clip of Paddington travelling to the tower. (YouTube)

TFW 1</td><td>Speaking and listening
4W story
Drama techniques linked to the story
Key spellings linked to the story.</td><td rowspan="4">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.</td><td>Number: Fractions</td><td rowspan="4">Number – Calculation</td><td rowspan="4">Construction to create landmarks.

Paddington Role Play</td></tr>
<tr><td>2</td><td>Paddington at the Tower

T4W 2</td><td rowspan="2">Grammar
Use full stops and capital letters accurately
Past tense-
using the suffixes -ed
using exclamation marks accurately

Independent – children to write up the story of Paddington at the Palace.</td><td rowspan="2">Statistics</td></tr>
<tr><td>3</td><td>Paddington at the Tower

TFW 3</td></tr>
<tr><td>P</td><td>Great Fire Of London / Samuel Pepys

Great fire of London fact books

TFW1</td><td>Diary entries
Introduce children to artefacts- give the children a set of clues linked to the GFOL eg – old fashion fire engine, helmet, bucket etc.

Model text – Diary of Samuel Pepys.
Recount story- Talk for write key events of story.
Drama acting out the diary
Key spelling words linked to the diary
Key feeling words linked to the diary.</td><td>Measurement: length and height</td></tr>
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5	Great Fire Of London / Samuel Pepys **Great fire of London fact books** **TFW2**	**Diary** Senses describing the fire. Question sentences – Samuel Pepys might ask. Changing words to the past tense. Subordinating conjunctions- when, if, that, or , because) Use capital letters for the personal pronoun I. Spell longer words containing -less Plan and discuss the content of my writing	Recognise that a writer can have a message for the reader. Make predictions about possible events.	Mass, capacity and temperature		
6	Great Fire Of London / Samuel Pepys **TFW3**	**Diary** Children to write the diary. Children to edit diary with a partner and/or my teacher. Children to rewrite in best handwriting. Children to share diary/ present diary to whole class.		Reflection/Assessment week		

	Learning Challenge Question	**Science WS 1,2,3,4,5,6**	**Computing**	**History**	**Geography**	**Art**	**DT**	**Music**	**PE /Dance**	**PSHE (PPA)**	**RE (PPA)**
1	Who is this bear?	See Unit Overview – Grammarsaurus What are materials? I can identify a variety of everyday materials	**Navigating the internet to complete simple search.** **Using technology respectfully Knowing where to go for help if I am concerned.** Teach the children about online safety when using the internet.	**Why is the Queen's Coronation a significant event in history?** Look at a range of sources: pictures, videos, newspapers, recounts. What do they tell us? Are they reliable? Key vocabulary: Monarch, Coronation.	Locate Peru on a map/atlas – recap southern hemisphere/continents. Discuss the different climates. How would this impact choice of clothing Paddington would wear? Describe a place that is outside Europe using geographical words.			Charanga – Year 2 Spring 2 Zoo time To begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions. Reggae	Spring 2 – Gymnastics including. acquiring and developing skills, evaluating and improving and health and fitness. Sports Coach (see long term planning)	**Sex and relation ship educati on: Boys and girls, families** X3 lessons see LTP for obj's	Tameside Agreed Syllabus for RE. **How and why do we celebrate special and sacred times?**
2	What is a family tree?	What are things made from? I can distinguish between an object and the material it is made from.	**Navigate the internet to complete simple search.** **Using technology respectfully**	**What can a family tree tell us about the Queen?** Look at the Royal Family Tree.	Paddington bear then arrives in London- where is London? To locate London on a map and		.				

			Knowing where to go for help if I am concerned. Model navigating the internet. Model how to get on the search engine. -Google search. Children to type in key words into google searches.	Children to plot the Royal family tree.	know that it is a capital city. Recap countries and introduce capital cities. Children to say what they like about a capital city. How is it different to Stalybridge?						
3	What can a gazette tell us about the past?	British Science Week 2025	**Navigate the internet to complete simple search.** **Using technology respectfully** **Knowing where to go for help if I am concerned.** Model to the children how to search and click on links. Show how to go back if we click on the wrong page or want to go back. Direct the children to certain pages and then get them to go back to the original page.	**What can a gazette from the past tell us about a significant event in history?** Children to be given snip outs from a gazette in 1666 to figure out what happened, when the event was, where it happened.	Look at some of the jobs in London and compare to those in Peru. Children to create a job for Paddington and design his uniform.	Explore artists who have painted pictures of the Queen and create a piece of art / picture of the Queen in response to the work of another artist.					
4	Who is Samuel Pepys and why is his diary so important?	Which material will protect humpty dumpty? Children will be able to identify the best material to protect an egg from breaking when dropped.	**Navigate the internet.** **Using technology respectfully** **Knowing where to go for help if I am concerned.** Children to find 5 interesting facts about the GFoL https://www.natgeokids.com/uk/disco	**What can artefacts tell us about the Great Fire of London?** Explore artefacts from the GFOL. Use inference skills to discuss what it tells us. **GFOL workshop**	To know some of the landmarks in London. Children to locate landmarks on a map and use basic grid reference. Complete data handling linked to landmarks. Children to have a landmark each and explore it	Use different effects within an IT paint package.					

			ver/history/general-history/the-great-fire-of-london-facts/		through the week (computing).						
5	What would you see from a London Bus? Which London Landmark would you like to visit?	How can we change materials? I can investigate the properties of different materials.	**Organise digital content. Retrieve and manipulate digital content.** Model how to use powerpoint. Children to begin creating a powerpoint linked to GFoL. Children to continue next week.	**Were the consequences of the Great Fire of London all negative?** Cause and consequences – positive and negative How it impacted local and nationally.							
6	Reflection week- What can I now do better than I could do before? What do I now know? What can I now do?	See Key Assessment Criteria Topic Web for subject focus. Evidence in Floor Books. **Computing- organise digital content.** Presentation ;Children to type up their 5 facts on word document / powerpoint									

Year 2 Subject Coverage Timetable Spring 2

LC Question – What did Paddington discover when he visited London?

Primary Subject Focus - Geography and History Secondary Subject Focus - Computing and DT / Science

	am 1	am 2	pm 1	pm 2
Monday	**PE**		**GR**	**History**

Tuesday	**Humanities / Literacy**		**GR**	**Computing/Art**
Wednesday			**PSHE (PPA)** **RE (PPA)**	
Thursday			**GR**	**Geography**
Friday			**Music**	**Science**