



2020 Medium Term 2 Plan Year 2

Topic – People who help us

Creative Friday display: A tudor street (representing a street in London in 1666)

Phonics/Spelling/vocab display: Phase 5 sounds and words.

Science display: Uses of everyday materials.

Geography/History display: The Great Fire of London 1666.



Week	Special events	English Focus text – The Jolly Postman or Other People’s Letters (week 1-6) The Jolly Christmas Postman (week 7)	Maths Theme/area – Addition and subtraction.	Science Uses of everyday materials.	PE Gymnastics (Premier Sports - Thursday) Dance (Wednesday)	Computing Purple Mash Questioning (week 1- 6) 2 paint (week 7)	
1		<p><u>PSHE focus and getting to know the text.</u></p> <p><u>PSHE:</u> The children will explore some of the PSHE curriculum for Term 2 and carryout a range of activities based on Celebrating Difference (see PSHE section of plan.)</p> <p><u>English:</u> The children will predict what they think will happen in the text. They will explore and use the conjunction ‘because’ to explain their thinking.</p> <p>They will also ask and answer questions about the section of the text they have read.</p> <p>Phonics - Phase 5 (a_e and e_e)</p>	<p>The children will recall number bonds to 20 identifying all related facts. They will develop an understanding of the relationship between addition and subtraction and know the purpose of the equal, addition and subtraction signs. They will also have the opportunity to discuss different strategies they could use to check addition and subtraction calculations.</p>	<p>The children will share what they already know about materials, for example names of materials and what certain materials are used for. They will then have the opportunity to share what they would like to find out.</p>	<p><u>Gymnastics.</u></p> <p>The children will begin by exploring and creating 2D body shapes individually and in small groups. They will show how to jump with control and will progress to jumping off apparatus forming different shapes. After, they will explore different travelling movements and learn how to balance on points and patches. Towards the end of term, they will build and create a small group sequence which they will then perform.</p>	<p><u>Questioning.</u></p> <p>The children will begin their learning by discussing different types of houses, for example semi-detached, detached, bungalow, flat etc. and will draw a picture of what their house looks like. Then, they will discover how many children in their class live in each type of house.</p>	

		<p>Spag – They will be recapping basic punctuation taught last term, such as capital letters and full stops and explore grammatical patterns in question sentences.</p> <p>Spellings – came, scrape, gate, ape, pavement, swede, these, concrete, delete, Pete.</p>			<p><u>Dance.</u></p> <p>This term the children will be working towards a class routine where they will be sharing their dreams, for example wanting to become a police officer, a firefighter etc. with another class. They will explore different movements and timings and will be introduced to basic isolations.</p>		
2		<p><u>Writing in role.</u></p> <p>The children will explore informal writing by reading Goldilocks' letter to the 3 Bears. They will then correct and uplevel this letter using their knowledge of grammar and spelling taught so far this year.</p> <p>In addition, they will write a diary entry in the role of the Jolly Postman, where they will recap his day so far sharing his thoughts and feelings.</p> <p>Phonics - Phase 5 (i_e and u_e)</p> <p>Spag – They will be exploring pronouns and how to include these in their writing. In addition, they will be recapping expanded noun phrases.</p> <p>Spellings – fine, invite, wife, hide, spine, cube, tube, flume, huge.</p>	<p>The children will find missing values in number sentences and explore calculations with similar digits, for example $2+5=7$ so $20+50=70$.</p>	<p>The children will explore everyday materials, for example wood, plastic, glass and cotton and identify their different uses. They will also explain why certain materials are used for some purposes and not for others.</p>		<p><u>Questioning.</u></p> <p>The children will reflect and review their learning from last week. They will then display their findings in a simple pictogram where they will orally answer questions, such as how many children live in a bungalow?</p>	
3		<p><u>Persuasive writing.</u></p>	<p>The children will explore and recall</p>	<p>The children will be shown a letter from</p>		<p><u>Questioning.</u></p>	

		<p>The children will explore persuasive writing by looking at the Wicked Witch's letter from the Jolly Postman. They will understand how some adverts are aimed at a certain audience. They will then create their own advert for the 3 little pigs where they will be applying expanded noun phrases in their writing.</p> <p>Phonics - Phase 5 (o_e and u_e) Spag – They will be continuing to recap and explore expanded noun phrases and how to use commas to separate adjectives in a list, for example the blue, small butterfly. Spellings – bone, stone, cone, those, phone, flute, cute, June.</p>	<p>basic number bonds to 100 using different resources to help them. They will also explore and identify a pattern when they add one more and one less to a number.</p>	<p>the Jolly Postman explaining that he needs their help. They will begin by predicting what material they think will best keep paper dry. After, they will explain their thinking.</p>		<p>The children will explore yes and no questions to separate different items. They will be provided with 12 avatars and in pairs they will ask each other yes and no questions to correctly guess their partners chosen avatar.</p>	
4		<p><u>Writing in role.</u></p> <p>The children will explore formal writing by looking at the letters sent to Cinderella and the Big, Bad Wolf. They will identify key differences between informal and formal writing, such as the choice of language used.</p> <p>They will then write a letter of complaint to Cinderella's step mother explaining how she is treating her unfairly.</p>	<p>The children will recap their learning from last week, discussing the patterns they found. They will use this knowledge to help them find 10 less and 10 more of a number. They will show an understanding of place value and begin to independently use or draw resources to help them.</p>	<p>The children will carry out their investigation discovering which materials are waterproof. Then they will share what they found out and as a class respond to the Jolly Postman.</p>		<p><u>Questioning.</u></p> <p>The children will recap their learning from last week and look at the 12 avatars. They will be introduced to a binary tree where they can separate items and in pairs create their own.</p>	

		Phonics - Phase 5 (ir and ie) Spag – They will be exploring co-ordinating conjunctions and how to use these in sentences (or, and, but.) Spellings – first, shirt, skirt, third, girl, cries, lie, tries, fried, dried.					
5		<u>Descriptive writing.</u> The children will look closely at the character, The Jolly Postman, and participate in many drama activities completing a role on the wall. They will then use the information gathered to write a character description about his appearance and personality. Within their writing they will be using conjunctions to extend some of their sentences. Phonics - Phase 5 (wh and oe) Spag – They will be exploring subordinating conjunctions and how to use these in sentences (when, if, that, because.) Spellings – white, wheel, which, whisper, whiskers, toe, goes, Joe, cargoes.	The children will recap how to partition a two digit number into tens and ones and understand how this skill will help them when adding and subtracting numbers. They will begin by adding and subtracting a 1 digit number to and from a 2 digit number using a number line and base 10 as tools of support.	The children will predict and then explore in small groups how some materials can change shape by squashing, bending, twisting and stretching. After, they will share their findings with children in other groups.		<u>Questioning.</u> The children will look more closely into yes and no questions. They will recognise what these questions help us to do but they'll also recognise the questions limitations.	

6		<p><u>Retelling a quality text and instruction writing.</u></p> <p>The children will retell the text's main events using time conjunctions to support them.</p> <p>They will then write a list of instructions explaining to the Jolly Postman where he needs to deliver letters to tomorrow.</p> <p>Phonics - Phase 5 (au and ey) Spag – They will be recapping how to use time conjunctions (first, then, next) and will explore grammatical patterns in command sentences. Spellings – haunted, launch, August, turkey, monkey, money, donkey, chimney.</p>	<p>The children will use their knowledge of place value and how to partition to add and subtract two, two digit numbers. During these activities the children will be using the language tens, ones and total.</p>	<p>The children will carry out an investigation observing the difference between water and ice and write a personal recount about what they did and what they found out.</p>		<p><u>Questioning.</u></p> <p>The children will recap the limitations of yes and no questions from last week. After, they will look at a database that allows us to ask more than one question. Then they will open the database on their laptop and use it to answer questions.</p>	
7		<p><u>Poetry.</u></p> <p>The children will explore a new text, The Jolly Christmas Postman and highlight similarities and differences between this text and the one looked at during weeks 1-6.</p> <p>They will then create Christmas poems where they will be looking closely at rhyme and rhythm.</p> <p>Phonics - Phase 5 (ou and ew)</p>	<p>The children will continue to look at adding and subtracting two, two digit numbers but where the ones cross a ten boundary, for example 27+14 or 31-18.</p>	<p>The children will reflect on their science learning this term and share any new information they have learnt about materials and their uses. They will display their new knowledge in the form of a mindmap or on a poster.</p>		<p><u>Illustration of the Christmas story.</u></p> <p>The children will use 2 paint to create an illustration from the Christmas story, for example Mary and Joseph travelling to Bethlehem.</p>	

<p>Week 6</p>	<p>The children will participate in 'sign and sing,' learning some Nativity songs. They will then have the opportunity to perform them to another class.</p> <p>In addition, they will use some instruments to accompany a recall of The Christmas Story where they will participate in discussions about which instruments will be best for which section of the story, for example using the sound of a triangle when the angel appears.</p> 
<p>RE</p> <p>Week 5</p>	<p><u>The Christmas Story.</u></p> <p>The children will listen carefully to the Christmas story and will recall it in a comic strip and in small groups. They will explore the importance of certain characters, such as Angel Gabriel, Mary, Joseph and the Innkeeper, and understand that the story wouldn't be the same if one character was removed.</p> 
<p>PSHE</p> <p>Week 1</p>	<p><u>Celebrating difference.</u></p> <p>The children will begin by exploring similarities and differences between what boys and girls enjoy to do. They will understand that sometimes people make assumptions. Following this, they will work as a class to group some statements under the headings agree, disagree and not sure. They children will then identify four similarities between themselves and the person sitting next to them. They will display these on a shield. In addition to identifying similarities and differences between themselves and others, they will also recognise and celebrate why it is good to be different.</p> <p>Finally, the children will understand what the term 'bullying' means. Once they have explored this they will then create a friendship tree where they will identify feelings and strategies which they could use to support their friends.</p> 