



2021-22 Medium Term Plan Year 2 Term 2

Creative Friday display: The Great Fire of London

PSHE display: The Empowerment Approach

English display: The Jolly Postman


Science display: Uses of everyday materials





Week	Special events	English The Jolly Postman or Other People's Letters (week 1-6) The Jolly Christmas Postman	Maths Place Value / Addition & subtraction/ Money	Science Uses of everyday materials	PE Gymnastics	Computing Purple Mash Spreadsheets	PSHE Empowerment approach – use the new planning given
1 1 st – 4 th Nov	INSET DAY 5 th Nov	Prediction The children will predict what they think will happen in the text. They will explore and use the conjunction 'because' to explain their thinking. They will also ask and answer questions about the section of the text they have read. Grammar – Recognising commas in a list Spellings – I, the, my, you, said	Place Value <ul style="list-style-type: none"> ▪ Add and subtracts 1s ▪ 10 more and 10 less ▪ Add and subtract 10s ▪ Add by making 10 	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.	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	Spreadsheets Children can explain what rows and columns are in a spreadsheet. <ul style="list-style-type: none"> • Children can open, save, and edit a spreadsheet. • Children can add images from the image toolbox and allocate them a value. • Children can add the count tool to count items. 	Introduction to our brain Goals - To capture students' interests about the brain and inspire them


<p style="text-align: center;">2 8th – 12th Nov</p>	<p style="text-align: center;">Parent consultations</p>	<p>Writing in role.</p> <p>The children will explore informal writing by reading Goldilocks' letter to the 3 Bears. They will then correct and up level 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>Grammar – Writing lists Spellings – your, are, be, of, no</p>	<p>Addition & Subtraction</p> <ul style="list-style-type: none"> • Add a 2-digit number crossing ten • Subtract a 1-digit number from a 2-digit number • Add two 2-digit numbers 	<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>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>Copying, cutting, pasting and totals</p> <p>Children can use copying, cutting and pasting to help make spreadsheets. • Children can use tools in a spreadsheet to automatically total rows and columns</p>	<p>Brain Building Neuroplasticity</p> <p>a) Experiences build the brain by creating new neural circuits b) The more we practice or do something, the easier it becomes. c) What we choose to focus on now will shape our future brain d) We can 'rewire' our brain to create new, more helpful 'habits' and strengthen areas of the brain which control things we find more difficult.</p>
<p style="text-align: center;">3 15th – 19th Nov</p>		<p>Persuasive writing.</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>Grammar – What are nouns? Spellings– what, all, was, we, so</p>	<p>Addition & Subtraction</p> <ul style="list-style-type: none"> • Subtract a 2-digit number from a 2-digit number • Subtract a 2-digit number from a 2-digit number (crossing 10) • Find and make number bonds 	<p>The children will be shown a letter from 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>Copying, cutting, pasting and totals</p> <p>• Children can use a spreadsheet to solve a mathematical puzzle.</p>	<p>Brain shaping: What affects how our brain develops?</p> <p>For students to understand the factors that can affect brain development over our lives.</p>

<p style="text-align: center;">4 22nd – 26th Nov</p>	<p style="text-align: center;">Mock SATs Week</p>	<p>Writing in role.</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 stepmother explaining how she is treating her unfairly.</p> <p>Grammar – What are adjectives? Spellings- to, me, call, her, there</p>	<p>Addition & Subtraction</p> <ul style="list-style-type: none"> • Bonds to 100 (tens and ones) • Add three 1-digit numbers • Consolidation 	<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>Using a Spreadsheet to Add Amounts</p> <ul style="list-style-type: none"> • Children can use images in a spreadsheet. 	<p>Brain shaping: What affects how our brain develops?</p> <p>For students to understand the factors that can affect brain development over our lives.</p>
<p style="text-align: center;">5 29th Nov – 3rd Dec</p>		<p>Descriptive writing.</p> <p>The children will look closely at the character, The Jolly Postman, and participate in many drama activities completing a role on the wall.</p> <p>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.</p> <p>Grammar – Recognising adjectives in sentences Spellings– want, go, old, some, he</p>	<p>Money</p> <ul style="list-style-type: none"> • Recognising coins and notes • Count money – pence • Count money – pounds • Count money – notes and coins 	<p>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.</p>		<p>Using a Spreadsheet to Add Amounts</p> <ul style="list-style-type: none"> • Children can work out how much they need to pay using pre-coins by using a spreadsheet to help calculate. 	<p>BRAIN CONTROL: The skills that help us to achieve well in learning and life</p> <ul style="list-style-type: none"> •To know that the pre-frontal cortex, is in charge of important skills which help us to stop, think, plan and complete. •To know that these 'Control Centre Skills' (fancy name is 'Executive Function Skills) develop pre-birth onwards.

<p>6 6th – 10th Dec</p>	<p>EYFS/ KS1 Nativity</p>	<p>Retelling a quality text and instruction writing.</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>Grammar – Using adjectives in sentences Spellings – does, tall, come, watch, who</p>	<p>Money</p> <ul style="list-style-type: none"> • Select money • Make the same amount • Compare money • Find the total 	<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>Creating a Table and Block Graph • Children can create a table of data on a spreadsheet</p>	<p>Brain Control: The skills that help us to achieve well in learning and life</p> <ul style="list-style-type: none"> •To understand that our early experiences make a difference to how strong our Control Centre Skills are •To know that we can improve these skills with the right teaching, support, and lots of practice
<p>7 13th – 17th Dec</p>	<p>Xmas dinner Panto trip</p>	<p>Poetry.</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>Grammar – Double adjectives with commas Spellings – were, brother, any, their, where</p>	<p>Money</p> <ul style="list-style-type: none"> • Find the difference • Find change • Two-step problems • Consolidation 	<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 mind map or on a poster.</p>		<p>Creating a Table and Block Graph • Children can use the data to create a block graph manually.</p>	<p>Brain Best: What we need to feel good and do well in learning, play and life</p> <p>For students to understand the needs we have in order to learn, perform and socialise at our best.</p>

Week		Learning	Curriculum links
Session 1 History	French – Vegetables - In this unit the children will learn how to: • Name and recognise up to 10 vegetables in French. • Attempt to spell some of these nouns • Learn simple vocabulary to facilitate a role play about buying	<p><u>The Great Fire of London.</u></p> <p>The children will begin by sharing what they already know about London. They will explore how London has changed and compare photos from the past and present. They will then be introduced to the different jobs which an adult may have had in London in 1666. They will participate in a discussion whether they think that job needs to still be around today. They will then look closely at fire fighters. They will identify key differences, such as their uniform and equipment and understand how a fire can be put out more quickly in 2020 than in 1666.</p> 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries
Session 2 History		<p><u>The Great Fire of London.</u></p> <p>The children will begin to learn about the plague where they will have an opportunity to write and ask questions. Once they have gathered plenty of information, they will then write an engaging fact file about the disease which spread across London and understand that Samuel Pepys helped us as he recalled these events in his diary. Finally, the children will write a diary entry in the role of Samuel Pepys and write a 'keep safe' on parchment paper.</p>	<p>Pupils should be taught about:</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</p>
Session 3		<p><u>Mini Cheesecake Santa.</u></p> <p>The children will begin by exploring how to create a festive treat. They will design a strawberry Santa that they would want to eat and make and label the ingredients accordingly. After, they will work in small groups to prepare and create their Santa. When Santa is complete, they will try it and evaluate</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from

<p>DT</p> 	<p>the process of preparing the fruit and building their Santa and their taste.</p>	
<p>Session 4</p> <p>Music</p> 	<p><u>Nativity songs.</u></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>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ play tuned and untuned instruments musically ▪ listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.
<p>Session 5</p> <p>History</p> <p>Creative Friday</p>	<p><u>The Great Fire of London – A Tudor Street.</u></p> <p>The children will begin by creating ‘fire’ artwork. They will be provided a choice of using paint or pastels to produce their piece. They will look closely at mixing different colour paint and how to use pastels effectively. After, they will design and make 3D Tudor houses using card. They will then look at and add small details to their creations. When their Tudor houses are complete, together they will make an old London street where they will explore how the fire spread so quickly through the streets in 1666.</p> 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ to use a range of materials creatively to design and make products ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences, and imagination ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
<p>Session 6</p> <p>RE</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>Session 7</p>	<p><u>Sliders and Levers</u></p> <p>The children will explore different sliders and levers to understand how the</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ design purposeful, functional, appealing

DT	<p>mechanisms produce different types of movement before beginning to generate ideas based on simple design criteria and their own experiences, explaining what they could make. They will then develop their ideas for a Christmas card through drawing before testing and building their ideas.</p> <p>Once complete they will evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets the design criteria.</p> 	<p>products for themselves and other users based on design criteria</p> <ul style="list-style-type: none">▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology▪ explore and evaluate a range of existing products, evaluate their ideas and products against design criteria▪ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products
-----------	---	---