

Year 2 Medium Term Planning

Spring Term 1

Our topic is...

Castles, Knights and Dragons

English



Speaking and Listening

- Compare and discuss words by their meaning
- Tell a story with a good structure, distinct plot, exciting event and clear resolution
- Think about how mood and atmosphere are created in live performances

Reading

- Read words containing the common suffixes -ment and -ness *E.g. payment, excitement, sadness, happiness*, and know this changes the meaning of the word
- Notice and self-correct when I make a mistake in my reading
- Non-fiction books: contents, index, find information using subheadings

Writing and Spelling

- To use the correct past tense verb in writing mostly consistently
- To use past and present tense consistently
- To use present progressive to mark actions in progress
- To identify how the grammatical pattern in a sentence indicates its function as a question
- To know that questions start with who, what, where, when, why, how, or a verb (e.g. are, have, can).
- To know that questions often have an answer.
- To give a simple reason why a sentence is a question
- To write questions using a question mark correctly at the end
- To spell old, cold, gold, hold, told, door, floor, poor, move, prove, improve, who, any, many
- Handwriting – capital letters

Children work in groups matched to their current stage of learning in phonics

Phonics



Basics 3

- Recognise the spellings for the sound with Sam
- Segment and build with Seb and Bill
- Read and blend with Rex and Ben
- Write with Ron
- Hear up to 3 sounds in words
- Recognise spellings
- Read and write simple and complex CVC words with the 44 spellings for sounds
- Read decodable texts with Basics 2 and 3 spellings

Basics 4



- Hear more than 3 sounds in a word
- Continue to embed their mastery of Basics 2 and 3 spellings for sounds in words and progress to 4, 5 and 6 sounds in a word
- Hear tricky adjacent consonants that are challenging to hear in words of more than 3 sounds, with the help of Magic Mack and Jazzy Jack
- Learn tricky words with Tess
- Read nonsense words with Nan
- Read and write CVC, CVCC, CCVC, CCVCC, CCCVC words with the 44 spellings for sounds
- Read decodable texts with Basics 2 and 3 spellings with adjacent consonants


Choose to Use





- Recognise the spellings for the sound with Sam
- Know that there are more than one spelling for a sound they can hear in a word *Sounds the same but looks different*

Switch It

- Recognise the spellings for the sound with Sam
- Switch spellings and sounds for alternative pronunciations – *Looks the same but sounds different*

	<ul style="list-style-type: none"> • Learn the Choose to Use spelling rules with Choose to Use Suze • Read decodable texts with the Basics and Higher Levels spellings including adjacent consonants 	<ul style="list-style-type: none"> • Read decodable texts with the Basics and Higher Levels spellings including adjacent consonants • Make more accurate attempts in their further stages of spelling in their writing journey
<p>Mathematics</p> 	<ul style="list-style-type: none"> • Addition and Subtraction. Building towards adding and subtracting 2, two-digit numbers including exchange. • Time – telling the hour and half hour. • Place Value – counting in 2s, 5s, 10s and 3s. • Measure – length, height and temperature. • Multiplication and Division – multiplying and dividing by 2, 5 and 10. 	
<p>History</p> 	<p>Through our work in History this half term we will study Corfe Castle, and understand the significance of the Battle of Hastings and William the Conqueror.</p> <p>Subject knowledge As a historian I will know that</p> <ul style="list-style-type: none"> • Castles were built over 500 years ago, as a form of protection. • Castles have different features that I can label and state their function e.g. battlements, portcullis, bailey, barbican, arrow slits • Enemies used different methods to attack a castle e.g. trebuchet, siege, fire, ladders, battering ram • Most knights were noblemen who became armoured soldiers. • The past can be represented in different ways (pictures, written accounts, artefacts etc...) <p>Skills: As a Historian I will be able to</p> <ul style="list-style-type: none"> • Label different features of a castle • Talk about methods of attack • Explain why castles were built • Find out about the past by searching for clues and putting them together, to find out what happened 	
<p>Design and Technology</p>	<p>This half term children will design, make and evaluate a castle. Making a strong and stable structure and joining materials together.</p> <p>Design –</p> <ul style="list-style-type: none"> • To design a product for myself and others using design criteria • To explain what they want to design and how they will do it • To label my designs 	

	<p>Make –</p> <ul style="list-style-type: none"> • To build simple 3D structures • To understand that there are some techniques that can reinforce materials (how to make materials stronger, stiffer and more stable) • To reinforce and stiffen materials <i>e.g. using folding and layering</i> • To know that freestanding structures can be made stronger and more stable, <i>e.g. making thicker, propping up, gluing or using stronger material</i> • To know that running stitch can be used to join two pieces of material together • To measure and mark materials/components, in order to cut out <p>Evaluate –</p> <ul style="list-style-type: none"> • To explain what I have learnt from the designing and making process • To understand that how effective a product is depends on how well it meets the brief • To identify strengths and possible changes that could be made
<p>Computing</p> 	<p>In computing we will continue to develop our coding skills using the Beebots – our floor robots.</p> <p>Skills</p> <p>As a Computer Scientist I will be able to</p> <ul style="list-style-type: none"> • describe a series of instructions as a sequence • explain what happens when we change the order of instructions • use logical reasoning to predict the outcome of a program • design an algorithm • create and debug a program that I have written

<p>Music</p> 	<p>Listen and appraise</p> <ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea. <p>Musical elements</p> <ul style="list-style-type: none"> Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. <p>Singing</p> <ul style="list-style-type: none"> Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader <p>Playing Instruments</p> <ul style="list-style-type: none"> Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.
<p>RE</p> 	<p>Re focus - Islam</p> <p>Jigsaw RE enquiry question: Who is God to Muslims?</p> <ul style="list-style-type: none"> Considering and explaining how to show respect Considering and explaining how we might show respect to others Considering ways a Muslim might show respect to Allah in their lives Considering some of the attributes (names) of Allah and what these might mean
<p>PSHE</p> 	<p>Jigsaw PSHE focus - Dreams and Goals</p> <p>We will be thinking about:</p> <ul style="list-style-type: none"> selecting a realistic goals and how to go about achieving that goal persevering even when tasks are proving to be difficult or challenging recognising who we work best with and why working within a group to create an end product individual roles and strengths within a group leading to an end product being achieved
<p>P.E.</p> 	<p>Dance</p> <ul style="list-style-type: none"> Develop control, coordination, balance, poise and elevation in the basic actions of travelling, jumping, turning, gesture and stillness Explore moods and feelings and to develop their response to music through dances, by using rhythmic responses and contrasts of speed, shape, direction and travel. Use counts of 8 to move in time and make my dance look interesting Explore pathways in my dance Create my own dance using actions, pathways and counts
<p>P.E.</p>	<p>Sending and Receiving</p> <p>Develop their sending and receiving skills including;</p> <ul style="list-style-type: none"> Throwing and catching Rolling, kicking, tracking and stopping a ball Working with a range of different size balls <p>Children will apply their skills individually, in pairs and in small groups</p> <p>Children will begin to organise and self-manage their own activities</p>

