




Medium Term Planning 2022-2023

Year Group: 2 Term: Spring					
RE Books Thanksgiving Opportunities To recognise religious stories. To retell, in any form, a narrative that corresponds to the scripture source used. To describe some religious beliefs. To recognise that people act in a particular way because of their beliefs. To describe some of the actions and choices of believers that arise because of their belief. To recognise key figures in the history of the People of God. To describe different roles of some people in the local, national and universal Church. To recognise religious signs and symbols used in worship. To describe some religious symbols and the steps involved in religious actions and worship, including the sacraments.	English <u>Writing:</u> Entertain: Description (2 weeks) Inform: Letter (3 weeks) Entertain: Poetry - Senses (1 week) Entertain: Narrative (3 weeks) Inform: Information Text (3 weeks) <u>Writing</u> To form lower-case letters of the correct size relative to one another To start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters To use spacing between words that reflects the size of the letters. To develop positive attitudes and stamina for writing To consider what to wrote before beginning To make simple revisions and corrections	Maths Measurement: Money Number: Multiplication and Division Measurement: Length and Height Measurement: Mass, Capacity and Temperature Money To recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value To find different combinations of coins that equal the same amounts of money Multiplication and Division To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs To show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	Science Living things and their habitats To explore and compare the differences between things that are living, dead, or have never been alive. To identify that most things live in habitats to which they are suited. To describe how different habitats, provide for the basic needs of different kinds of animals and plants, and how they depend on each other. To identify and name a variety of plants and animals in their habitats, including micro-habitats. To describe how animals, obtain their food from plants and other animals, using the idea off a simple food chain. To identify and name different sources of food.		



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<p>To use religious words and phrases.</p> <p>To say what they wonder about.</p> <p>To ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer.</p> <p>To talk about their own feelings, experiences and the things that matter to them.</p> <p>To ask and respond to questions about their own and others' feelings, experiences and things that matter to them</p>	<p>To read aloud what they've written with appropriate intonation.</p> <p>To develop understanding of punctuation including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>To learn how to use sentences with different forms: statement, question, exclamation, command; expanded noun phrases to describe and specify [for example, the blue butterfly]; the present and past tenses correctly and consistently including the progressive form; subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p><u>Reading:</u> Word Reading</p> <p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>To read accurately words of two or more syllables that contain the same graphemes as above</p> <p>To read words containing common suffixes</p> <p>To read further common exception words, noting unusual correspondences between</p>	<p>To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <p>Measurement</p> <p>To choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>To compare and order lengths, mass, volume/capacity and record the results using >, < and =</p>	
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	<p>spelling and sound and where these occur in the word</p> <p>To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>To re-read these books to build up their fluency and confidence in word reading</p> <p>Comprehension</p> <p>To develop pleasure in reading, motivation to read, vocabulary and understanding</p> <p>To understand both the books that they can already read accurately and fluently and those that they listen to</p> <p>To participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>		
<p>History</p> <p>History on my doorstep</p> <p>Local site visit</p> <p><u>Chronology</u></p> <p>To develop an awareness of the past, begin to use dates, show where people and events fit into a chronological framework.</p>	<p>Geography</p> <p>What is our country like?</p> <p><u>Knowledge of locations, places and their features, human and physical processes and key terminology:</u></p> <p>To develop locational and place knowledge of the United Kingdom to include: the four</p>	<p>Art</p> <p>Formal elements of art: shape, line & colour</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>DT</p> <p>Textiles - Easter celebrations (Stitching bunting)</p> <p><u>Design</u></p> <p>To design purposeful, functional, appealing products based on design criteria.</p>



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<p><u>Historical terms</u> To begin to use a vocabulary of historical terms such as recently, younger, years, decade.</p> <p><u>Enquiry</u> To ask questions about events, begin to understand some ways we find out about the past.</p> <p><u>Continuity and Change</u> To discuss change in an aspect of life.</p> <p><u>Similarity and difference</u> To identify similarities and differences between ways of life in different periods.</p> <p><u>Significance</u> To talk about what was important at a particular time.</p> <p><u>Primary source use</u> To ask questions about sources and artefacts, begin to understand some ways we find out about the past from objects/buildings in the historic environment.</p>	<p>countries which make up the United Kingdom, their capital cities, the names of the surrounding seas, key characteristics of the four countries.</p> <p>To develop knowledge of weather as a physical process.</p> <p><u>Understanding of similarities and differences, interaction of people, processes and places.</u> To know some basic similarities of and differences between different parts of the UK.</p> <p><u>Working like a geographer: use of geographical information from maps, atlases, globes etc.</u> To use globes, basic atlases and UK maps.</p> <p>To record on their own map.</p> <p><u>Working like a geographer: use of fieldwork and observational skills to observe, measure and record.</u> To identify daily weather patterns in the UK.</p>	<p>To know 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> <p>To evaluate and analyse creative works using the language of art, craft and design.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>To generate, develop, model and communicate ideas.</p> <p><u>Make</u> To select and use a range of tools and equipment, materials and components.</p> <p><u>Evaluate</u> To evaluate a range of existing products</p> <p>To evaluate their ideas and products against design criteria.</p>
<p>Music Durham Charanga - I wanna play in a band, Ho ho ho</p> <p>To use voices expressively.</p> <p>To play tuned and untuned instruments.</p>	<p>PE Gymnastics: Families of actions Multi-skills: SAQ</p> <p>To participate in team games, developing simple tactics for attacking and defending</p>	<p>Computing Online safety Questioning (Data handling) Effective searching</p> <p>To use technology safely and respectfully, keeping personal information private.</p>	<p>MFL (Spanish) European day of languages Basic greetings Numbers to 30 Months Days Colours Birthdays</p>



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<p>To listen with concentration and understanding.</p> <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>To master basic movements and develop balance, agility and co-ordination.</p>	<p>To identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>To recognise common uses of information technology beyond school</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>To use technology safely and respectfully.</p>	<p>To listen to and repeat basic greetings, numbers and days of the week.</p> <p>To join in with rhymes and songs.</p>
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