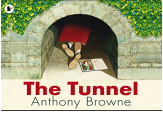



**Manor Park First School**

**Year 2 Medium Term Plan spring 1 2024**

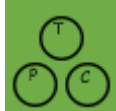
	<b>3.1</b>	<b>3.2</b>	<b>3.3</b>	<b>3.4</b>	<b>3.5</b>	<b>3.6</b>
<p><b>ENGLISH</b></p> <p><b>Spring 1</b></p>   <p><b>Builds on the experience of traditional tales in Year 1</b></p>	<p><b>Fiction</b></p> <p>Tunnel by Anthony Brown</p> <p><b><u>Writing Outcome:</u></b></p> <p>Children to write different opening and build up</p>	<p><b>Fiction</b></p> <p>The tunnel by Anthony Brown</p> <p><b><u>Writing Outcome:</u></b></p> <p>Children to write and work on endings of a story.</p>	<p><b>Fiction</b></p> <p>The tunnel by Anthony Brown</p> <p><b><u>Writing Outcome:</u></b></p> <p>Children to write from the perspective of the boy or girl.</p>	<p><b>Non-Fiction</b></p> <p>Into the Forest by Anthony Brown</p> <p><b><u>Writing Outcome:</u></b></p> <p>Writing to one of the characters in the book persuading them not to go into the forest</p>	<p><b>Non-Fiction</b></p> <p>Into the Forest by Anthony Brown</p> <p><b><u>Writing Outcome:</u></b></p> <p>Writing to one of the characters in the book persuading them to go into the forest.</p>	<p><b>Fiction</b></p> <p>Into the Forest by Anthony Brown</p> <p><b><u>Writing Outcome:</u></b></p> <p>Write your own narrative based on into the forest. 2 main characters with a opening, build up and ending based on the learning from this term</p>

**Grammar**

Use an appropriate opening and ending in my writing.



I am beginning to start my sentences with an adverbial. (time, cause and place)



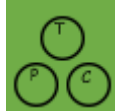
Using conjunctions and or but to join sentences using when because if that etc to create subordinate clauses.



Use an appropriate opening and ending in my writing.



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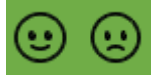
Using conjunctions and or but to join sentences using when because if that etc to create subordinate clauses.



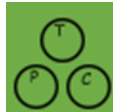
I can include details to add an element of humour, surprise or suspense. (year 3 objective but needed for GDS)



I use words that describe feelings.



I am beginning to start my sentences with an adverbial. (time, cause and place)



I include features of the genre I am writing in.



Using conjunctions and or but to join sentences using when because if that etc to create subordinate clauses.



Punctuating sentences correctly!?



I use commas (,) in lists.



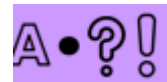
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Using conjunctions and or but to join sentences using when because if that etc to create subordinate clauses.



Punctuating sentences correctly!?



I use commas (,) in lists.



use an appropriate opening and ending in my writing.



I am beginning to start my sentences with an adverbial. (time, cause and place)



Using conjunctions and or but to join sentences using when because if that etc to create subordinate clauses.



using noun phrases,



adverbs of time to help

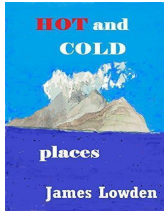
sequencing



<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>• count in steps of 2 and 5 from 0 and in tens from any number, forward and backward</li> <li>• interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</li> </ul>	<ul style="list-style-type: none"> <li>• recognise odd and even numbers</li> <li>• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>• show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> </ul>	<ul style="list-style-type: none"> <li>• recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>• write simple fractions for example <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> </ul>	<ul style="list-style-type: none"> <li>• recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>• write simple fractions for example <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> </ul>	<ul style="list-style-type: none"> <li>• use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</li> <li>• order and arrange combinations of mathematical objects in patterns and sequences</li> </ul>	<ul style="list-style-type: none"> <li>• tell and write the time to five minutes</li> <li>• know the number of minutes in an hour and the number of hours in a day.</li> <li>• compare and sequence intervals of time</li> </ul>
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<p>RE</p>	<p><b>Who is a Muslim and how do they live?</b></p> <p>What do people think about God? What do Muslims think about God?</p>	<p><b>Who is a Muslim and how do they live?</b></p> <p>What do Muslims think about God? What do some of the Muslim 99 Beautiful Names for God mean?</p>	<p><b>Who is a Muslim and how do they live?</b></p> <p>What do Muslims think about God? What does the Shahadah say about Muslim beliefs?</p>	<p><b>Who is a Muslim and how do they live?</b></p> <p>Who was the Prophet Muhammad and why is he important to Muslims? What do Muslims believe the Prophet Muhammad was like?</p>	<p><b>Who is a Muslim and how do they live?</b></p> <p>Why is the Prophet Muhammad so important to Muslims?</p>	<p><b>Who is a Muslim and how do they live?</b></p> <p>What do Muslims do because they love to treat the Quran with respect?</p>
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Geography  
block 3 weeks



**Locational knowledge:**

I can name and locate the seven continents and five oceans

I know the relative locations of the continents to the equator

**Place knowledge:**

I can describe which continents have significant hot or cold areas and relate these to the poles

I can describe the North and South Pole using key vocabulary

I can describe the desert using key vocabulary

I can describe what life is like in the desert.

I can describe what life is like on the North Pole

**Human and physical geography:**

I can compare a hot place with a cold place in terms of human and physical features.

**Geographical vocabulary to refer to:**

**Key physical features including:** *beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather*

**Key human features including:** *city, town, village, factory, farm, house, office, port, harbour and shop*

**Geographical Skills:**

I can use a world map/atlas or globe to identify and locate the continents and seven seas

**Fieldwork**

Use simple fieldwork and observational skills to study and draw a simple map of our school and its grounds with a basic key of places showing the key human and physical features of its surrounding environment. (building on fieldwork of school grounds taught in Year 1)

I can use aerial photos to identify physical and human features of a hot and cold place (building on skills taught in Year 1 studying Dorchester and Glasgow)

**Art  
Block  
3 Weeks**



**Skills: Drawing and Painting**

Edward Tingatinga  
(follows the Geography Block Africa)

**ART Block one:**

- Becoming an independent artist
- To be able to recall most of the equipment I need for the art session
- To learn the names of new equipment
- To be able to prepare the paint which is needed and clear up afterwards.

**Skill Drawing**

- To experiment with tones using pencils, chalk and charcoal.
- To represent things observed, remembered or imagined using colour.
- To use different pastels /charcoal to blend and smudge
- To use charcoal pieces to create: different lines and large sweeping movements
- To be able to use felt tip pens to make fine marks.

**Skill Painting:**

- To be able to hold a brush correctly and use different types and sizes
- To be able to mix colour and describe how to make them.
- To use a paint brush to dab, smooth, wash , sponge, stipple, stroke.
- To load a brush with the correct amount of paint
- To be able to use different brush types to make different marks: lines, blobs, dots, dashes
- To be able to mix paint of different thickness.

**Sketchbook:**

Start exploring the use of a sketchbook



<p><b>PSHE Dreams and Goals</b></p>	<p>Stay motivated when doing something challenging</p>	<p>Keep trying even when it is difficult</p>	<p>Work well with a partner or in a group</p>	<p>Have a positive attitude</p>	<p>Help others to achieve their goal</p>	<p>Are working hard to achieve their own dreams and goals</p>
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<b>PE coach Dance</b>	THEME: Secret Garden To remember, repeat and link actions to tell the story of my dance.	THEME: Secret Garden To develop an understanding of dynamics and how they can show an idea.	THEME: Secret Garden Use counts of 8 to help you stay in time with the music.	THEME: The Circus To copy, remember and repeat actions using facial expressions to show different characters.	THEME: The Circus To explore pathways and levels.	THEME: The Circus To remember and rehearse our circus dance showing expression and character.
<b>PE Class Teacher Yoga</b>	To copy and repeat yoga poses.	To develop an awareness of strength when completing yoga poses.	To develop an awareness of flexibility when completing yoga poses.	To copy and remember actions linking them into a flow	To create a flow, perform and teach it to a partner.	To explore poses and create a yoga flow.
<b>Music</b>	To learn the song Kye Kye Kule  To play call and response rhythms  Understand how rhythms might be notated.  Perform call and response rhythms in time over a constant pulse.  Create a class performance of Kye Kye Kule, using percussion instruments and singing.	To learn the song Kye Kye Kule  To play call and response rhythms  Understand how rhythms might be notated.  Perform call and response rhythms in time over a constant pulse.  Create a class performance of Kye Kye Kule, using percussion instruments and singing.	To learn the song Kye Kye Kule  To play call and response rhythms  Understand how rhythms might be notated.  Perform call and response rhythms in time over a constant pulse.  Create a class performance of Kye Kye Kule, using percussion instruments and singing.	To learn the song Kye Kye Kule  To play call and response rhythms  Understand how rhythms might be notated.  Perform call and response rhythms in time over a constant pulse.  Create a class performance of Kye Kye Kule, using percussion instruments and singing.	To learn the song Kye Kye Kule  To play call and response rhythms  Understand how rhythms might be notated.  Perform call and response rhythms in time over a constant pulse.  Create a class performance of Kye Kye Kule, using percussion instruments and singing.	To learn the song Kye Kye Kule  To play call and response rhythms  Understand how rhythms might be notated.  Perform call and response rhythms in time over a constant pulse.  Create a class performance of Kye Kye Kule, using percussion instruments and singing.