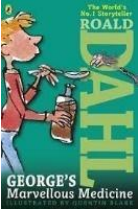

































Manor Park First School

Year 2 Medium Term Plan Spring 2 2024

	4.1	4.2	4.3	4.4	4.5	4.6
<p>ENGLISH</p> <p>Spring 2</p>  <p>George's Marvellous Medicine</p>	<p><u>Fiction:</u> George's Marvellous Medicine</p> <p><u>Writing Outcome:</u> Write a character description based on the evil character of Grandma.</p>	<p><u>Fiction:</u> George's Marvellous Medicine</p> <p><u>Writing Outcome:</u> Write a character description based on the evil character of Grandma.</p>	<p><u>Non-Fiction:</u> George's Marvellous Medicine</p> <p><u>Writing Outcome:</u> Write instructions on how to make a magic potion including tips and tricks.</p>	<p><u>Non-Fiction:</u> George's Marvellous Medicine</p> <p><u>Writing Outcome:</u> Write instructions on how to make a magic potion including tips and tricks.</p>	<p><u>Fiction:</u> George's Marvellous Medicine</p> <p><u>Writing Outcome:</u> Write a narrative about George's Grandma (or another villain of their choice). Must entertain reader but evoke a sense of fear and dislike.</p>	<p><u>Fiction:</u> George's Marvellous Medicine</p> <p><u>Writing Outcome:</u> Write a narrative about George's Grandma (or another villain of their choice). Must entertain reader but evoke a sense of fear and dislike.</p>

<p>Grammar</p> <p>Grammar Focus</p> <p>Class reader:</p> <p>The Gecko and the Echo (Rachel Bright)</p> <p>George's Marvellous Medicine (Roald Dahl)</p>	<p>Include features of the genre I am writing in.</p>  <p>Use conjunctions 'and or but' to join sentences. Use 'when because if that' to create subordinate clauses.</p>  <p>Punctuate sentences correctly.</p>  <p>Use noun phrases.</p>  <p>Include details to add an element of humour, surprise or suspense. (year 3 objective but needed for GDS)</p> 	<p>Include features of the genre I am writing in.</p>  <p>Use conjunctions 'and or but' to join sentences. Use 'when because if that' to create subordinate clauses.</p>  <p>Punctuate sentences correctly.</p>  <p>Use noun phrases.</p>  <p>Include details to add an element of humour, surprise or suspense. (year 3 objective but needed for GDS)</p> 	<p> Use conjunctions 'and or but' to join sentences. Use 'when because if that' to create subordinate clauses.</p> <p>Punctuate sentences correctly.</p>  <p>Use noun phrases.</p>  <p>Adverbs of time to help sequencing</p>  <p>Start to use simile, adverb, connective, preposition starters (to achieve higher writing)</p>  <p>Learn how to use sentences with different forms: statement, question, command</p>	<p>Use conjunctions 'and or but' to join sentences. Use 'when because if that' to create subordinate clauses.</p>  <p>Punctuate sentences correctly.</p>  <p>Use noun phrases.</p>  <p>Adverbs of time to help sequencing</p>  <p>Start to use simile, adverb, connective, preposition starters (to achieve higher writing)</p>  <p>Learn how to use sentences with different forms: statement, question, command</p>	<p>Use an appropriate opening and ending.</p>  <p>Begin to start sentences with an adverbial. (time, cause and place)</p>  <p>Use conjunctions 'and or but' to join sentences. Use 'when because if that' to create subordinate clauses.</p>  <p>Use noun phrases.</p>  <p>Adverbs of time to help sequencing</p> 	<p>Use an appropriate opening and ending.</p>  <p>Begin to start sentences with an adverbial. (time, cause and place)</p>  <p>Use conjunctions 'and or but' to join sentences. Use 'when because if that' to create subordinate clauses.</p>  <p>Use noun phrases.</p>  <p>Adverbs of time to help sequencing</p> 
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<p>Maths</p>	<p>Addition and Subtraction:</p> <ul style="list-style-type: none"> • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> – a two-digit number and ones – a two-digit number and tens • adding three one-digit numbers 	<p>Measure - Weight:</p> <ul style="list-style-type: none"> • compare and order weight • record the results using >, < and = • interpret unmarked divisions on scales 	<p>Multiplication and Division:</p> <ul style="list-style-type: none"> • recognise odd and even numbers • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs 	<p>Multiplication and Division:</p> <ul style="list-style-type: none"> • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts 	<p>Geometry:</p> <ul style="list-style-type: none"> • identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • compare and sort common 2-D and 3-D shapes and everyday objects 	<p>Fractions:</p> <ul style="list-style-type: none"> • recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity • write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
<p>RE</p>	<p>Why does Easter Matter to Christians?</p> <p>What do you already know about the Christian celebrations of Easter? To name three important days in Christian Holy Week.</p>	<p>Why does Easter Matter to Christians?</p> <p>What are the three biggest moments in the Easter Story? What do Christians remember about Jesus in Holy Week and Easter?</p>	<p>Why does Easter Matter to Christians?</p> <p>On Palm Sunday how did it feel to be one of the disciples? How did the disciples feel on Good Friday?</p>	<p>Why does Easter Matter to Christians?</p> <p>How do Christians feel today on Palm Sunday and Good Friday? To explore the meaning of Good Friday.</p>	<p>Why does Easter Matter to Christians?</p> <p>Why were the disciples happy on Easter Sunday? To explore the meaning of hopefulness.</p>	<p>Why does Easter Matter to Christians?</p> <p>How do Christians and non-believers celebrate on Easter Sunday?</p>

<p>Science block 3 weeks</p>	<p>In Science we are learning about:</p> <ul style="list-style-type: none"> • Animals including humans have offspring that grow into adults. • In humans and some animals babies will be young such as babies or kittens that grow into adults. • In other animals such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow into adults. • The young of some animals do not look like their parents eg tadpoles. • All animals, including humans have the basic needs of feeding, drinking and breathing that must be satisfied in order to survive. • To grow into healthy adults, they also need the right amounts and types of food and exercise. • Good hygiene is also important in preventing infections and illnesses. 						
<p>History block 3 Weeks</p>				<p>In History we are going to look at the changes in hospitals and healthcare over the years and the significant people involved.</p> <p>*Find out about the past through looking at pictures of old and new hospitals and healthcare workers.</p> <p>*Explore who Florence Nightingale and Edith Cavell were and why they were significant.</p> <p>*Build on their chronological understanding by building and using timelines.</p> <p>*Compare the past and present and spot the differences in hospitals and healthcare over the years.</p> <div style="text-align: center;">  </div>			
<p>PSHE Healthy Me</p>	<p>Making Healthy Choices</p>	<p>Eat a Healthy Balanced Diet</p>	<p>Be Physically Active</p>	<p>Keep Myself and Others Safe</p>	<p>Know How to be a Good Friend and Enjoy Healthy Friendships</p>	<p>Know How to Keep Calm and Deal with Difficult Situations</p>	

<p>PE coach Gymnastics</p>	<p>To practise physical shapes and balances and hold these balances for up to ten seconds.</p>	<p>To develop a short routine with shapes and balances and travelling actions.</p>	<p>Explore different shape jumps and how these can be connected with travelling actions.</p>	<p>To practise and explore the different types of rolls - barrel roll, straight roll and forward roll.</p>	<p>To explore working collaboratively and as a leader in a safe and respectful way. To use creativity and in selecting and applying actions learnt so far.</p>	<p>To apply confidence in performing a short routine.</p>
<p>PE Class Teacher Invasion Games</p>	<p>To practise dribbling in various directions and dribbling around obstacles.</p>	<p>To develop communication skills in throwing and catching and receiving skills.</p>	<p>To develop good communication through eye contact for kicking and receiving.</p>	<p>To apply running and jumping skills within an invasion game.</p>	<p>To explore how changing direction and speed can be used in an invasion game.</p>	<p>To explore all skills learnt and apply these to an invasion game</p>

<p>Music</p>	<p>To learn about how we can represent real-life sounds using our bodies/voices to create a soundscape of the seaside.</p> <p>To follow a conductor.</p> <p>To learn about how we can use untuned percussion instruments to represent sounds heard in the country and think about how varying dynamic and temp might affect these sounds.</p> <p>To experiment with different ways of using voices to create sounds to represent sounds of the city and explore how varying dynamic and temp might affect these sounds..</p> <p>Learn how to follow a graphic score.</p> <p>Learn how to create a soundscape composition with a clear structure.</p> <p>To perform a soundscape composition.</p>	<p>To learn about how we can represent real-life sounds using our bodies/voices to create a soundscape of the seaside.</p> <p>To follow a conductor.</p> <p>To learn about how we can use untuned percussion instruments to represent sounds heard in the country and think about how varying dynamic and temp might affect these sounds.</p> <p>To experiment with different ways of using voices to create sounds to represent sounds of the city and explore how varying dynamic and temp might affect these sounds..</p> <p>Learn how to follow a graphic score.</p> <p>Learn how to create a soundscape composition with a clear structure.</p> <p>To perform a soundscape composition.</p>	<p>To learn about how we can represent real-life sounds using our bodies/voices to create a soundscape of the seaside.</p> <p>To follow a conductor.</p> <p>To learn about how we can use untuned percussion instruments to represent sounds heard in the country and think about how varying dynamic and temp might affect these sounds.</p> <p>To experiment with different ways of using voices to create sounds to represent sounds of the city and explore how varying dynamic and temp might affect these sounds..</p> <p>Learn how to follow a graphic score.</p> <p>Learn how to create a soundscape composition with a clear structure.</p> <p>To perform a soundscape composition.</p>	<p>To learn about how we can represent real-life sounds using our bodies/voices to create a soundscape of the seaside.</p> <p>To follow a conductor.</p> <p>To learn about how we can use untuned percussion instruments to represent sounds heard in the country and think about how varying dynamic and temp might affect these sounds.</p> <p>To experiment with different ways of using voices to create sounds to represent sounds of the city and explore how varying dynamic and temp might affect these sounds..</p> <p>Learn how to follow a graphic score.</p> <p>Learn how to create a soundscape composition with a clear structure.</p> <p>To perform a soundscape composition.</p>	<p>To learn about how we can represent real-life sounds using our bodies/voices to create a soundscape of the seaside.</p> <p>To follow a conductor.</p> <p>To learn about how we can use untuned percussion instruments to represent sounds heard in the country and think about how varying dynamic and temp might affect these sounds.</p> <p>To experiment with different ways of using voices to create sounds to represent sounds of the city and explore how varying dynamic and temp might affect these sounds..</p> <p>Learn how to follow a graphic score.</p> <p>Learn how to create a soundscape composition with a clear structure.</p> <p>To perform a soundscape composition.</p>	<p>To learn about how we can represent real-life sounds using our bodies/voices to create a soundscape of the seaside.</p> <p>To follow a conductor.</p> <p>To learn about how we can use untuned percussion instruments to represent sounds heard in the country and think about how varying dynamic and temp might affect these sounds.</p> <p>To experiment with different ways of using voices to create sounds to represent sounds of the city and explore how varying dynamic and temp might affect these sounds..</p> <p>Learn how to follow a graphic score.</p> <p>Learn how to create a soundscape composition with a clear structure.</p> <p>To perform a soundscape composition.</p>
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