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| Year 2 – Spring 2 Medium Term Plan  |
|  | Week 126/2 | Week 24/3 | Week 311/3 | Week 418/3 | Week 525/3 |  |  |
| Events |  |  |  |  |  |  |  |
| Wider Experiences |  |  |  |  |  |  |  |
| Big Questions Limpsfield C.E. Infant School - SMSC | Why is it important to have dreams? (Literacy) |  |  | Why do we need to take care of plants? |  |  |  |
| Guided Reading |  |
| Independent Questions |  |  |
| SPaG | Use expanded noun phrases | Use different punctuation marks |  | Adjectives | Past tense |  |  |
| Writing | Emmanuel’s Dream Paragraph 1: Describe the rainforestParagraph 2: Describe the journeyIndependent Writing- Re-tell part of the story | The Leopard’s DrumParagraph 1: Describe Osebo’s AppearanceParagraph 2: Describe Osebo’s PersonalityIndependent Writing- Character Description |  |

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| Maths | Multiplication and Division | Length and Height | Mass, Capacity and Temperature  |  |
| RE | OpportunitiesKnow and understand:Each day offers opportunities for good – **Explore**Lent, the opportunity to turn towards what is good in preparation for Easter – **Reveal**Acquire the skills of assimilation celebration and application of the above – **Respond** | ThanksgivingKnow and understand:Different ways to say thank you – **Explore**The Eucharist: the parish family thanks God for Jesus – **Reveal**Acquire the skills of assimilation celebration and application of the above – **Respond** |
| Science | To design and set up a test to find out what plants need to stay healthyFind out and describe how plants need water, light and a suitable temperature to grow and stay healthy.Performing simple tests.Using their observations and ideas to suggest answers to questions. | To look closely at the parts of a seed that will grow into a plant and explain how it will germinate.Observe and describe how seeds and bulbs grow into mature plants.Observing closely, using simple equipment. | To describe the life cycle of a plant.Observe and describe how seeds and bulbs grow into mature plants. | To explain what plants need to grow and stay healthy.Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.Using their observations and ideas to suggest answers to questions. | To explain how plants are suited to their habitats.Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.Using their observations and ideas to suggest answers to questions. |  |  |
| Topic | AfricaTo explore the weather in AfricaGeographyLocate and name on a world map and globe the seven continents and five oceans.Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles | To research Emmanuel’s routeGeography:Follow a route on a mapAdd labels onto a sketch map, map or photograph of features | Compare our school to an African schoolGeography: Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)Use and construct basic symbols in a keyUse aerial photographs and plan perspectives to recognise landmarks and basic human and physical features | To state the purpose of our designDTInvestigate - what products are, who they are for, how they are made and what materials are usedUnderstand how freestanding structures can be made stronger, stiffer and more stableTo make an African drumD&TMake simple judgements about their products and ideas against design criteriaAssemble, join and combine materials and componentsUse finishing techniques, including those from art and DesignSuggest how their products could be improved Evaluating products and components use | To write a set of instructions for making an African DrumLiteracy Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional) |  |  |
| Computing | Using a TimerTo understand that algorithms follow a sequence.To design an algorithm that follows a timed sequence | Different Object TypesTo understand that different objects have different attributes (properties).To understand what different events do in code. | ButtonsTo create a program using a given design.• To understand the function of buttons in a program. | ‘Smelly Code’ DebuggingTo know what debugging means.To understand the need to test and debug a program repeatedly.To debug simple programs. |  |  |  |
| Music |  |