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| Year 2 – Spring 2 Medium Term Plan | | | | | | | |
|  | Week 1  26/2 | Week 2  4/3 | Week 3  11/3 | Week 4  18/3 | Week 5  25/3 |  |  |
| 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 rainforest  Paragraph 2: Describe the journey  Independent Writing- Re-tell part of the story | | | The Leopard’s Drum  Paragraph 1: Describe Osebo’s Appearance  Paragraph 2: Describe Osebo’s Personality  Independent Writing- Character Description | | |  |

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| Maths | Multiplication and Division | | | Length and Height | | | | | Mass, Capacity and Temperature | |  |
| RE | Opportunities  Know 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** | | | | | Thanksgiving  Know 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 healthy  Find 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 | Africa  To explore the weather in Africa  Geography  Locate 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 route  Geography:  Follow a route on a map  Add labels onto a sketch map, map or photograph  of features | | Compare our school to an African school  Geography:  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 key  Use aerial photographs and  plan perspectives to  recognise landmarks and  basic human and physical  features | | To state the purpose of our design  DT  Investigate - what products are, who they are for,  how they are made and what materials are used  Understand how freestanding structures can be  made stronger, stiffer and more stable  To make an African drum  D&T  Make simple judgements about their products and  ideas against design criteria  Assemble, join and combine materials and components  Use finishing techniques, including those from art and  Design  Suggest how their products could be improved  Evaluating products and components use | To write a set of instructions for making an African Drum  Literacy  Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional) | |  |  |
| Computing | Using a  Timer  To understand that algorithms  follow a sequence.  To design an algorithm that follows  a timed sequence | Different  Object  Types  To understand that different  objects have different attributes  (properties).  To understand what different  events do in code. | | Buttons  To create a program using a given  design.  • To understand the function of  buttons in a program. | | | ‘Smelly Code’ Debugging  To know what debugging means.  To understand the need to test and  debug a program repeatedly.  To debug simple programs. |  | |  |  |
| Music |  | | | | | | | | | | |