

Medium Term Plan - Year 2 - Spring, term 3

Whole school learning theme - Nature Squad

Date	Week 1 5 th - 9 th January	Week 2 12 th - 16 th January	Week 3 19 th - 23 rd January	Week 4 26 th - 30 th January	Week 5 2 nd - 6 th February	Week 6 9 th - 13 th February
General info		Rev Al assembly 15 th Jan		Class assembly - 29 th Jan	Rev Al assembly 5 th Feb	African drumming workshop 12 th Feb Midnight in the toyshop workshop - 13 th Feb
English						
Phonics	Consonant suffixes and contractions	Possessive apostrophe Assessment 2	Review dge Adding suffix	Review g Adding suffix	Review c Adding suffix	Review kn Adding suffix
Spelling	because, away, play, work, water, winter, matter would, could, should, many, pretty, improve keep, feet, snow, grow, window, know	station, information, fiction, condition, mention, because, away, play, work, water, winter, matter three, tree, green, sleep, queen, please,	badge, edge, bridge, dodge, fudge, river, under, after station, information, fiction, condition, mention, ever, under, better, never, river, after	magic, charge, huge, cage, giant, village, ginger badge, edge, bridge, dodge, fudge, river, under, after, find, great, kind, steak, mind, break, behind	slice, decide, notice, dance, space, ice, city magic, charge, huge, cage, giant, village, ginger wild, child, climb, hold, old, gold, cold, told	knot, knock, knife, know, knew, knight slice, decide, notice, dance, space, ice, city would, door, could, should, poor, floor,
GPS	Sentence types					
	Using 'or'	Using 'if'	Using 'because'	Expanded noun phrases	Statements and commands	
Handwriting	Horizontal joins to ascenders - wh, ol, wl, ob, od, of, ot, rd, horizontal joins to non ascenders - on, wa, wo, we, ro, ve, xe,					
	My Momo is a museum (recount)					

Writing	Imitation		Innovation		Independent	
	<p>Success Criteria - I can retell a story in order. I can write simple sentences in the past tense. I can use first person (<i>I, my, we</i>). I can add a feeling sentence.</p>		<p>Success Criteria - I can change part of a story to make it my own. I can plan my recount using a scaffold. I can use time words to order events. I can include feelings and thoughts.</p>		<p>Success Criteria - I can choose my own recount topic. I can plan independently. I can write in past tense with time connectives. I can include thoughts and feelings without support. I can edit my writing independently.</p>	
	<p><u>To understand what a recount is.</u></p> <p><i>Read My Momo-la Is a Museum for enjoyment. Discuss: What happened? Who is telling the story? Introduce recount features (simple language). Oral retelling using story map pictures.</i></p> <p><u>To order events in a recount</u></p> <p><i>Re-read sections of the text. Identify beginning, middle, end. Introduce time words: (colour highlights) First, Next, Then, Finally. Children sequence events using pictures/sentences.</i></p> <p><u>To identify and use past tense verbs</u></p> <p><i>Spot past tense verbs in the text (went,</i></p>	<p><u>To identify thoughts and feelings in a recount</u></p> <p><i>Find feeling sentences in the text. Discuss why the experience was special. Practise sentences using: I felt__ because__ (emotion cards to support)</i></p> <p><u>To write clear recount sentences</u></p> <p><i>Focus on capital letters, full stops. Improve example sentences together. Independent writing: short recount paragraph (model-based).</i></p> <p><u>To help write a recount using a model</u></p> <p><i>Shared write a recount based closely on the text. Children contribute ideas and vocabulary. Emphasise</i></p>	<p><u>To adapt a recount to a new experience</u></p> <p><i>Introduce new shared experience (e.g. class trip, special visitor, imagined visit). Compare with Momo-la story. Create a new story map together.</i></p> <p><u>To plan a recount using a scaffold</u></p> <p><i>Use a simple plan: What happened? What happened next? How did I feel? Teacher models planning. Children plan with pictures/keywords.</i></p> <p><u>To write events in chronological order</u></p> <p><i>Model writing event sentences. Children write the middle section of their recount. Focus on time connectives.</i></p>	<p><u>To write a full recount using a model</u></p> <p><i>Children write opening, events, ending. Support with word banks and sentence stems.</i></p> <p><u>To edit a recount</u></p> <p><i>Check: tense, order, punctuation. Add missing words or details. Focus on handwriting and joins (if appropriate).</i></p> <p><u>To produce a clear recount</u></p> <p><i>Children rewrite their improved version. Teacher conferencing with focus groups.</i></p> <p><u>To read writing aloud confidently</u></p> <p><i>Children read recounts to partner/class. Discuss</i></p>	<p><u>To choose and discuss a recount idea</u></p> <p><i>Brainstorm personal experiences. Oral rehearsal with partner. No model text used.</i></p> <p><u>To plan a recount independently</u></p> <p><i>Children complete own plan. Teacher checks structure only.</i></p> <p><u>To write an opening independently</u></p> <p><i>Focus on who, where, when. Minimal sentence starters.</i></p> <p><u>To write events independently</u></p> <p><i>Children write middle section. Encourage detail and time connectives.</i></p>	<p><u>To write an effective ending</u></p> <p><i>Thoughts and feelings. Why it was special</i></p> <p><u>To edit writing independently</u></p> <p><i>Checklist-based editing. Teacher supports only where needed</i></p> <p><u>To produce a final independent recount</u></p> <p><i>Best handwriting. Full punctuation</i></p> <p><u>To reflect on writing progress</u></p> <p><i>Teacher assessment against success criteria. Children reflect: What did I do well?</i></p>

	<p>saw, remembered). Change sentences from present → past. Short written task: 2-3 past tense recount sentences. (word banks to support)</p> <p><u>To retell a recount using first person</u></p> <p>Identify I, we, my in the text. Oral rehearsal: retell events using sentence stems. Shared writing: short recount paragraph together. (word banks)</p>	<p>structure: opening → events → ending</p> <p><u>To retell a recount confidently</u></p> <p>Oral retell using story map. Short independent write to assess understanding. Teacher assessment against recount features.</p>	<p><u>To write an ending with thoughts and feelings</u></p> <p>Revisit feeling sentences. Children write an ending paragraph. Read aloud and share examples.</p>	<p>what worked well Celebrate progress.</p>		
Maths	Measure - Money			Number - multiplication and division		
	<ul style="list-style-type: none"> Count money - pence Count money - pounds (notes and coins) Count money - pounds and pence · Choose notes and coins Make the same amount 	<ul style="list-style-type: none"> Compare amounts of money Calculate with money Make a pound Find change 	<ul style="list-style-type: none"> Find change Two-step problems 	<ul style="list-style-type: none"> Recognise equal groups Make equal groups Add equal groups Introduce the multiplication symbol 	<ul style="list-style-type: none"> Multiplication sentences Use arrays Make equal groups - grouping Make equal groups - sharing 	<ul style="list-style-type: none"> The 2 times-table Divide by 2 Doubling and halving Odd and even numbers
Science	Materials					
	To identify and name a variety of materials	To describe the simple properties of materials	To compare materials for suitability	To explore how materials can be changed	To investigate materials in context	To explore reversible and irreversible changes
	Significant people who changed the world					

History	What makes someone famous and why some people can influence the world.	Rosa Parks (1913 - 2005)	Marie Curie (1867-1943)	Christopher Columbus (1451-1506)	Isambard Brunel (1806-1859)	Compare and present famous people
PHSE	What jobs to people do?					
	What is a job and why do people work?	Different types of jobs	Skills and qualities needed for different jobs	Understand the role of jobs in the community	Explore future aspirations and jobs	Compare different jobs
Art	How do we create sculptures from wire? Artist - Alexander Calder					
	To explore sculpture and the work of Alexander Calder	Experiment with wire as a sculpting material	Plan a wire sculpture	Create a wire sculpture	Refine and add details	Evaluate and present
RE	Why do some people try to help others?					
	What does it mean to help others?	Caring and helping in Christianity	Caring and helping in Islam	Caring and helping in Judaism	How do beliefs help people decide what is right?	Reflecting on helping and caring and what it means to us
PE	Tuesday am Thursday am					
Computing	Making music/presenting ideas					
	Introduce 2sequence	Making music	soundtracks	Presenting a story 3 ways	Presenting ideas as a quiz	Making a factfile
French						
Music						