



Medium Term Plan to be completed (every old term) and emailed to Head by the beginning of that term.

Class: 2 Teacher: Mrs Aston

Spring 1: (Time Travellers - see topic web)

Subject	Learning Objectives	Activities
Maths	See attached abacus overview for 2,3 and 4	See attached abacus overview for 2,3 and 4
English	<p>SPaG</p> <p>Punctuating sentences accurately Using prepositions and preposition phrases.</p> <p>Using commas in lists</p> <p>Using time conjunctions</p> <p>Writing</p> <p>See literacy shed overview</p> <p>Reading</p>	<p>Writing activities - see literacy shed overview</p> <p>Focussed sentence writing activities using capital letters and full stops in the correct place. Apply this to a wider piece of writing and check paragraphs to see if demarcated correctly.</p> <p>Identify prepositions and how they are used. Use prepositions in their own writing and identify in texts.</p> <p>Write lists using commas accurately with both adjectives and nouns.</p> <p>Understand what time conjunctions are and how to use them to help writing flow.</p>



	<p>Butterfly lion yr 3&4 - retrieve and infer.</p> <p>Year 2 - range of level appropriate books with a focus on setting and character</p>	<p>Reading activities</p>
<p>Science</p>	<p>Identify and name everyday materials.</p> <p>Identify different uses of everyday materials.</p> <p>Record their observations.</p> <p>Demonstrate and explain how shapes of objects made from some materials can be changed.</p> <p>Explain what recycling means</p>	<p>Identifying Uses To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, by identifying the uses of different materials.</p> <p>I can identify uses of different everyday materials.</p> <p>To identify and classify the uses of everyday materials, in the context of the local area.</p> <p>I can identify and group the uses of everyday materials. To gather and record data to help in answering questions, by exploring the purposes of different objects.</p> <p>I can record my observations.</p> <p>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, by exploring the purposes of different objects.</p> <p>I can compare the suitability of different everyday materials.</p> <p>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, by changing the shape of objects.</p>



		<p>I can explain how the shapes of objects made from some materials can be changed. Objects to be manipulated: play dough, pipe cleaners, tea towels, socks, drink can, elastic bands, drinking straws and sponges.</p> <p>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, in the context of recycling.</p> <p>Discovering New Materials To find out about people who have developed new materials, by learning about John McAdam. • I can tell you about the inventor John McAdam.</p>
Religious Education	<p>represent Jesus in an image;</p> <p>create a freeze frame of one of the ten commandments; match a picture of a Christian special place to its name; explain what happened when Jesus was in the desert and how this is marked by Christians today by filling in 5 missing words in a cloze procedure; locate Bible verses after being given the book name and chapter to find them in; design a Christian symbol, paint this symbol on a stone and then complete basic information about the symbol and its meaning.</p>	<p>represent Jesus in an image;</p> <p>create a freeze frame of one of the ten commandments; match a picture of a Christian special place to its name; explain what happened when Jesus was in the desert and how this is marked by Christians today by filling in 5 missing words in a cloze procedure; locate Bible verses after being given the book name and chapter to find them in; design a Christian symbol, paint this symbol on a stone and then complete basic information about the symbol and its meaning.</p>



French	<p>Say hello and goodbye.</p> <p>Introduce themselves Say if they are feeling good/bad/so-so.</p> <p>Count to 10. Say how old they are.</p>	<p>Engage in conversations, ask and answer questions in the context of greeting people.</p> <p>Engage in conversations, ask and answer questions in the context of introducing yourself.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding; Engage in conversations, ask and answer questions; in the context of talking about how you are</p> <p>Listen attentively to spoken language and show understanding by joining in and responding; Engage in conversations, ask and answer questions in the context of saying goodbye</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; Appreciate stories, songs, poems and rhymes in the language; in the context of counting</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures; Listen attentively to spoken language and show understanding by joining in and responding; in the context of talking about age</p>
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