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| Year 2 – Spring 1 Medium Term Plan | | | | | | | | |
|  | Week 1  8/1 | Week 2  15/1 | | Week 3  22/1 | Week 4  29/1 | Week 5  5/2 | Week 6  12/2 | Week 7 |
| Events |  |  | |  |  | Children’s Mental Health Week |  |  |
| Wider Experiences |  |  | |  |  |  |  |  |
| Big Questions Limpsfield C.E. Infant School - SMSC | How do we respond to the unexpected? (Literacy) |  | | Why do we explore? (Topic) | What should we do with the opportunities we are given? (RE) | What makes it good to be you? (enrichment) | What makes you healthy? (Science) |  |
| Guided Reading |  | | | | | | | |
| Independent Questions |  | | | |  | | | |
| SPaG | Making sense | -ed suffix | | Possessive apostrophe | Past tense | Conjunctions |  |  |
| Writing | Lights on Cotton Rock  Paragraph 1: Describing the spaceship  Paragraph 2: Communicating with the Alien  Independent Writing- Narrative | | | | The Barnabus Project  Paragraph 1: Introduction  Paragraph 2: Describing Habitat  Independent Writing- Non-Chronological Report | | |  |
| Maths | Money | | Multiplication and Division | | | | | |
| RE | Books  Know and understand:  About the different books used at home and in school – **Explore**  The books used in Church on Sunday by the parish family – **Reveal**  Acquire the skills of assimilation, celebration and application of the above – **Respond** | | | | 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** | | | |
| Science | To match, sort and group  young animals and their  adults.  Identify and name a variety of common  animals including fish, amphibians, reptiles,  birds and mammals | To find out how animals  change as they grow into  adults.  Notice that animals, including humans, have  offspring which grow into adults | | To compare the stages of the  human life cycle.  Notice that animals, including humans, have  offspring which grow into adults | To research and describe  what animals, including  humans, need to survive.  Find out about and describe the basic needs  of animals, including humans, for survival  (water, food and air) | To test the effects of exercise  on the human body.  Ask simple questions and recognise that they can  be answered in different ways  Observe closely, using simple equipment  Perform simple tests  Gather and record data to help in answering  questions | To investigate the importance  of healthy eating and hygiene.  Ask simple questions and recognise that they can  be answered in different ways  Observe closely, using simple equipment  Perform simple tests  Gather and record data to help in answering  questions |  |
| Topic | Explorers  To understand when Christopher Columbus discovered America  History:  events beyond living memory that are significant nationally or globally  the lives of significant individuals in the past who have contributed to national and international achievements  Show where places, people and events fit into a broad chronological framework  Begin to use dates | To understand how Christopher Columbus discovered America  Geography:  use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  name and locate the world’s seven continents and five oceans  History:  the lives of significant individuals in the past who have contributed to national and international achievements  Begin to use dates  Recognise what happened as a result of people’s actions or events | | To draw the journey Christopher Columbus went  History:  Recognise what happened as a result of people’s actions or events  Geography:  name and locate the world’s seven continents and five oceans  Understand geographical similarities and differences through studying the human and  physical geography of a small area of the United Kingdom, and of a small area in a  contrasting non-European country  use basic geographical vocabulary to refer to:   key physical features, including: beach, cliff, coast, forest, hill, mountain, sea,  ocean, river, soil, valley, vegetation, season and weather | Explore the journey of Ibn Battuta  History:  Recognise what happened as a result of people’s actions or events  Discuss change and continuity in an aspect of life  Geography:  use aerial photographs and plan perspectives to recognise landmarks and basic  human and physical features; devise a simple map | To create a design for the mainsail of our ships  D&T  Assemble, join and combine materials and components  Use finishing techniques, including those from art and  design  Evaluating products and components used | To write a job advert for a crew recruitment.  Literacy:  consider what they are going to write before beginning by:  writing down ideas and/or key words, including new vocabulary |  |
| Computing | Searching  and Sharing  To know how to refine searches using  the Search tool.  To know how to share work  electronically using the display boards.  To use digital technology to share work  on Purple Mash to communicate and  connect with others locally.  To have some knowledge and  understanding about sharing more  globally on the Internet. | | | Email  Using  2Respond  To introduce Email as a communication  tool using 2Respond simulations.  To understand how we talk to others  when they are not there in front of us.  To open and send simple online  communications in the form of email. | | Digital  Footprint  To understand that information put  online leaves a digital footprint or trail.  To begin to think critically about the  information they leave online.  To identify the steps that can be taken  to keep personal data and hardware  secure | |  |
| Music |  | | | | | | | |