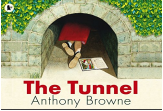








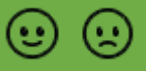















**Manor Park First School**

**Year 2 Medium Term Plan spring 1 2025**

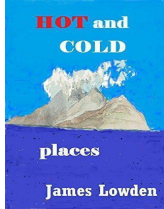
	<b>3.1</b>	<b>3.2</b>	<b>3.3</b>	<b>3.4</b>	<b>3.5</b>	<b>3.6</b>
<p><b>ENGLISH</b></p> <p><b>Spring 1</b></p>  <p><b>The Tunnel</b> Anthony Browne</p>  <p><b>Little Red Riding Hood</b> Lucy Rowland</p> <p><b>Builds on the experience of traditional tales in Year 1</b></p>	<p><b>Fiction</b></p> <p><b>Little Red Reading Hood</b> Lucy Rowland</p> <p><b><u>Writing Outcome:</u></b></p> <p>Oral retelling of original story and story mapping</p>	<p><b>Fiction</b></p> <p><b>Little Red Reading Hood</b> Lucy Rowland</p> <p><b><u>Writing Outcome:</u></b></p> <p>A diary entry from Little Red about her day with the wolf.</p>	<p><b>Fiction</b></p> <p><b>Little Red Reading Hood</b> Lucy Rowland</p> <p><b><u>Writing Outcome:</u></b></p> <p>Own version of Little Red Riding Hood with a different ending.</p>	<p><b>Fiction</b></p> <p>Tunnel by Anthony Brown</p> <p><b><u>Writing Outcome:</u></b></p> <p>Children to write different opening and build up</p>	<p><b>Fiction</b></p> <p>The tunnel by Anthony Brown</p> <p><b><u>Writing Outcome:</u></b></p> <p>Children to write and work on endings of a story.</p>	<p><b>Fiction</b></p> <p>The tunnel by Anthony Brown</p> <p><b><u>Writing Outcome:</u></b></p> <p>Children to write and work on endings of a story.</p>

<p><b>Grammar</b></p>	<p>Include features of the genre I am writing in. </p> <p>Use an appropriate opening and ending in writing. </p> <p>Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to create subordinate clauses. </p> <p>Begin to start sentences with an adverbial (time, cause and place) </p>	<p>Use an appropriate opening and ending in writing. </p> <p>Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to create subordinate clauses. </p> <p>Begin to start sentences with an adverbial (time, cause and place) </p>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers.</li> <li>• Articulate and justify answers, arguments and opinions.</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>• Participate in discussions and debates.</li> </ul>	<p> Use words that describe feelings.</p> <p> Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to create subordinate clauses.</p> <p> Begin to start sentences with an adverbial (time, cause and place)</p> <p> Use commas (,) in lists.</p> <p> <i>Include details to add an element of humour, surprise or suspense. (Year 3 objective but needed for GDS)</i></p>	<p> Use words that describe feelings.</p> <p> Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to create subordinate clauses.</p> <p> Begin to start sentences with an adverbial (time, cause and place)</p> <p> Use commas (,) in lists.</p> <p> <i>Include details to add an element of humour, surprise or suspense. (Year 3 objective but needed for GDS)</i></p>	<p>Include features of the genre I am writing in. </p> <p>Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to create subordinate clauses. </p> <p>Punctuate sentences correctly!?. </p> <p>Use commas (,) in lists. </p>
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<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>count in steps of 2 and 5 from 0 and in tens from any number, forward and backward</li> <li>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</li> </ul>	<ul style="list-style-type: none"> <li>recognise odd and even numbers</li> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> </ul>	<ul style="list-style-type: none"> <li>recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>write simple fractions for example <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> </ul>	<ul style="list-style-type: none"> <li>recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>write simple fractions for example <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> </ul>	<ul style="list-style-type: none"> <li>use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</li> <li>order and arrange combinations of mathematical objects in patterns and sequences</li> </ul>	<ul style="list-style-type: none"> <li>tell and write the time to five minutes</li> <li>know the number of minutes in an hour and the number of hours in a day.</li> <li>compare and sequence intervals of time</li> </ul>
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<p><b>RE</b></p>	<p>What do Christians believe God is like?</p> <p>Look at a stained glass window depicting the story of Jonah.</p> <p>Split into groups and think about the emotions felt during the key events in the story.</p> <p>Listen to hymns sung in Church and discover why Christians believe it is important to sing about God.</p> <p>Create a collage using pupils art about their ideas around God. Discuss how complex it is and relate to the complicated view of God.</p>	<p>What do Christians believe God is like?</p> <p>Look at a stained glass window depicting the story of Jonah.</p> <p>Split into groups and think about the emotions felt during the key events in the story.</p> <p>Listen to hymns sung in Church and discover why Christians believe it is important to sing about God.</p> <p>Create a collage using pupils art around their ideas about God. Discuss how complex it is and relate to the complicated view of God.</p>	<p>What do Christians believe God is like?</p> <p>Look at a stained glass window depicting the story of Jonah.</p> <p>Split into groups and think about the emotions felt during the key events in the story.</p> <p>Listen to hymns sung in Church and discover why Christians believe it is important to sing about God.</p> <p>Create a collage using pupils art about their ideas around God. Discuss how complex it is and relate to the complicated view of God.</p>	<p>What do Christians believe God is like?</p> <p>Look at a stained glass window depicting the story of Jonah.</p> <p>Split into groups and think about the emotions felt during the key events in the story.</p> <p>Listen to hymns sung in Church and discover why Christians believe it is important to sing about God.</p> <p>Create a collage using pupils art about their ideas around God. Discuss how complex it is and relate to the complicated view of God.</p>	<p>Why is the Torah such a joy for the Jewish community?</p> <p>Engage with the concept of joy in relation to the Torah.</p> <p>Enquire into the importance of the Torah to the Jewish community.</p> <p>Comparing the Torah and the Bible and how they are used in a church and in a synagogue.</p> <p>EXPLORE 1: the story of Moses, the leader and teacher from the Torah Explore 2: how the Torah is shown respect in the synagogue.</p>	<p>Why is the Torah such a joy for the Jewish community?</p> <p>Engage with the concept of joy in relation to the Torah.</p> <p>Enquire into the importance of the Torah to the Jewish community.</p> <p>Comparing the Torah and the Bible and how they are used in a church and in a synagogue.</p> <p>EXPLORE 1: the story of Moses, the leader and teacher from the Torah Explore 2: how the Torah is shown respect in the synagogue.</p>
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**Geography**  
**block 3 weeks**



**Locational knowledge:**

I can name and locate the seven continents and five oceans

I know the relative locations of the continents to the equator

**Place knowledge:**

I can describe which continents have significant hot or cold areas and relate these to the poles

I can describe the North and South Pole using key vocabulary

I can describe the desert using key vocabulary

I can describe what life is like in the desert.

I can describe what life is like on the North Pole

**Human and physical geography:**

I can compare a hot place with a cold place in terms of human and physical features.

**Geographical vocabulary to refer to:**

**Key physical features including:** *beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather*

**Key human features including:** *city, town, village, factory, farm, house, office, port, harbour and shop*

**Geographical Skills:**

I can use a world map/atlas or globe to identify and locate the continents and seven seas

**Fieldwork**

Use simple fieldwork and observational skills to study and draw a simple map of our school and its grounds with a basic key of places showing the key human and physical features of its surrounding environment. (building on fieldwork of school grounds taught in Year 1)

I can use aerial photos to identify physical and human features of a hot and cold place (building on skills taught in Year 1 studying Dorchester and Glasgow)

**Art  
Block  
3 Weeks**



**Skills: Drawing and Painting**  
Edward Tingatinga  
(follows the Geography Block Africa)

**ART Block one:**  
Becoming an independent artist  
To be able to recall most of the equipment I need for the art session  
To learn the names of new equipment  
To be able to prepare the paint which is needed and clear up afterwards.

**Skill Drawing**  
To experiment with tones using pencils, chalk and charcoal.  
To represent things observed, remembered or imagined using colour.  
To use different pastels /charcoal to blend and smudge  
To use charcoal pieces to create: different lines and large sweeping movements  
To be able to use felt tip pens to make fine marks.

**Skill Painting:**  
To be able to hold a brush correctly and use different types and sizes  
To be able to mix colour and describe how to make them.  
To use a paint brush to dab, smooth, wash , sponge, stipple, stroke.  
To load a brush with the correct amount of paint  
To be able to use different brush types to make different marks: lines, blobs, dots, dashes  
To be able to mix paint of different thickness.

**Sketchbook:**  
Start exploring the use of a sketchbook



<b>PSHE Dreams and Goals</b>	Stay motivated when doing something challenging	Keep trying even when it is difficult	Work well with a partner or in a group	Have a positive attitude	Help others to achieve their goal	Are working hard to achieve their own dreams and goals
<b>PE coach Dance</b>	THEME: Secret Garden To remember, repeat and link actions to tell the story of my dance.	THEME: Secret Garden To develop an understanding of dynamics and how they can show an idea.	THEME: Secret Garden Use counts of 8 to help you stay in time with the music.	THEME: The Circus To copy, remember and repeat actions using facial expressions to show different characters.	THEME: The Circus To explore pathways and levels.	THEME: The Circus To remember and rehearse our circus dance showing expression and character.
<b>PE Class Teacher Yoga</b>	To copy and repeat yoga poses.	To develop an awareness of strength when completing yoga poses.	To develop an awareness of flexibility when completing yoga poses.	To copy and remember actions linking them into a flow	To create a flow, perform and teach it to a partner.	To explore poses and create a yoga flow.

<p><b>Music</b></p>	<p>To learn the song Kye Kye Kule</p> <p>To play call and response rhythms</p> <p>Understand how rhythms might be notated.</p> <p>Perform call and response rhythms in time over a constant pulse.</p> <p>Create a class performance of Kye Kye Kule, using percussion instruments and singing.</p>	<p>To learn the song Kye Kye Kule</p> <p>To play call and response rhythms</p> <p>Understand how rhythms might be notated.</p> <p>Perform call and response rhythms in time over a constant pulse.</p> <p>Create a class performance of Kye Kye Kule, using percussion instruments and singing.</p>	<p>To learn the song Kye Kye Kule</p> <p>To play call and response rhythms</p> <p>Understand how rhythms might be notated.</p> <p>Perform call and response rhythms in time over a constant pulse.</p> <p>Create a class performance of Kye Kye Kule, using percussion instruments and singing.</p>	<p>To learn the song Kye Kye Kule</p> <p>To play call and response rhythms</p> <p>Understand how rhythms might be notated.</p> <p>Perform call and response rhythms in time over a constant pulse.</p> <p>Create a class performance of Kye Kye Kule, using percussion instruments and singing.</p>	<p>To learn the song Kye Kye Kule</p> <p>To play call and response rhythms</p> <p>Understand how rhythms might be notated.</p> <p>Perform call and response rhythms in time over a constant pulse.</p> <p>Create a class performance of Kye Kye Kule, using percussion instruments and singing.</p>	<p>To learn the song Kye Kye Kule</p> <p>To play call and response rhythms</p> <p>Understand how rhythms might be notated.</p> <p>Perform call and response rhythms in time over a constant pulse.</p> <p>Create a class performance of Kye Kye Kule, using percussion instruments and singing.</p>
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<p><b>Computing</b></p>	<p>Robot algorithms</p> <p>Creating and debugging programs</p> <p>Using logical reasoning to make predictions</p> <p>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>Use technology safely and respectfully, keeping personal information private</p> <p>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<p>Robot algorithms</p> <p>Creating and debugging programs</p> <p>Using logical reasoning to make predictions</p> <p>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>Use technology safely and respectfully, keeping personal information private</p> <p>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<p>Robot algorithms</p> <p>Creating and debugging programs</p> <p>Using logical reasoning to make predictions</p> <p>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>Use technology safely and respectfully, keeping personal information private</p> <p>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<p>Robot algorithms</p> <p>Creating and debugging programs</p> <p>Using logical reasoning to make predictions</p> <p>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>Use technology safely and respectfully, keeping personal information private</p> <p>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<p>Robot algorithms</p> <p>Creating and debugging programs</p> <p>Using logical reasoning to make predictions</p> <p>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>Use technology safely and respectfully, keeping personal information private</p> <p>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<p>Robot algorithms</p> <p>Creating and debugging programs</p> <p>Using logical reasoning to make predictions</p> <p>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>Use technology safely and respectfully, keeping personal information private</p> <p>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>
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