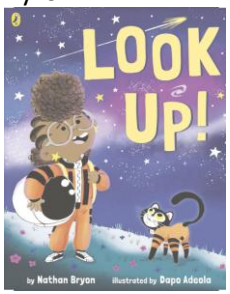
St Peter's Academy Primary School Medium Term Planning Template

Class: Voyager Year: 2 Term: 2 – Explorers

	Week 1 Mon – TD Day 4 days	**Week 2** Safeguarding audit Slice review Ramsbury hub **Antibullying wk**	**Week 3**	**Week 4**	**Week 5**	**Week 6** Nativity performances	**Week 7**
English Writing Look Up, Nathon Byron 	**Narrative – Alternative viewpoint retelling**			**Non Fiction – Persuasive letter**			**Christmas**
	✓ Features within a narrative: Expanded noun phrases, coordinating conjunctions. ✓ Read character description of 'Rocket' and draw her – identifying the ENPs. ✓ Standalone SP – Look up sentence mazes. Ensure accurate spelling, CL and FS, smart handwriting and finger spaces. ✓ Plan description of	✓ Slow write / Guided Application - Practise character description of Jamal. ✓ SP → Standalone – identify grammar features in a character description of Jamal. ✓ Sequence key events in the story considered from Jamal's viewpoint. Application - Write ENP sentences for each picture.	✓ Write the first part of the story from Jamal's viewpoint. ✓ Write the second part of the story from Jamal's viewpoint. ✓ Write the final part of the story from Jamal's viewpoint. ✓ Taught editing skills by marking my example of alternative view point writing. ✓ Guided editing of own work –	✓ WAGOLL features of a letter (persuasive) ✓ WAGOLL Identify ENP, coordination, different sentence forms. ✓ SP Different sentence types in context. ✓ Identify & use a range of coordination in context of persuasive phrases. ✓ Identify and use a range of persuasive noun phrases in context. Generate 3 reasons to	✓ Slow write guided persuasive letter writing for parents to attend our nativity performance. Split over 2 days. ✓ SP Identify evidence of successes in guided slow write. ✓ Plan 3 reasons Persuasive ENP for everyone seeing the meteor shower. ✓ Plan letter structure. Alongside a WAGOLL plan.	✓ Independent write for meteor shower letter. Over 2 days. ✓ Edit and improve with green editing pen. ✓ Publishing of letters. Buffer day for nativity performances.	Letters to Father Christmas. ✓ WAGOLL features ✓ Plan a letter to ask for presents and why you deserve them. ✓ Write letter over 2 days. ✓ Edit and improve.

	Jamal's character. Nouns then adjectives around the picture. ✓ Put planned nouns and adjectives into ENP sentences.	LA – simple retelling – CL FS, phonics. ✓ Supply – Standalone coordinating conjunctions identification and use in context of Look Up! ✓ Plan key content of the story from Jamal's perspective using the Rocket WAGOLL.	use of green pen.	come to nativity.			
VIPERS	Look up 60 second reading comprehension.						
Phonics/Spelling	**Five a) wk 2 Spellings recap**	**Five b) WK 1 Mastery**	**Five b) Wk 2 Mastery**	**Five b) Wk 3 Mastery**	**Five b) Wk 4 Mastery**	**Five b) Wk 5 Mastery**	
	Spellings: choosing from alternative graphemes with the same sound: ee/ea/e-e/ey, igh/ie/i-e, oa/oe/o-e, oo/ew/ue/u-e (oo), ew/ue/u-e (you) Revise reading all common exception words	Revisit alternative pronunciations of known graphemes for reading: a (as in acorn), a (as in fast), a (as in was), e (as in he), i (as in mind) Revisit reading the common exception words water, where, who, again	Revisit alternative pronunciations of known graphemes for reading: o (as in no), u (as in unit), u(as in put), ow (as in snow), ie (as in chief) Revisit reading the common exception words	Revisit alternative pronunciations of known graphemes for reading: ea (as in head), er (as in her), ou(as in you), ou (as in could), ou (as in mould) Revisit reading the common exception words	Revisit alternative pronunciations of known graphemes for reading: y (as in by), y (as in gym), y (as in very), ch (as in school), ch (as in chef) Revisit reading the common exception words friends, once, please	Revisit alternative pronunciations of known graphemes for reading: c (as in cell), g (as in gent), ey (as in they) Revisit reading all common exception words Practise common misconceptions	Buffer wk for nativity performances. Five C Mastery saved for term 3. Puts us a term behind on the prgogramme. Plug any gaps lessons that need repeating.

			thought, through, mouse, work	different, any, eyes			
Maths	**Calculating within 20**			**Adding and subtracting ones and tens to and from 2-digit numbers.**			
	✓ Add three addends efficiently by finding two addends that total 10 ✓ Add two numbers that bridge through 10. ✓ Add and subtract two numbers that bridge through 10. ✓ Compare the number of objects in two sets or difference between two measures.	✓ Calculate the difference ✓ Calculated the difference in different contexts. ✓ Explain what the difference is between consecutive numbers. ✓ Calculate the difference when information is presented in a pictogram. ✓ Calculate the difference when information is presented in a bar chart.	✓ Use knowledge of calculating within 20 to solve problems ✓ Use knowledge of calculating within 20 to solve problems involving statistics. 3x consolidation lessons: Dependent on any misconceptions or any further depth of practice as needed through unit.	✓ Add and subtract one to or from a two-digit number with a decade. ✓ Add and subtract 1 to and from a 2-digit number crossing the tens boundary. ✓ Use number facts to add or subtract a one-digit number and two-digit number. ✓ Use number facts to solve addition and subtraction problems. ✓ Use number facts to solve problems in measures and data contexts.	✓ Use numbers bonds to 10 to add/subtract one-digit and two-digit numbers. ✓ Add by bridging a multiple of ten. ✓ Subtract by bridging a multiple of ten. ✓ Use bridging to solve addition and subtraction problems ✓ Find 10 more or less than a 2-digit number.	✓ Add and subtract 10 to and from a 2-digit number. ✓ Add multiples of 10 to 2-digit numbers. ✓ Subtract multiples of ten from 2-digit numbers. Nativity performances reduce the number of lessons this wk.	✓ Partition 2-digit numbers in different ways. ✓ Use efficient strategies to solve problems. End of term Christmas focus reduce the number of lessons this wk.

Science Growth and Survival	Knowledge organiser Thinking grid. To find out about the offspring of a variety of different animals.	To find out about the different ways in which animals reproduce.	To explore how humans grow as they get older.	To find out what animals including humans need to survive.	To explore the environment as a factor of survival for animals including humans.	To find out how to eat a healthy balanced diet.	To find out why exercise is important to keep our bodies healthy. Learning grid and quiz.
History Adventurers and Explorers.	Thinking Grid What is an adventurer or explorer? Identify the types of places people could explore or discover.	What was life like in the 1910s? Explore technology and transport in 1910s.	Explore who Scott and his team were and what they did. Use a range of sources to gather information.	What was life like in the 1960s? Explore technology and transport in 1960s.	Explore Neil Armstrong's moon landing using a range of primary and secondary sources.	Children to reflect on why these 2 explorations were impressive at their times based around the knowledge of the world at that time. Look at how technology has changed and how this influenced the explorations.	How has space travel changes since Neil Armstrong? Mae Jemison.
DT Wheels and Axels	Finish leaf wax and watercolour pics and collage.	Read: Bob the man on the moon. We need to help Bob do his job and design a moon buggy to help. Understand what a design criteria is. Intro Eduardo designer of moon buggy.	Understand what wheels and axels are. Explore wheeled toys and identify wheels and axels. Try making a wheels and axel.	Develop a design based on the success criteria.	WALT discuss and explain my steps to making my space buggy. Make space buggy.	Complete making my space buggy.	WALT say what I like and dislike about my space buggy WALT suggests changes to improve my space buggy
PE Badminton / Netball							
PSHE Valuing Difference	Stick front cover in floor book. Pre assessment activity.	What makes us who we are? **Anti bullying wk**	My special people	How do we make others feel?	When someone is feeling left out.	An act of kindness	Solve the problem Post assessment activity

Computing Photography	Taking photographs	Landscape or portrait	What makes a good photograph?	Lighting	Effects	Is it real?	Buffer Wk for lessons missed for play rehearsals and performances.
Music Carnival of the animals Based around five of the movements from *Carnival of the animals*, pupils will explore ways that the composer – Camille Saint-Saëns – has used instruments, rhythm, articulation, tempo, and pitch to create pictures of the animals in our imaginations.	Learn about *Carnival of the animals* and listen to 'Aquarium'. Sing Up Music | Year 2 | The carnival of the animals | Sing Up Nativity Songs		How a composer uses timbre to create character and responding to the music through art. Nativity Songs		How a composer uses rhythm and articulation to create character and responding to the music through movement. Nativity Songs		
RE Christianity Why did God give Jesus to the world? (DRE Y2)	Knowledge organiser Finish prayers from last term.	Learning: to explore what attributes superheroes have.	Learning: to consider why the world needs someone to help/save it.	Learning: to discover how God sent Jesus to the world.	Learning: to explore what the Bible tells us about what Jesus was like.	Learning: to explain why God gave Jesus to the world.	Learning: to explore how we can show love to the world.
MFL – French Numbers to 10 Colours							
Trips/Events/ Visitors							