St Peter's Academy Primary School Medium Term Planning Template

Class: Voyager Year: 2 Term: 1 –

	Week 1 Mon & Tues – TD Day 3 days	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**3 Days**
English Writing Lila and the secret of the rain, David Conway 		**Narrative – Retelling**			**Non Fiction - Instructions**		**Poetry**	
	✓ Making a birthday card for class ✓ Writing our class rules charter ✓ Write what I am looking forward to or what my goals are for year 2.	✓ Features of a character description WAGOLL ✓ Capital letters for sentences and proper nouns. ✓ Nouns and adjectives ✓ Identify & use expanded noun phrases ✓ Plan nouns and adjectives for Lila for looks and behaviours.	✓ Write a character description For Lila. 1 day – looks, 1 day – behaviour. ✓ Sequence key events in the story. ✓ Identify the beginning, middle and end. ✓ Identify the problem and resolution.	✓ Understand and use co-ordinating conjunctions and, but, so ✓ Retell the first section of the story ✓ Retell the second section of the story ✓ Retell the final section of the story. ✓ ?	✓ Identify the layout features of instructions ✓ Identify key Y2 language and grammar features of instructions. ✓ Use time conjunctions ✓ Use imperative verbs ✓ Write some sentences using appropriate imperative verbs and time conjunctions	✓ Identify the steps to make it rain in the story. ✓ Follow a picture cue to plan the key time opener/conjunction and imperative verb. ✓ Write the first part of instructions – heading, what you need list. ✓ Write the second part of instructions with a simple sentence for each step. (2 days to include and edit and correcting session to extend).	✓ Share the Ning Nang Nong poem. Identify the rhyming words. ✓ Identify success criteria for performance poetry & perform Ning Nang Nong. ✓ What is alliteration & identify in text. Generate other alliterative phrases. ✓ Generate rhyming words including nonsense words. ✓ Choose different	✓ Chn to write a verse of their poem with new rhyming words & animals. ✓ Write a second verse with repeated alliterative phrase. ✓ Recall performance success criteria and perform our own poetry.

							animals for their poem	
Class Book								
Guided Reading 2x grps with adult 2x grps independent		5a Foxes 5a Farmer Flo's Happy Cow	5a The frog in the well 5a The biggest carrot in the world	5b Magical creatures 5b 'We are not monkeys'	5b How will we get there?	5b The nest Quest	5b Ella's Dragon 5b Flutter By Butterfly	5b The Princess and the Pea 5b Space Flight.
VIPERS								
Phonics/Spelling		**Five a) Wk 1 Spellings recap**	**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: oi/oy, ow/ou, ur/er/ir, or/aw/au, ai/ay/a-e Revise reading all common exception words	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 thought, through, mouse, work	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 different, any, eyes	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
Maths	**3 days**	**Composition of multiples of 10**		**Counting and representing the numbers 20-99**	**Comparing, ordering & partitioning 2-digit numbers**	**Fluency +/- within 10**	**Calculating within 20** (Split with next term too)	
	✓	✓ Explain that one ten is	✓ Explain what happens	✓Explore the counting sequence for	✓ Compare two-digit numbers	✓Represent addition and subtraction facts within 10	✓ Add three addends	✓ Add two numbers

		equivalent to ten ones ✓ Represent multiples of ten using their numerals ✓ Represent multiples of ten using their numerals and names ✓ Represent multiples of ten in an expression or an equation ✓ Estimate the position of multiples of ten on a 0 - 100 number line	when you add and subtract ten to a multiple of ten ✓ Use knowledge of facts and unitising to add and subtract multiples of ten ✓ Add and subtract multiples of ten ✓ Solve problems involving multiples of ten ✓ Solve problems involving multiples of ten in a range of contexts	counting to 100 and beyond ✓ Count groups of ten and extra ones ✓ Count a large group of objects by counting tens and ones ✓ Represent a number from 20 to 99 ✓ Use a number line to position and estimate the numbers 20-99	✓ Partition two-digit numbers into tens and ones using place value resources ✓ Partition two-digit numbers into tens and ones ✓ Represent addition and subtraction of tens and ones with equations ✓ Solve problems by adding and subtracting tens and ones	✓ Recall one and two more or less than numbers to ten ✓ Recall doubles within 10 ✓ Use near doubles within 10 ✓ Use known addition and subtraction facts within 10 to solve problems	✓ Use a 'First, then, then, now' story to add three addends ✓ Explain that the addends can be added in any order ✓ Add three addends efficiently ✓ Add three addends efficiently by finding two addends that total 10	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. (lessons 9-15 next term)
Science Living in Habitats Look at Oak	Settling Days Thinking grid Share knowledge organiser	Living in habitats - identify things that are living, things that are dead and things that have never been alive.	Living in habitats - understand that living things need to live in suitable habitats.	Living in habitats - explore the plants and animals that live in seaside habitats.	Living in habitats - be able to explore plants and animals in an unfamiliar habitat.	Living in habitats - be able to explore and describe a micro-habitat.	Living in habitats - explore food chains in a habitat	End of unit quiz Thinking grid

Geography Location of hot and cold areas. Continents and oceans	Settling Thinking grid Share knowledge organiser	To identify seasonal and daily weather patterns in the United Kingdom. The UK and its surrounding seas (Oak)	Identify UK and its countries and capital cities on the map. (Oak) Understand compass directions	To know the location of hot and cold areas of the world in relation to the Equator and North/South poles. (see key vocabulary in NC). Locating the North and South Poles (Oak)	(Oak) Cold places – what is it like at North and South poles. Hot places – where are they and what are they like?	To identify the world continents and oceans.	Start to ask geographical questions and gather information.	End of unit quiz – thinking grid.
Art Explore and draw Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.	Settling I have seen how some artists explore the world around them to help them find inspiration. Share knowledge organiser	I can explore my local environment (school, home, etc) and collect things which catch my eye.	I can explore composition by arranging the things that I have collected and talk about how and why.	I can use careful looking to practice observational drawing.	I can combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings.	I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work.	I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.	3 days
PE Football / Netball								
PSHE Me and my relationships	Settling – class rules	Bullying and Teasing	Our school rules about bullying	Being a good friend	Expressing feelings in a safe way.	Teaching children to use zones of regulation		3 days
Computing NCCE What is IT?	Settling	Computing systems & networks – IT around us What is IT?	Computing systems & networks – IT around us Where have we seen IT in the home?	Computing systems & networks – IT around us Where have we seen IT in the world?	Computing systems & networks – IT around us How does IT improve our world?	Computing systems & networks – IT around us Safe use of IT	Computing systems & networks – IT around us Using IT responsibly	Computing systems & networks – IT around us End of unit quiz & touch-typing

Music Tony Chestnut	Settling	Improvise rhythms along to a backing track			Compose call and response music			3 days
RE Christianity What do Christians believe God is like?	Settling Share knowledge organiser What is the picture about?	Tell the story of the Lost Son from the Bible. Retell/hot seat/story map	What a parable is & the literal and hidden meaning in The Lost Son. What does the story say about God?	What are parents like and how is God like a loving parent.	To give examples of ways in which Christians show their belief in God as loving forgiving. E.g by saying sorry & by seeing God as welcoming them back.	How can we forgive each other?	Writing prayers to God.	Learning journey reflection
MFL – French Numbers to 10 Look at Oak	Settling							
Trips/Events/ Visitors								