

Medium Term Planning: Spring 2 2019

Year 2

The topic for this term is: Food Over Time		The launch event for this topic will be: Dissecting flowers to develop a greater understanding of the parts of a flowering plant.					
The end of the term mini-project linking & applying knowledge is: Creating a bed of plants in the allotments that are suitable to grow at this time of year. *Considering which flowering plants may be grown and which foods can be grown (with reference to the food grown in the past). 'Dig for victory' posters to encourage other classes to access the allotments.					The visitor from employment, linked to the knowledge acquired this term, will be: Jon Jones Groundcare- Gardener (plants)		
Class trip/workshop linked to the topic: Trip to garden centre (TBC)					Other information:		
Wk commencing	25.2.19	4.3.19	11.3.19	18.3.19	25.3.19	1.4.19	
English	Non-Fiction-Instructions -To understand the importance of instructions -Identify and verbally construct commands and instruction style sentences -Recognise and identify imperatives in instructions	Non-Fiction-Instructions -To plan to write a set of instructions -To write a step by step set of instructions -To follow their own instructions -To evaluate their own set of instructions	Fiction-Imaginary settings -Use role-play to retell the story from one character's point of view and explore different courses of action. -Identify the main character and setting in a story and describe what they do in the story, orally and in writing. -Capture language ideas and learning to use and apply in the writing phase.	Fiction-Imaginary Settings -Demonstrate how to plan the structure of a story including: opening, problem, events to sort it out, ending. -Model how to write a complete story with a familiar setting. -Children write a complete story with a familiar Setting. -Plan, draft, edit and review the story.	Assessment Week	Poetry- Silly Stuff -Hear and read silly poems and other humorous texts that play with language, for example riddles. -Encourage the children to discuss what they think is funny or surprising and think about the way the writer has chosen and used words to achieve this effect. -Children perform some of the poems individually and together, using actions and sound effects where appropriate to add humour.	
Mathematics	Multiplication And MEP	Multiplication and MEP	Division and MEP	Division and MEP	Assessment week	Measure and MEP	
Science	-Identify and name	-Identify and	-Find out and	- Plan and carry	-Observe and describe		

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(plants)	a variety of common wild and garden plants, including deciduous and evergreen trees	describe the basic structure of a variety of common flowering plants, including trees.	describe how plants need water, light and a suitable temperature to grow and stay healthy.	out an investigation into which environment is most suitable for a plant to grow.	how seeds and bulbs grow into mature plants.		
History/Geography	To study artefacts from different periods of history and to put these artefacts in a chronological context	To name foods eaten in the early 17th century and make comparisons	To identify similarities and differences between the food their grandparents ate when they were children and the food they eat themselves (making 'Scouse')	To discover the history of a particular food, and to understand some of the ways in which we find out about the past and identify different ways in which it is represented	To ask and answer questions about the history of food, and create a presentation of findings		
Art / DT (Piet Mondrian and Claude Monet)	D&T- Making pizza's. To consider and discuss how Piet Mondrian used primary colours to create abstract art.	To use primary colours to create a piece of art work inspired by Piet Mondrian.	To discuss and compare the work of Claude Monet with that of Piet Mondrian. Discussing differences in technique and preferences.	Use a variety of tools and techniques including different brush sizes and types to create a landscape painting in the style of Claude Monet.	To use a variety of primary shades/ secondary colours and tones to create a Water Lilies style piece of art work in the style of Claude Monet.	Easter Cards/ craft.	
Religious Education World Views	Re-tell the Easter story and understand what Jesus' resurrection means for					To know how important is it for Christians to believe that Jesus came back to life after His	

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	Christians.					crucifixion.		
Computing (We Are Detectives)	Understand that email can be used to communicate.	Develop skills in opening, composing and sending Emails using appropriate language.	Develop skills in opening, composing and sending Emails using appropriate language.	Gain skills in opening and listening to audio files on the computer.	Develop skills in editing and formatting text in emails.	Develop skills in editing and formatting text in emails.		
Music			Zoo Time: Begin to recognise the basic style indicators of Reggae music			Zoo Time: Begin to recognise the basic style indicators of Reggae music		
PE Gymnastics	Combine balance, rolling, jumping, rocking and spinning	Explore transitions between elements.	Perform using a recognised start and finish shape	Compare linking movement that improve a performance.	Choose, adapt and perform shapes at different levels.	Perform various travel movements at different speeds.		
PSHE/RSE		Living in the wider world: To understand what personal information is		Living in the wider world: To identify the risks associated with fire and understand how to keep safe around fire hazards.				
Handwriting	Practising writing the letter g	Practising the diagonal join 'Le'	Practising the two ways of joining the letter s (sh	Practising joining to the letter y	Practising joining to the letter g	Reviewing the four handwriting joins (kn, mb, wh, wr)		

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Phonics	School Improvement Liverpool Phonics Plans <u>Group 1:</u> adding suffixes –ed and –ing to a root word ending in –e with a consonant before it. (hiked, hiking) <u>Group 2:</u> suffix –ment when root word does not change (enjoyment) Suffix –ment when root word ends in 'y' (merriment). <u>Group 3:</u> or (torn), or as 'er' (word) ar as 'or' (warm)	School Improvement Liverpool Phonics Plans <u>Group 1:</u> Teach adding suffixes –er, –est, –y to a root word ending in –e with a consonant before it <u>Group 2:</u> Adding suffixes –ed and –ing to a root word ending in –y with a consonant before it (copied, cried and copying, crying) <u>Group 3:</u> -tion (station, fiction)	School Improvement Liverpool Phonics Plans <u>Group 1:</u> adding suffixes –ed and –ing to a root word where the last letter is doubled (humming, hummed, patting, dropped) <u>Group 2:</u> Consolidation of weeks 1 and 2 <u>Group 3:</u> suffix –ment when root word does not change (enjoyment) Suffix –ment when root word ends in 'y' (merriment).	School Improvement Liverpool Phonics Plans <u>Group 1:</u> Consolidation of weeks 1- 3 <u>Group 2:</u> Adding suffixes –er and –est ending in –y with a consonant before it (copier, happier, happiest). <u>Group 3:</u> Consolidation of week 1-3	School Improvement Liverpool Phonics Plans <u>Group 1:</u> adding suffixes –er and –est and –y to a root word where the last letter is doubled (sadder, saddest, runner, runny) <u>Group 2:</u> adding suffixes –ed and –ing to a root word ending in –e with a consonant before it. (hiked, hiking) <u>Group 3:</u> Recap of Phase 3- 5 sounds.	School Improvement Liverpool Phonics Plans <u>Group 1:</u> adding suffixes –es to nouns and verbs ending in –y and changing the y to i before –es is added (flies, tries, replies) <u>Group 2:</u> Teach adding suffixes –er, –est, –y to a root word ending in –e with a consonant before it <u>Group 3:</u> Recap of Phase 3- 5 sounds and real/pseudo words.	



Linking knowledge across subjects

Summarise where you will link knowledge across different subjects

English and D&T: writing instructions for making Pizza's.

English and Easter craft: Following instructions to create craft item- distance from learning check.

Art and Science: Monet drawing of landscapes and flowers

Art and History: Dig for victory posters- linking art to 'food from the past' (growing your own food during WW2).



Learning about Liverpool

If applicable, summarise how this topic will develop pupil's knowledge on the city of Liverpool

Traditional Liverpool food- making 'Scouse'