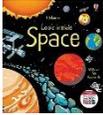
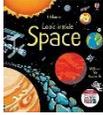
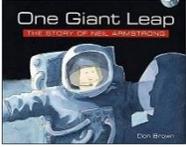




SPRING MTP – YEAR 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
ENGLISH Topic: Space: Neil Armstrong Text:	Fiction: Fantasy Stories (2 weeks) <u>Writing Outcome:</u> Write a fantasy story based on a model. 	Fiction: Fantasy Stories (2 weeks) <u>Writing Outcome:</u> Write a fantasy story based on a model. 	Non-Fiction: Reports (2 weeks) Space <u>Writing Outcome:</u> Assemble information on a subject, sorting and categorising information, use comparative language to describe and differentiate. 	Non-Fiction: Reports (2 weeks) <u>Writing Outcome:</u> Assemble information on a subject, sorting and categorising information, use comparative language to describe and differentiate. 	Letter writing – Neil Armstrong 	Poetry: Poems about the senses (1 week) <u>Writing Outcome:</u> Recite familiar poems by heart. Write and preform free verse poems.

GRAMMAR

Using conjunctions and or but to join sentences using when because if that etc to create subordinate clauses. 

Punctuating sentences correctly!?



using noun phrases,  adverbs

of time to help sequencing 

Extension HA: Starting to use SAC/SPAC

Simile, adverb, connective, preposition starters (to achieve higher writing) Teacher to decide when children are ready.



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Use of the suffix **-er** and **-est** to form comparison of adjectives and adverbs. 

Using conjunctions and or but to join sentences using when because if that etc to create subordinate

clauses.  Punctuating sentences correctly.

using noun phrases,  adverbs of time

to help sequencing 

Extension HA: Starting to use SAC/SPAC

Simile, adverb, connective, preposition starters (to achieve higher writing) Teacher to decide when



children are ready.

Use of the suffix **-er** and **-est** to form comparison of adjectives and adverbs. 

Using conjunctions and or but to join sentences using when because if that etc to

create subordinate clauses.  Punctuating sentences correctly. using noun

phrases,  adverbs of time to

help sequencing 

Extension HA: Starting to use SAC/SPAC

Simile, adverb, connective, preposition starters (to achieve higher writing) Teacher to decide when children are ready.



Using conjunctions and or but to join sentences using when because if that etc to create subordinate clauses. 

Punctuating sentences correctly!?



using noun phrases,  adverbs

of time to help sequencing 

Extension HA: Starting to use SAC/SPAC

Simile, adverb, connective, preposition starters (to achieve higher writing) Teacher to decide when children are ready.



Using expanded noun phrases to describe and specify.



Using and understanding grammatical terminology.

Using when, if, that and because to create sub-

ordination etc. 

<p>Spelling</p>	<p>Plural</p> <p>y – ies</p> <p>Nouns</p> <p>Adding –es to nouns and verbs ending in –y</p> <p>The y is changed to i before –es is added.</p> <p>armies berries babies centuries cities countries diaries</p>	<p>y to ied, ier, iest</p> <p>Adding –ed, -er and –est to a root word ending in –y with a consonant before it.</p> <p>The y is changed to i before –ed, –er and –est are added</p> <p>past tense</p> <p>comparative</p> <p>superlative</p> <p>bullied cried fried lied</p> <p>hungrier lazier anrier</p> <p>craziest dirties silliest</p>	<p>y + ing</p> <p>Adding –ing to a root word ending in –y with a consonant before it.</p> <p>The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii. The only ordinary words with ii are skiing and taxiing.</p> <p>crying drying frying prying trying applying carrying</p>	<p>e to ing</p> <p>e to ed</p> <p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</p> <p>The –e at the end of the root word is dropped before –ing, –ed, any other suffix beginning with a vowel letter is added.</p> <p>closing driving hoping joking</p> <p>amazed closed lined named saved smiled</p>	<p>e to er</p> <p>e to est</p> <p>e to y</p> <p>Adding the endings –er, –est and –y to words ending in –e with a consonant before it</p> <p>The –e at the end of the root word is dropped before –, –er, –est, –y or any other suffix beginning with a vowel letter is added. The exception is being.</p> <p>Jokey and smiley</p> <p>closer nicer driver hoper joker</p> <p>closest nicest</p> <p>wavy shiny smoky</p>	<p>Doubling consonant</p> <p>+ ing</p> <p>+ ed</p> <p>Adding –ing and –ed, to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>The last consonant letter of the root word is doubled.</p> <p>Exception: The letter ‘x’ is never doubled: mixing, mixed, boxer, sixes.</p> <p>patting clapping cutting digging</p> <p>chatted chopped clapped dragged</p>
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Maths	Multiplication and Division	Multiplication and Division	Multiplication and Division	Multiplication and Division	Statistics	Statistics
	<ul style="list-style-type: none"> ● Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. ● Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign. ● Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. ● Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. 	<ul style="list-style-type: none"> ● Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. ● Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign. ● Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. ● Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. 	<ul style="list-style-type: none"> ● Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. ● Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign. ● Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. ● Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. 	<ul style="list-style-type: none"> ● Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. ● Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign. ● Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. ● Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. 	<ul style="list-style-type: none"> ● Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. ● Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. ● Ask and answer questions about totalling and comparing categorical data. 	<ul style="list-style-type: none"> ● Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. ● Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. ● Ask and answer questions about totalling and comparing categorical data.

RE

Unit 4: Christmas



Vocabulary

- Holy Land
- Holy Family
- Egypt
- Journey
- Angel
- Refugees

Unit 5: Revelation



Christmas

To recall the story of the Annunciation.

LA Use the picture of the Annunciation by Filippo Lippi in Jesus Through Art by Margaret Cooling.

Fold the picture in half showing only the angel. Read the story of the Annunciation and complete the drawing. Think about the message the angel brings; this might affect how you finish the painting.

HA/MA Write a letter to a friend, as if you are Mary, saying what happened when the angel visited and say why she had agreed to become the mother of Jesus.

To recognise the difficulties Mary and Joseph had to overcome to get to Bethlehem.

Create a simple timeline identifying difficulties that Mary and Joseph would have encountered.

Christmas

To know the story of the Magi and describe the difficulties and reasons for their journey.

LA: Use a picture such as the one below or use one that you and the pupils are more familiar with of the Wise Men arriving in Bethlehem. Imagine you are part of that picture; what do you see, what do the Wise Men do?

Paint the next picture in the sequence. (in other words, what happened next?) Use speech bubbles from the different characters in the picture.



HA/MA Create an invitation to visit the new born King in Bethlehem. Include in the invitation the need to follow the star to find the new born King.

Revelation

To know how Jesus showed God's love through the miracles of the calming of the storm, the wedding feast of Cana and the healing of the centurion's servant.

LA Read simple versions of the miracle stories and then use pictures that might illustrate the story to stimulate discussion and enable the pupils to role-play what took place.

MA/HA Use a simple table to record Jesus' words and actions in each of the miracles. For example:

	Problem	Actions and words	Response of crowd
Cana	No wine		
Storm			
Healing			

To know that the Church shows its care for the sick through the anointing of the sick with oil.

Revelation

To know that God revealed His love through Jesus' teachings and stories, including the parable of the sower.

Examine a picture of the parable of the sower, such as the one below:



<http://jesus888o.com/chapters/mk04-preview/mko4v1-20-sower/intro.htm>

What is this story about?

Explore all the areas of the school grounds and examine where might be the best place to plant seeds. Discuss why?

On a simple map of the school highlight the areas that are good for planting and those that may not be good. Colour code the map. For example, code areas that would not be suitable for planting in black. Allow for discussion between groups and the pupils as

Revelation

To know that we learn about God through the parables of Jesus, including the Parable of the Talents.

For the parable of the talents, wrap up a gift and ask pupils to guess what might be inside and how it might be used.

Draw around each other and identify how we can use our head, hands and feet to share God's love.

To identify how we can live out the messages of these parables in our daily lives.

Complete a table identifying practical ways we can live out the messages of each of the parables.

Revelation

To know the three duties of the Sikh.

1. Keeping God in mind – Nam Japna;
2. Earning an honest living – Dharn Di Kirt;
3. Sharing with others – Vand ke Chhakna (literally sharing one's earnings and things with others, giving to charity and caring for others).

LA Illustrate a Sikh and label the duties.

MA/HA Write a day in the life of a Sikh – a simple diary account.

To know how these duties, as revealed by Guru Nanak, show care for all people.

<p>Vocabulary</p> <p>Kingdom of God</p> <p>Parable</p> <p>Miracles</p> <p>Anointing</p> <p>Oil</p> <p>Symbols</p> <p>Three duties of a Sikh</p>		<p>To know the story of the flight to Egypt.</p> <p>Dramatise the story of the dream of Joseph, telling him to take Jesus and Mary to Egypt. Hot-seat the characters.</p> <p>Introduce the term refugee.</p>	<p>Identify all the key symbols used in the anointing e.g. oil.</p> <p>Design a prayer card for a member of the parish who is sick, with a prayer and a personal message.</p>	<p>to why they have coded the map in the way they have.</p> <p>To know that God revealed His love through Jesus' teachings and stories, with particular reference to the prodigal son.</p> <p>LA Illustrate the prodigal son before and after the changes.</p> <p>HA/MA Write a letter from the prodigal son to his brother, explaining why the love and forgiveness has changed him.</p>		<p>Devise a poster identifying the three duties of a Sikh and how they show care for all people.</p>
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<p>History/Geography</p> <p>Explorers – Neil Armstrong and Christopher Columbus.</p>   <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>I can ask questions about the past.</p> <p>I can use a wide vocabulary of everyday historical terms including those related to the passing</p>	<p>To identify different explorers and where they discovered.</p> <p>Children to bring in their own bears from home.</p> <p>Go on an expedition around the school grounds.</p> <p>Have different items available and discuss what the bears will need to take with them.</p> <p>Show chn your school grounds map and some key landmarks to 'discover' then give them each a copy to take with them to follow. Head out on your school grounds expedition, taking photos and recording verbal observations onto a tablet, phone, or a camera.</p> <p>Now show chn images of famous explorers and share the info about them, including a time line.</p> <p>Cut out explorers and place where they discovered on a world map.</p>	<p>To compare expedition items from 500 years ago and 50 years ago.</p> <p>Think back to the school grounds expedition and recap on the items you took with you. Sort items into 3 groups: ITEMS WE TOOK and ITEMS WE DON'T NEED.</p> <p>In table teams chn read different scenario cards that explain where Explorer bear is going. Chn pick kit items explorer bear will need to take with them. Explain ideas to the class.</p> <p>Discuss Columbus and Armstrong.</p> <p>Watch about Columbus</p> <p>https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/znc hkmn</p> <p>Watch about Armstrong</p> <p>https://www.bbc.co.uk/bitesize/topics/zjwvb82/articles/zhx4 k2p</p>	<p>To create a navigational map for an expedition.</p> <p>Use mapometer (satellite view) to home in on your school from above – get chn to identify features of the school and its surroundings.</p> <p>Now look at a map of Columbus's journey but explain that at the time Columbus didn't have a map for the entire journey as it was 'unknown'.</p> <p>Look at the Columbus section of the PowerPoint.</p> <p>Look at the Armstrong section of the PowerPoint.</p> <p>Watch the Mr Measure video clip: http://www.bbc.co.uk/education/clips/zc6yr82 (stop at 3min 2 secs).</p> <p>Explain that chn are going to go on another school grounds expedition, using your school grounds map.</p> <p>Create instructional directions to a landmark in the school grounds. When they get there they need to plant their team flag.</p>	<p>To consider suitable materials for explorers' mode of transport.</p> <p>Play spot the difference between Columbus and Armstrong's vessels.</p> <p>Read Health and Safety cards and identify which problems go with which explorer.</p> <p>In table teams sort the vessels/materials into 3 categories:</p> <p>Very old</p> <p>Within living memory</p> <p>Modern</p> <p>And identify the materials.</p> <p>Discuss what they notice about how the materials have changed over time.</p> <p>Explain children will be testing different materials to find the best one to make a boat for Explorer Bear.</p> <p>Ask chn to suggest some useful properties a material needs to make a good boat it needs to be rigid (not bendy), waterproof and be able to float).</p>	<p>To consider suitable materials for explorers' clothing.</p> <p>Play spot the difference between Columbus and Armstrong's clothing.</p> <p>Discuss why Astronauts need specialist clothing.</p> <p>Watch video on pacesuits.</p> <p>https://www.nasa.gov/feature/nasa-spacesuit-development</p> <p>Discuss he H&S issues of travelling in space and of leaving the spaceship to walk on the moon (<i>Getting too hot or cold; radiation exposure; no oxygen to breathe; and the changing pressure of gases</i>).</p> <p>In table teams sort the clothing/materials into 3 categories:</p> <p>Very old</p> <p>Within living memory</p> <p>Modern</p> <p>And identify the materials.</p>	<p>To re-enact a historical expedition.</p> <p>Explain that chn are going to imagine they are going to the moon with Armstrong using the spaceships built in DT.</p> <p>Watch</p> <p>http://www.wechoosethemoo.n.org/</p> <p>In expedition teams chn need to pack their bags, complete risk assessment and complete challenge cards (role playing they are on their space mission)</p> <p>Teacher to pretend to be journalist, interviewing the explorers once they are back.</p> <p><i>What was your greatest challenge in terms of the journey?</i></p> <p><i>What were you most worried about – what was the most dangerous thing you encountered?</i></p>
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<p>of time e.g. before, after, a long time ago, past.</p> <p>I can name and locate the world's seven continents and five oceans</p> <p>I can 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.</p>		<p>Explain that Explorer Bear is going to travel back in time to accompany Columbus and Armstrong on their trips, but the kit for both expeditions is muddled and chn need to sort it into correct piles for Explorer Bear and write a kit list for each expedition.</p> <p>MA/HA sort into 2 further groups Essential and Optional</p>	<p>Encourage the use of 'north, east, south, west' (use south-west etc to make it harder) as well as using 'near' 'far' 'left' 'right'. Once complete get chn to test each other's instructions out and find their flag.</p> <p>Chn can either use metre sticks or measuring tapes depending on their abilities.</p>	<p>Test materials by placing in a tray of water and see if it floats as well as check for signs of water coming through. For rigidity chn could see if Explorer Bear can bend it or not.</p> <p>Chn to record the results independently and identify materials they would or would not recommend, giving reasons.</p> <p>Draw image of boat.</p> <p>Make boat in DT lesson.</p>	<p>Discuss what they notice about how the materials have changed over time.</p> <p>Explain children will be testing different materials to find the best one to make a space suit for Explorer Bear.</p> <p>Ask chn to suggest some useful properties a material needs to make a good spacesuit - flexible (bendy), waterproof (test for this rather than radiation proof!) and not easily ripped.</p> <p>Test materials with these properties (e.g. wrap it round a ball to see if it fits smoothly (bendy); place material over a cup and see if water goes through (waterproof); try to rip it). Chn carry out tests and identify any limitations.</p> <p>Chn to record the results independently and identify materials they would or would not recommend, giving reasons.</p> <p>Draw image of space suit.</p>	<p><i>What did you enjoy most about your journey?</i></p>
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					Make suit in DT lesson.	
Computing	Level 2 He/she uses ICT to organise and classify information.	Level 2 He/she uses ICT to present his/her findings.	Identify that some changes to shapes are permanent and others are temporary, and that this can influence their uses.	Level 2 He/she can use ICT to share his/her ideas in different forms, including text, tables, images and sound.	Level 2 He/she can use ICT to share his/her ideas in different forms, including text, tables, images and sound.	Level 2 He/she uses ICT to explore what happens in real and imaginary situations.
SCIENCE Animals Including Humans 2.4b.1 Notice that animals, including humans, have offspring which grow into adults 2.4b.2 Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	Recognise that all animals, including humans, have offspring.	Describe the relationship between adult animals and their offspring.	Compare and contrast adults and their offspring for different animals.	Identify the basic needs of animals, for survival (water, food and air).	Identify human's basic needs.	Suggest how the basic needs of different animals, influences their choice of habitat.

ART & DT

Explorers – Neil Armstrong and Christopher Columbus



To sketch a pencil portrait of Neil Armstrong.



With pencil, I can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines and straight lines.

KS 1 Independent Artist

I can begin to recall all the equipment needed for an art session.

To paint a portrait of Neil Armstrong.



KS 1 Painting

I can mix colours and describe how to make them.

KS 1 Independent Artist

I can help prepare and clear away my paint area.

KS 1 Painting

I can use a paint brush to: dab, smooth, wash, sponge, stipple, stroke.

KS 1 Painting

To explore how to create a stable structure of an imitation Apollo 11 rocket.



Through exploring and assembly I can find ways to make my structures more stable so they are freestanding. e.g. The use of a base, overlapping joints.

To design and create a stable structure of a boat for Explorer Bear based on Columbus' vessel.



KS 1 Design

I can tell someone about my design ideas.

Through exploring and assembly I can find ways to make my structures more stable so they are freestanding. e.g. The use of a base, overlapping joints.

To create a template and cut out and sew a spacesuit for Explorer Bear.



I can create a drawing of my idea and templates for my design.

KS 1 Make

I can join fabrics using staples and a running stitch

KS 1 Make

I can cut along straight lines, curved lines and shapes marked out by a template.

I can say how well my designs and product met the given design criteria.

To decorate a textile flag for a historical expedition.



KS 1 Make

I can decorate textiles using buttons, beads, sequins, braids & ribbons.

		<p>I can hold a brush correctly and use different types and sizes of brush.</p> <p>KS 1 Painting</p> <p>I can use different brush types to make different marks: lines, blobs, dots and dashes.</p> <p>KS 1 Painting</p> <p>I can control paint and water to mix paint of different thicknesses.</p>				
PE –	Level 2 He/she copies simple actions with control and coordination.	Level 2 He/she remembers simple actions with control and coordination.	Level 2 He/she performs simple patterns and accompaniments, keeping to a steady pulse.	Level 2 He/she explores simple actions with control and coordination.	Level 2 He/she varies skills, actions and ideas, linking these in ways that suit various activities.	Level 2 He/she is beginning to show some understanding of simple tactics.
Music	Level 2 He/she recognises and explores how sounds can be organised.	Level 2 He/she sings with a sense of the shape of the melody.	My strengths and goal setting.	Level 2 He/she chooses carefully and orders sounds within simple structures such as beginning, middle, end, and in response to given starting points.	Level 2 He/she represents sounds with symbols.	Level 2 He/she recognises how musical elements can be used to create different moods and effects.
PHSE – JIGSAW	Dreams and Goals	<i>Dreams and Goals</i>	<i>Dreams and Goals</i>	<i>Dreams and Goals</i>	<i>Dreams and Goals</i>	<i>Dreams and Goals</i>