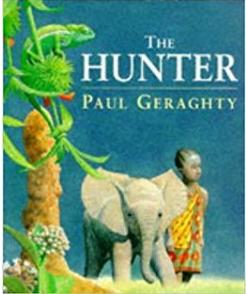
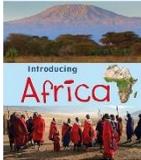
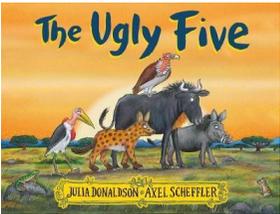




Term 4 Medium Term Plan 2020 – YEAR 2

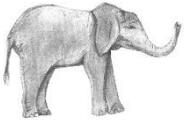
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
English Where in the World do these people live? Text: The Hunter	Fiction: Stories from other cultures. Writing Outcome: Write a story based on a story form another culture. 	Fiction: Stories from other cultures. Writing Outcome: Write a story based on a story form another culture.	Non-Fiction: Reports (The Big Five) Writing Outcome: Assemble information on a subject, sorting and categorising information, use comparative language to describe and differentiate. 	Non-Fiction: Reports (The Big Five) Writing Outcome: Assemble information on a subject, sorting and categorising information, use comparative language to describe and differentiate.  	Poetry: Humorous poems Writing Outcome: Recite familiar poems by heart. Write and preform free verse poems. 	Poetry: Riddles Writing Outcome: Written in first person. Knowledge of rhyming words.

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
GRAMMAR	Expanded noun phrases Tenses Coordinating and subordinating conjunctions Progressive form of verbs and past tense.	Expanded noun phrases Tenses Coordinating and subordinating conjunctions Progressive form of verbs and past tense.	Paragraphs Question marks Commas in a list Exclamation marks Different sentence types.	Paragraphs Question marks Commas in a list Exclamation marks Different sentence types.	Expanded noun phrases Similes	Question marks Similes Capital letters and full stops Vocabulary Prepositions

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Maths	<p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p>	<p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p>	<p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p>	<p>Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.</p> <p>Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>	<p>Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.</p> <p>Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>	<p>Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.</p> <p>Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
<p>RE</p> <p>Unit 7: Lent</p>  <p>Unit 8: Holy Week</p> 	<p>Lent</p> <p>To know that Lent is a period of 40 days when Christians prepare to celebrate Easter.</p> <p>Watch the story of Lent.</p> <p>https://www.youtube.com/watch?v=-mAYIFMK8Kw</p> <p>Introduce Lent with a special Shrove Tuesday celebration by making pancakes.</p> <p>To understand the symbols of Ash Wednesday.</p> <p>Draw pictures using charcoal (burnt palms) of themselves with a crucifix on their heads. Discuss what they are sorry for.</p>	<p>Lent</p> <p>To know that Lent is a time of forgiveness.</p> <p>Write a letter to a friend or loved one, telling them you forgive them for something that they did.</p> <p>To understand the parable of the lost sheep.</p> <p>https://www.youtube.com/watch?v=rXAmdcAPpRs</p>  <p>As a class discuss the difficulties the shepherd might encounter.</p> <p>LA: record ideas next to picture.</p>	<p>Lent</p> <p>To know the parable of the unforgiving servant.</p> <p>https://www.youtube.com/watch?v=yURyAlpPSI</p> <p>LA: Devise a wanted poster for an unforgiving servant.</p> <p>MA/HA: Devise a series of questions you might ask him about his life after the story. How might he have answered?</p> <p>To know what Jesus taught us about forgiveness when he spoke to Peter.</p> <p>Read the passage from St Matthew's Gospel, which details the exchange between Peter and Jesus on forgiveness.</p> <p>Send a postcard from one of the other disciples, explaining what Jesus said to</p>	<p>Lent</p> <p>To know we say sorry and seek God's forgiveness at Mass.</p> <p>Read the Our Father https://www.youtube.com/watch?v=UwvBtcwPQS8</p> <p>Discuss it is about asking for forgiveness.</p> <p>Design a dictionary of forgiveness words, or words associated with forgiveness. Include a cover, which helps illustrate the idea of forgiveness. (include words like trespass, mercy etc.)</p> <p>Devise your own prayer of forgiveness with some of the words placed in your dictionary.</p> <p>To know that the Sacrament of Reconciliation is a special time, when we seek God's forgiveness.</p> <p>https://www.youtube.com/watch?v=Ib8pzvnnL20</p>	<p>Lent</p> <p>To know that other religions teach about forgiveness and find that teaching in special books.</p> <p>Have a discussion about special books. Explain that the Gospels are special books where we learn Christian teachings.</p> <p>Jews believe that the Torah shows how God wants Jews to live. It contains 613 commandments and Jews refer to the ten best known of these as the Ten Commandments.</p> <p>Watch the Ten Commandments. https://www.youtube.com/watch?v=9K4q22kMzm4</p> <p>Illustrate a page from the Torah, depicting one</p>	<p>Holy Week</p> <p>To know that we remember the death and resurrection of Jesus (circle time)</p> <p>Read the story of the arrest of Jesus and his crucifixion.</p> <p>To explore the story of Jesus' crucifixion through the Stations of the Cross.</p> <p>Look at the images of the Stations of the Cross. Select key stations and explore the thoughts and feelings of each one.</p> <p>Focus on stations 1, 4, 5, 6 and 13.</p> <p>Focus on what they might tell us about Jesus.</p> <p>To know key events of the Last Supper.</p> <p>Create a comic strip of the last supper.</p>

		<p>MA/HA: Place an advert for a lost sheep; try to convey why it is important to find the sheep. (flock not complete etc.)</p>	<p>Peter and suggesting reasons why forgiveness might be important.</p>	<p>Devise a timeline for the Sacrament of Reconciliation.</p>	<p>of the Ten Commandments.</p> <p>To know that the Jewish religion has special books or sacred texts, where they find out about God.</p> <p>Design a prayer shawl to handle a special book. The prayer shawl can indicate what is in the special book. The prayer shawl could have images about keeping the law, loving God etc.</p>	
<p>ART/DT</p>	<p>To create African shadow art.</p> <p>Drawing I can use different types of pen to make different types of line.</p> <p>Drawing I can use ball-point & felt tip pens to make fine marks.</p> <p>http://taminglittlemonsters.com/african-sunset-shadow-tracing-art/</p>	<p>To sketch a model animal.</p> <p>Drawing With pencil, I can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines</p> <p>Drawing with wax crayon, I can push down to make bold and strong lines and apply less pressure to make soft lines.</p>	<p>To sculpt a model animal.</p> <p>Sculpture I can make a model using natural and man made materials to show a simple idea or using my imagination</p> <p>Sculpture I can explain how they are making my sculpture. CLAY</p>	<p>To create designs for Maasai jewellery.</p> <p>Drawing With pencil, I can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines</p> <p>Drawing with wax crayon, I can push down to make bold and strong lines and apply less pressure to make soft lines.</p>	<p>To make Masaai jewellery.</p> <p>Painting I can hold a brush correctly and use different types and sizes of brush.</p> <p>Painting I can use a paint brush to: dab, smooth, wash, sponge, stipple, stroke.</p> <p>Painting I can mix colours and describe how to make them.</p>	<p>HOLY WEEK</p> <p>Easter Cards</p>

					<p>Painting I can control paint and water to mix paint of different thicknesses.</p> <p>Painting I can load a brush with the correct amount of paint and choose the correct brush size.</p> <p>Painting I can use different brush types to make different marks: lines, blobs, dots and dashes.</p>	
COMPUTING	To recognise the parts of a computer.	To recognise technology.	To create a design for an invention.	To understand the role of computers.		
SCIENCE Living things and their habitats	Identify that a habitat supplies living things with what they need.	Explain how, for a named animal or plant, it gets what it needs from its habitat and other living things that are there.	Explain why there may be a limit as to how many of a certain living thing can live in a particular area.	Identify a limited range of living things in their habitats.	Identify a range of living things in habitats of various sizes.	Identify a range of living things and suggest why they may be found in that habitat.
GEOGRAPHY	To understand where Kenya is in the World. Begin What I already know table.	To understand what life is like for people living in Kenya.	To understand what a National Park is. https://www.youtube.com/watch?v=46ePoeRUFv4	To understand what the Maasai culture is like.	To compare my life to the life of a child from Kenya.	HOLY WEEK

	Using an atlas with a map of Africa answer questions about Kenya. Complete what I already know table.	https://www.bbc.co.uk/programmes/p0114nj6 ASK questions and Record two facts learnt from the video or that they learnt yesterday to stick on our Working Wall. MA/HA: Use pictures to help record facts about Kenya. Stick pictures in book and write the fact next to it. LA: match pictures to facts by cutting and sticking.	Discuss holidays in Kenya and answer questions. https://www.bbc.co.uk/programmes/p0114cho Study map and symbols of a National Park. Create map of your own National Park.	https://www.youtube.com/watch?v=XQ7wV9DeEqw Create a mind map of the Maasai tribe. <i>Make Masaai jewellery.</i>	https://www.bbc.co.uk/programmes/p0114cho Complete comparison table. LA: use pictures. In partners write a timeline for your day in England whilst your partner writes a timeline for a day in Kenya. Compare.	
PE – (Coach)	Ball skills	Ball skills	Ball skills	Ball skills	Ball skills	Ball skills
PE	To perform gymnastic shapes and link them together.	To be able to use shapes to create balances.	To explore travelling actions, directions and levels.	To be able to link travelling actions and balances using apparatus.	To demonstrate different shapes, take off and landings when performing jumps.	To develop rolling and sequence building.
MFL (KS2)						
MUSIC	To learn to sing a song.	To play instruments with a song.	To improvise with a song.	To compose a song.	To compose a song.	To perform a song.
PHSE	Being me in my world.	Celebrating difference.	Dreams and goals.	Healthy me	Relationships	Changing me