

WARTIME

First Hand Experiences

World War 2 dress up day (air raid role play, Anderson Shelter building, old fashioned games and dancing).

Norfolk Archives and Trevor Brown to visit classes to show WW2 artefacts.

NORSE ration soup making

WW2 day out (ration lunch and going on a train)

<p style="text-align: center; margin: 0;">Vocab</p> <ul style="list-style-type: none"> Adolf Hitler Anne Frank Winston Churchill Anderson shelter air raid gas mask Spitfire structure purposeful functional evacuee ration 	<p style="text-align: center; margin: 0;">Knowledge</p> <ul style="list-style-type: none"> To understand why people are remembered To understand why WW2 was such a significant event To compare WW2 children to us now To relate to significant individuals To design products To recall facts To learn about war time artists To learn about why rationing was important To describe the impact of living change in locality To understand the roles of men and women in WW2 	<p style="text-align: center; margin: 0;">Skills</p> <ul style="list-style-type: none"> To listen to instructions To follow a recipe To order events Role play – What was it like during war time? Identify properties of materials (Anderson shelters) To construct using different skills and materials To discuss and develop ideas for designs To listen carefully to war time music To create and perform war time music To create art work following design criteria
Writing	Reading	
Composition *write down ideas and/or key words, including new vocabulary	Word Reading *read White level books with some decoding and blending. Therefore confidently read with fluency Gold	

Medium Term Plan – Year 2 Spring 1

<p>*evaluate their writing with the teacher and other pupils</p> <p>*re-read to check that their writing makes sense, particularly that verbs have been written in the correct tense</p> <p>*proof-read to check for errors in spelling, grammar and punctuation</p> <p>*read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Vocab, Grammar and Punctuation</p> <p>*use commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>*write sentences with different forms: exclamation, command</p> <p>*join sentences together using sub-ordination (if, when, because, that)</p> <p>*use the following terminology when discussing work: exclamation, command, apostrophe, comma</p> <p>*use the suffixes – ness, -er, -ful, -less, -ly, -est, -ment</p> <p>Spelling</p> <p>*spell at least 40 year two common exception words</p> <p>*write from memory simple sentences dictated by the teacher that include words taught so far.</p> <p>Handwriting</p> <p>* form the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<p>level books.</p> <p>*read the common exception words that have been taught.</p> <p>*read words with two or more syllables</p> <p>Comprehension</p> <p>*listen to, discuss and express their views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>*discuss the sequence of events in books they have read and how items of information are related</p> <p>*make inferences on the basis of what is being said and done in a text they have read</p> <p>*discuss and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>*discuss their favourite words and phrases</p> <p>*explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>
<p style="text-align: center;">Maths</p> <p>Maths Meeting Coverage (for the term)</p> <p>*How many days in each month?</p> <p>*Telling the time: 5 minute intervals. How many minutes until half past, how many minutes until O'clock etc.?</p> <p>*Similarities and differences of 2D and 3D shapes including vertices, edges faces and lines of symmetry</p> <p>*Pairs to 20 and other links involving knowledge from pairs to 10.</p> <p>*Using different coins to make the same amounts of money</p> <p>*Creating 4 calculations from 3 given digits (inverse involving x and ÷)</p> <p>*Reading/interpreting data from a graph/chart where the scale is in multiples of 2, 5 or 10 - how many more...? How many less...?</p> <p>*Reading & writing numbers to 50 using words</p> <p>*Count in 3s up to 36</p> <p>*Count confidently in 2s,5s and 10s up to 110</p> <p>*Partition 2 digit numbers into different combinations of tens and ones</p> <p>*Identify $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ and a whole from a range of images</p>	<p style="text-align: center;">RE</p> <p>*To understand what a parable is</p> <p>*To explore religious stories</p> <p>*To compare religious stories</p> <p style="text-align: center;">Focus on the Bible stories – The Prodigal Son & Loaves and Fishes, Islamic stories The Crying Camel & The Prophet and the Ant</p>

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<p style="text-align: center;">History</p> <p>*recall the lives of significant individuals in the past who have contributed to international achievements, Some should be used to compare aspects of life in different periods.</p> <p>*describe the impact of changes in living memory</p> <p>*describe events beyond living memory that are significant globally</p> <p>*recall and describe significant historical events, people and place in their own locality</p>	<p style="text-align: center;">Design Technology</p> <p>Design</p> <p>*design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>*generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>*select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing</p> <p>*select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <p>*explore and evaluate a range of existing products</p> <p>*evaluate their ideas and products against design criteria</p>
<p style="text-align: center;">Geography</p>	<p style="text-align: center;">Music</p> <p>*use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>
<p style="text-align: center;">Art</p> <p>*Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work (through 'Artist of the Month')</p>	<p style="text-align: center;">Computing</p> <p>*debug simple programs</p> <p>*use logical reasoning to predict the behaviour of simple programs</p> <p>*implement algorithms as part of programs</p> <p>*follow precise and unambiguous instructions</p>
<p style="text-align: center;">Science</p>	<p style="text-align: center;">PE</p> <p>*participate in team games, developing simple tactics for attacking and defending</p> <p>*perform dances using simple movement patterns</p>