

## THIS IS ME

First Hand Experiences  
Run a talent show.

Invite parents for a family day in school – celebrating jobs, talents and achievements. Also designing a family tree to understand relatives and family background.

### Vocab

- achievement
- organs
- nervous system
- tibia
- fibula
- Cardiff
- Dublin
- Edinburgh
- Giant’s Causeway
- Arthur’s Seat
- Welsh theatre
- White Cliffs of Dover

### Knowledge

- To understand the human body.
- To learn about the human life cycle.
- To understand the purpose of organs.
- To understand the importance of healthy living.
- To learn about senses and how we use them.
- To understand how to stay safe online.
- To learn the names of offspring.
- To understand the local area.
- To learn about family history.
- To understand the impact of geographical changes.

### Skills

- To name body parts.
- To locate organs.
- To design a healthy eating recipe.
- To locate places in the UK.
- To compare Dereham to other places.
- To discuss and observe organ parts.
- To create an online safety poster for in school.
- To match offspring to adult.
- To explain and discuss family history.
- To use hot seating to interview family members.

### Writing

#### Composition

- \*write down ideas and/or key words, including new vocabulary
- \*evaluate their writing with the teacher and other pupils
- \*re-read to check that their writing makes sense, particularly that verbs have been written in the correct tense

### Reading

#### Word Reading

- \*read White level books with some decoding and blending. Therefore confidently read with fluency Gold level books.
- \*read the common exception words that have been taught.
- \*read words with two or more syllables

Medium Term Plan – Year 2 Spring 2

<p>*proof-read to check for errors in spelling, grammar and punctuation          *read aloud what they have written with appropriate intonation to make the meaning clear.          Vocab, Grammar and Punctuation          *use commas for lists and apostrophes for contracted forms and the possessive (singular)          *write sentences with different forms: exclamation, command          *join sentences together using sub-ordination (if, when, because, that)          *use the following terminology when discussing work: exclamation, command, apostrophe, comma          *use the suffixes – ness, -er, -ful, -less, -ly, -est, -ment          Spelling          *spell at least 40 year two common exception words          *write from memory simple sentences dictated by the teacher that include words taught so far.          Handwriting          * 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>Comprehension          *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          *discuss the sequence of events in books they have read and how items of information are related          *make inferences on the basis of what is being said and done in a text they have read          *discuss and clarifying the meanings of words, linking new meanings to known vocabulary          *discuss their favourite words and phrases          *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;"><b>Maths</b></p> <p>Maths Meeting Coverage (for the term)          *How many days in each month?          *Telling the time: 5 minute intervals. How many minutes until half past, how many minutes until O'clock etc.?          *Similarities and differences of 2D and 3D shapes including vertices, edges faces and lines of symmetry          *Pairs to 20 and other links involving knowledge from pairs to 10.          *Using different coins to make the same amounts of money          *Creating 4 calculations from 3 given digits (inverse involving x and ÷)          *Reading/interpreting data from a graph/chart where the scale is in multiples of 2, 5 or 10 - how many more...? How many less...?          *Reading &amp; writing numbers to 50 using words          *Count in 3s up to 36          *Count confidently in 2s,5s and 10s up to 110          *Partition 2 digit numbers into different combinations of tens and ones          *Identify <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> and a whole from a range of images</p>	<p style="text-align: center;"><b>RE</b></p> <p>*To identify local places of worship/ belief in the local area          *To identify ways in which beliefs can have an impact on a believers daily life              *To use the word Christian when talking about people who worship in a church</p>
<p style="text-align: center;"><b>Geography</b></p> <p>*Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world  <b>*understand and describe geographical similarities and differences of a small area of the UK and a contrasting non-European country</b></p>	<p style="text-align: center;"><b>Computing</b></p> <p><b>*Use technology safely and respectfully and know how to keep safe online</b>  <b>*Keep personal information private and understand why this is important.</b>  <b>*Identify where to go for help and ask for</b></p>

Medium Term Plan – Year 2 Spring 2

<p><b>*Identify characteristics of the four countries of the UK. Name and locate capital cities of the UK and its seas.</b></p>	<p><b>support if concerned about content on the internet or other technology</b>  <b>*Use technology purposefully to organise, store, manipulate and retrieve digital content</b>  <b>*Recognise purposes of IT beyond school</b></p>
<p style="text-align: center;">Science</p> <p><b>Animals, including humans</b>  <b>*notice that animals, inc humans, have offspring which grow into adults</b>  <b>*find out about and describe the basic needs of animals, inc humans, for survival</b>  <b>*describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</b></p> <p>*identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p style="text-align: center;">PE</p>
<p style="text-align: center;">Art</p> <p>*to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.          *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;">Music</p> <p>*play tunes and unturned instruments musically          *listen with concentration and understanding to a range of high quality live and recorded music          *experiment with, create, select and combine sounds using the inter-related dimensions of music</p>
<p style="text-align: center;">Design Technology</p>	<p style="text-align: center;">History</p> <p>*recall and describe significant historical events, people and places in their own locality</p>