



Aintree Davenhill Medium Term Planning

Year Group: 2

Term: Spring 2

Maths	Science	English
<p>Length</p> <ul style="list-style-type: none"> Choose and use the correct equipment to measure length and height in centimetres e.g. ruler, metre rule, tape measure Choose and use the correct equipment to measure length and height in metres e.g. metre rule, tape measure, trundle wheel Order the values of three or more lengths or heights Solve simple problems involving addition and subtraction of measures (identifying operation required from the vocabulary and context used and represent as a bar model) Solve simple problems involving addition and subtraction of measures (identifying operation required from the vocabulary and context used and represent as a bar model) <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Addition with exchange using jottings from concrete Subtraction with exchange using Base 10 Subtraction with exchange jottings from concrete Subtraction with exchange jottings from concrete Represent and solve addition and subtraction problems using bar modelling (length context) <p>2D and 3D Shape</p> <ul style="list-style-type: none"> Describe 2-D shapes according to the number of sides and vertices, and whether any of the sides or vertices are the same size as each other Describe and sort 2-D shapes according to the number of sides and vertices, and whether any of the sides or vertices are the same size as each other Identify a vertical line of symmetry in a 2-D shape Describe 3-D shapes according to the number and shape of the faces, the number of edges and vertices and whether any of the faces are the same size as each other Describe and sort 3-D shapes according to the number and shape of the faces, the number of edges and vertices and whether any of the faces are the same size as each other <p>Position and Direction</p> <ul style="list-style-type: none"> Recognise, name and find one quarter, two quarters, three quarters and four quarters of a shape and object Recognise, name and find one quarter, two quarters, three quarters and four quarters of a length (represent using bar model) Recognise, name and find one quarter, two quarters, three quarters and four quarters of a quantity Recognise, name and find one quarter, two quarters, three quarters and four quarters of a shape, object or quantity Know that a quarter turn is the same as a turn through one right angle. Know that a half turn is the same as a turn through two right angles. Know that a full turn is the same as a turn through four right angles. <p>Time</p> <ul style="list-style-type: none"> Recap telling the time to the hour, half past, quarter past and quarter to the hour Count in fives clockwise starting at 12 (for zero) to 6 (for thirty) progressing to counting in times, e.g. 5 minutes past, 10 minutes past, 15 minutes past (quarter past), 20 minutes past etc. Tell the time to the nearest five minutes past the hour (up to 25 minutes past) Tell the time to the nearest five minutes past the hour (up to 25 minutes past) Solve simple problems involving time language focus 	<p>Use of everyday materials</p> <p>Programme of Study</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <p>Working Scientifically</p> <ul style="list-style-type: none"> Compare the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); Observe closely Identify and classify the uses of different materials Record their observations Think about unusual and creative uses for everyday materials 	<p>Reading</p> <p>Word Reading</p> <ul style="list-style-type: none"> Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping</i> Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly</i> Read further common exception words, noting tricky parts (see bottom) Read frequently encountered words quickly and accurately without overt sounding and blending Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading Uses tone and intonation when reading aloud Read longer and less familiar texts independently <p>Reading Comprehension</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction, and contemporary and classic poetry Sequencing and discussing the main events in stories Learning and reciting a range of poems using appropriate intonation Retelling a wider range of stories, fairy tales and traditional tales Read a range of non-fiction texts including information, explanations, instructions, recounts, reports Discussing how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i> Identifying, discussing and collecting favourite words and phrases Recognising use of repetitive language within a text or poem e.g. <i>run, run as fast as you can and across texts e.g. long, long ago in a land far away...</i> Make personal reading choices and explain reasons for choices <p>Understand both the books they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> Introducing and discussing key vocabulary within the context of a text Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised Activating prior knowledge and raising questions e.g. <i>What do we know? What do we want to know? What have we learned?</i> Checking that texts make sense while reading and self-correct Making predictions using evidence from the text Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i> <p>Participating in discussion about what is read to them, taking turns and listening to what others say:</p> <ul style="list-style-type: none"> Making contributions in whole class and group discussion Listening and responding to contributions from others Giving opinions and supporting with reasons e.g. <i>Was Goldilocks a good or bad character?</i> Considering other points of view <p>Explaining clearly their understanding of what they read themselves and what is read to them:</p> <ul style="list-style-type: none"> Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how <p>Writing</p> <p>Vocabulary, Spelling and Punctuation</p> <ul style="list-style-type: none"> Say, write and punctuate simple and compound sentences using the connectives and, but and or Use sentences with different forms: statement, question, command, exclamation Use commas to separate items in a list Use apostrophes for contracted forms, e.g. don't, can't, wouldn't, you're, I'll Use subordination for time, e.g. When we had finished our writing, we went out to play We went out to play when we had finished our writing Other time connectives: while, as, before, after Use subordination for reason, e.g. I put my coat on because it was raining Because it was raining, I put on my coat Other reason connectives: so, if, then, for, unless Select, generate and effectively use verbs Use past tense for narrative, recount (e.g. diary, newspaper report, biography) historical reports Use present tense for non-chronological reports and persuasive adverts Select, generate and effectively use nouns Add suffixes ness and er to create nouns, e.g. happiness, sadness, teacher, baker Select, generate and effectively use adjectives Add suffixes ful or less to create adjectives, e.g. playful, careful, careless, hopeless Use suffixes er and est to create adjectives, e.g. faster, fastest, smaller, smallest Use suffix ly to turn adjectives into adverbs, e.g. slowly, gently, carefully <p>Composition</p> <ul style="list-style-type: none"> Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas Use specific text type features to write for a range of audiences and purposes, e.g. to instruct, inform, entertain, explain, discuss, persuade Write about real and fictional events

		<ul style="list-style-type: none">• Write simple poems based on models• Edit and improve their own writing in relation to audience and purpose• Evaluate their writing with adults and peers• Proofread to check for errors in spelling, grammar and punctuation• Read aloud their writing with intonation to make the meaning clear <p>Spelling</p> <ul style="list-style-type: none">• Segment spoken words into phonemes and represent these by graphemes, spelling many correctly• Learn new ways of spelling phonemes for which one or more spellings are already known• Learn some words with each spelling, including a few common homophones• Learn to spell common exception words• Learn to spell more words with contracted forms• Distinguish between homophones and near-homophone• Add suffixes ness and er to create nouns, e.g. happiness, sadness, teacher, baker• Select, generate and effectively use adjectives• Add suffixes ful or less to create adjectives, e.g. playful, careful, careless, hopeless• Use suffixes er and est to create adjectives, e.g. faster, fastest, smaller, smallest• Use suffix ly to turn adjectives into adverbs, e.g. slowly, gently, carefully• Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far <p>Handwriting</p> <ul style="list-style-type: none">• Form lower-case letters of the correct size relative to one another• Use upper case letters appropriately e.g. not always writing A as a capital, not using capitals within words• Write upper case letters of the correct size relative to lower case letters• Start using some of the diagonal and horizontal strokes needed to join letters
History	Geography	Computing
	<p>Liverpool and Nairobi</p> <p>Knowledge Taught:</p> <ul style="list-style-type: none">• Review of UK countries, capitals and surrounding seas• Physical features of Nairobi, Kenya and surrounding, bordering countries• Key features of Nairobi City (map and compass work)• Key features of Liverpool City (map and compass work)• Comparisons of the two cities (tourism and climate) <p>Place Knowledge</p> <ul style="list-style-type: none">• Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas• Name and locate the world’s seven continents and five oceans• Small area of the United Kingdom• Small area in a contrasting non-European country <p>Human and Physical Geography</p> <ul style="list-style-type: none">• Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in• relation to the Equator and the North and South Poles• Use basic geographical vocabulary to refer to: key physical features: beach, sea, ocean, river, soil, vegetation, season, weather key human features: city, town, village, house, school, farm, factory, office, road, motorway, canal, shop, retail park, port, harbour <p>Mapping</p> <ul style="list-style-type: none">• Use a range of maps and globes (including picture maps) at different scales• Use vocabulary such as <i>bigger/smaller, near/far</i>• Know that maps give information about places in the world (Where? What?)• Locate land and sea on maps• Recognise simple features on maps, e.g. buildings, roads and fields• Recognise that maps need titles• Recognise landmarks and basic human features on aerial photographs• Know which direction is North on an OS map• Know that symbols mean something on maps• Find a given symbol on an OS map with support• Begin to realise why maps need a key <p>Enquiry and Investigation</p> <ul style="list-style-type: none">• Ask simple geographical, ‘Where?’, ‘What?’ and ‘Who?’ questions about the world <p>Investigate through observation and description</p>	<p>My Online Life (DL)</p> <p>(DL) To understand that people can choose different pictures online to what they look like in real life.</p> <p>(DL) To explain why someone might want to change their appearance online and describe ways people might make themselves look different online.</p> <p>(DL) To recognise issues online that might make me feel sad, worried, uncomfortable or frightened.</p> <p>(DL) To know who I can go to for help and how to ask for help.</p> <p>(DL) To understand the risks of communicating with unknown individuals online.</p> <p>(DL) To recognise the importance of asking permission before sharing personal information.</p> <p>(DL) To identify trusted adults to consult when unsure about online interactions.</p> <p>(DL) To acknowledge the right to refuse online requests or sharing without consent.</p> <p>(DL) To learn the impact of online actions on personal and others’ digital footprints.</p> <p>(DL) To explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>(DL) To explain why anyone who experiences bullying is not to blame.</p> <p>(DL) To talk about how anyone experiencing bullying can get help.</p> <p>(DL) To discuss why and how online safety rules help us stay safe.</p> <p>(DL) To understand how those rules/guides can help anyone accessing online technologies. (DL) To contribute to creating a set of class online safety rules.</p> <p>(DL) To understand that lots of devices at home and in school that connect to the internet.</p> <p>(DL) To understand types of personal information.</p> <p>(DL) To understand who can help with online issues.</p> <p>(DL) To create a secure password.</p> <p>(DL) To use a digital device to search the internet.</p> <p>(DL) To understand how keywords can be used.</p> <p>(DL) To use a browser and navigate websites.</p> <p>(DL) To discuss AI images and fake news stories.</p>
D.T	Art	Music
<p>Fairground Wheel (Mechanisms)</p> <p>To explore wheel mechanisms and design a Ferris wheel.</p> <p>Children will describe how axles help wheels to move a vehicle.</p> <p>Children will evaluate different designs.</p> <p>Children will design and label a working wheel. To select appropriate materials.</p> <p>Children will understand the properties of different materials.</p>		<p>Dynamics, timbre, tempo and motifs (Theme: Space)</p> <p>To create a simple soundscape for effect</p> <p>To use own voice to create sound</p> <p>To offer ideas and suggestions for making sounds</p> <p>To create atmosphere by using dynamics To listen for and recognise some basic elements of music</p> <p>To recognise differences in dynamics</p>

<p>Children will communicate their ideas to someone else.</p> <p>Children will select appropriate materials for their wheel. To build and test a moving wheel.</p> <p>Children will build a stable structure.</p> <p>Children will test elements of their design.</p> <p>Children will adapt their design as necessary.</p> <p>Children will make the wheel rotate. To make and evaluate a structure with a rotating wheel.</p> <p>Children will evaluate a wheel mechanism and adapt it as necessary.</p> <p>Children will ensure that their pods stay upright when rotating around a fixed point.</p>		<p>To recognise different instruments and begin to name them</p> <p>To use appropriate musical vocabulary</p> <p>To explain the mood of the music To compare two pieces of music</p> <p>To compare two pieces of music by the same composer</p> <p>To identify changes in dynamics and use appropriate musical vocabulary</p> <p>To recognise and name different instruments</p> <p>To describe the mood of the music To be able to create short sequences of sound</p> <p>To understand what a motif is</p> <p>To play a simple motif</p> <p>To create a motif</p> <p>To notate or create a visual representation of own motif To be able to create short sequences of sound and perform with accuracy</p> <p>To create and play a simple motif using visual representation to record it.</p> <p>To use dynamics to enhance own motif</p> <p>To perform own piece with accuracy</p>
P.E	P.S.H.E	R.E
<p>Games (Hit Catch Run 1) To hit a ball and score points running to cones. To defend a target by kicking. To bowl underarm with control To hit a ball using different bats and techniques. To throw accurately to a base. To hit a ball into space, away from fielders.</p> <p>OAA (Outdoor Adventurous Activities) To work as a team to complete a task. To use problem-solving skills to complete a simple treasure hunt. To copy and then create a simple movement pattern. To give clues to guide a blindfolded person safely. To improve performance through repetition. To use a key on a map to re-create a map with accuracy.</p>	<p>Living in the Wider World</p> <ul style="list-style-type: none">• To identify who to talk to if you are worried or scared about something• To explain how to keep safe around fire• To explain the risks associated with fire• To explore gender stereotypes• To know when and how to call 999• To understand the PANTS rule	<p>1.1 Who is a Christian and what do they believe? (Part 2)</p> <p>This unit enables pupils to begin to understand what Christians believe about God and about Jesus as the Son of God. This unit looks at stories about Jesus and stories that Jesus told.</p> <p>The children will:</p> <ul style="list-style-type: none">• Talk about the fact that Christians believe in God and follow the example of Jesus (A1).• Recognise some Christian symbols and images used to express ideas about God (A3).• Talk about some simple ideas about Christian beliefs about God and Jesus (A1).• Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).• Talk about issues of good and bad, right and wrong arising from the stories (C3).• Ask some questions about believing in God and offer some ideas of their own (C1).• Make links between what Jesus taught and what Christians believe and do (A2).• Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1).