

*To use our gifts from God to help others and bring joy and peace to our world.
We will do this by using our Gospel values of love, honesty, hope, kindness, forgiveness and respect.'*



St. Richard's Catholic Primary School
Medium Term Plan – Year 2
Term 1 - Do all Superheroes wear capes?

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Project hook		Making our own Superhero capes!					
English Traction Man Little people, big dreams: Florence Nightingale.	Transitioning into class (writing tasks), Phonics checks and Reading Checks.	To explore our new book and ask questions. To role-play as traction man using puppets. To describe traction man's appearance using adjectives. To describe Traction Man's powers and skills (personality).	To identify features of a character description. To create adjectives using the suffix -ful. To use commas in a list. To create a list of effective vocabulary using thesauruses.	To design and describe a superhero To write a description of our superhero. To edit our description of our superhero. To publish our description of our superhero.	To identify different functions of sentences To identify features of a fact file To ask and answer questions about a text. To sequence events from a text.	To retrieve information from a text. To research and find exciting facts about Florence Nightingale. To use our facts to write the beginning of our fact file. To find out and describe Florence Nightingale's early life.	To write about Florence Nightingale's early life for our fact file To discuss and find out what Florence Nightingale was famous for. To use our findings to write the middle of our fact file. To discover how Florence Nightingale will be remembered	To write how Florence Nightingale will be remembered on our fact file. To edit and proof read our fact file. To publish our fact file (2 lessons).

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GPS		(Taught within English – Expanded noun phrases, conjunctions)	(Taught within English – Commas in a list, suffix – ful)			(Taught within English – Sentence types)		
Spelling (Little Wandle)	Phonics review, determine any interventions needed.	Phase 5 review week 1: Bright, show, straight, alone, please, great, family, time, people, eye	Phase 5 review week 2: Useful, share, world, mouth, circle, true, about, where, their, through	Phase 5 review week 3: Before, chance, station, usual, explosion, talk, pitch, delicious, thought, sure	Phase 5 review week 4: Badge, listen, castle, instead, colour, young, charge, mother, once, because	Phase 5 review week 5: Cities, sorry, reply, please, water, bread, basic, action, friend, school	Phase 5 review week 6: eight, great, know, sign, thumb, crumb, cheer, steer, hour, busy	Phase 5 review week 7: usual, treasure, bridge, dodge, crystal, myth, large, change, parents, shoe
Maths (White Rose Maths)	Maths Assessments (Summer year 1) for baseline.	To recognise and recall numbers to 20 To count objects to 100 by making 10s To recognise 10s and 1s To understand how to use a place value chart To be able to partition numbers to 100	To write numbers to 100 in words To be able to flexibly partition numbers to 100 To write numbers to 100 in expanded form To recognise 10s on the number line to 100 To recognise 10s and 1s on	To estimate numbers on a number line To compare objects of a value To compare numbers To order objects and numbers To count in 2s, 5s and 10s	To be able to count in 3s Assessment To recall number bonds to 10 To recognise fact families – addition and subtraction bonds within 20 To recognise related facts	To recognise bonds to 100 (in tens) To add and subtract 1s To add by making 10 To add three 1-digit numbers To add to the next 10.	To add across a 10 To subtract across 10 To subtract from a 10 To subtract a 1-digit number from a 2-digit number (across a 10) To recognise 10 more, 10 less	To add and subtract 10s Add two 2-digit numbers (not across a 10) Add two 2-digit numbers (across a 10) (2 lessons)

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			the number line to 100					
Mastering Number	introducing the Rekenrek	composition	comparison	composition	composition	composition	composition	composition
Religious Education (Lighting the Path)	Introducing reflection table, RE, Gospel Values, Rules, Creating class prayer.	Branch 1: Creation and Covenant To learn about the parts of the bible. To learn that psalms are prayers to praise God.	To learn and respond to creative ways used to celebrate Creation. To learn and reflect on the story of Noah's Ark.	To be able to retell the account of Noah as found in the Book of Genesis. To make simple connections between God's promise to all living creatures and God's promise to Noah.	To understand the message of the story of Noah, how their actions can help or harm others and how this can affect their relationship with God. To explore the concept of stewardship and to consider ways in which they could care for God's world.	To talk about Baptism as a sacrament of welcome into the Christian family. To explore the meaning of symbols used in Baptism, including oils used in the Catholic tradition.	To recognise and use some of the words and gestures involved in the Sacrament of Baptism. To review our learning on Creation and Baptism.	Journey in Love: Lesson 1
Science	<i>Preassessment</i> To be able to find out about and describe the basic needs of animals, including humans, for survival To be able to use observations and ideas to	To know the importance for humans of eating the right amounts of different types of food. To be able to compare things and sort into groups. Which foods make a healthy diet?	To know the importance to humans of hygiene To be able to gather and record data to help in answering questions Survey – How	To know the importance to humans of hygiene I can perform a simple test. To be able to observe closely, using simple equipment Glitter Bugs	To know the importance to humans of hygiene I can perform a simple test. To be able to use observations and ideas to suggest answers to questions.	To know the importance for humans of exercise. I can perform a simple test. To be able to gather and record data to help in answering questions	To be able to find out about and describe the basic needs of animals, including humans, for survival I can talk about what I have found out. I can use simple	

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	suggest answers to questions. Drama – Stranded on a desert island. Recap Year 1 senses vocab Write message in a bottle. Draw pictures of basic needs/record voicemail telling rescuers know what they need to bring BIG QUESTION <u>What do humans need to survive?</u>	Classify foods in a lunchbox: green for foods we can eat quite a lot of, amber for those we can eat quite often, and red for foods we can eat as treats. BIG QUESTION Can we eat food from only one group? Why/why not? Fruit/Veg tasting – survey class favourite	often do we wash ourselves? Record data in a tally. Draw and label pictures showing how to keep ourselves clean. Drama/Freeze frame Record on ipads how to keep ourselves clean	Using magnifying glasses	To ask simple questions and recognising that they can be answered in different ways Teeth – demonstrate how to clean with model. Tooth decay experiment with eggs Ask an expert a question – Dentist BIG QUESTION Why is sugar not good for our teeth?	Explore - What happens when you exercise? TAPS ASSESSMENT Title: Exercise idea Working Scientifically Link using observations and ideas to suggest answers to questions	science language. Create a Poster/fact file/record presentation on iPad – explaining basic needs BIG QUESTION Why do we need water?	
Computing (Teach Computing)		Lesson 1: What is IT? LO: To recognise the uses and features of information technology I can identify examples of computers	National Coding week – Lesson based on theme of year.	Lesson 2: IT in school LO: To identify the uses of information technology in the school I can identify examples of IT I can sort school IT by what it's used for	Lesson 3: IT in the world LO: To identify information technology beyond school I can find examples of information technology I can sort IT by where it is found	Lesson 4: Benefits of IT LO: To explain how information technology helps us I can recognise common types of technology I can demonstrate	Lesson 5: Using IT safely LO: To explain how to use information technology safely I can list different uses of information technology	Lesson 6: Using IT in different ways LO: To recognise that choices are made when using information technology I can identify the choices that I make when using IT

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		I can describe some uses of computers I can identify that a computer is a part of IT		I can identify that some IT can be used in more than one way	I can talk about uses of information technology	how IT devices work together I can say why we use IT	I can talk about different rules for using IT I can say how rules can help keep me safe	I can use IT for different types of activities I can explain the need to use IT in different ways
History (Twinkl)	What do I know?	To understand and explain what makes a person significant.	To recall and explain key facts about Florence Nightingale.	To recall and explain key facts about Mary Seacole.	To recall and explain facts about Edith Cavell.	To compare the lives of different nurses	To think and learn about how we can remember significant people.	Responding to our topic question.
Design Technology			To explore different types of puppets.	To design my own puppet superhero	To make my own puppet superhero To make my own Superhero Cape	To make my own puppet superhero To make my own Superhero Cape	To make my own puppet superhero To make my own Superhero Cape	To evaluate my puppet.
Art & Design	To explore art by Roy Lichtenstein.	To experiment with different materials to create artwork in the style of Roy Lichtenstein	To explore various ways of writing text in the style of Roy Lichtenstein.	To plan and design an art piece in the style of Roy Lichtenstein	To create an art piece in the style of Roy Lichtenstein	To create an art piece in the style of Roy Lichtenstein	To create an art piece in the style of Roy Lichtenstein	To peer review and evaluate someone else's art.
Music (Kapow)		Animals: Call and Response Lesson 1: Animal Sounds To create short sounds with varied dynamics	Animals: Call and Response Lesson 2: Sound Pattern Safari To copy a short sound pattern.	Animals: Call and Response Lesson 3: Call and Response To explore call and response using instruments.	Animals: Call and Response Lesson 4: Instrumental response To create sound patterns based	Animals: Call and Response Lesson 5: Dynamics performance To perform different sound		

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		that represent an animal.			on call and response.	patterns with contrasting dynamics.		
Physical Education		Multi skills	Multi skills	Multi skills	Multi skills	Multi skills	Multi skills	
PSHE	Health and Wellbeing, Staying Safe What makes me happy?	Health and Wellbeing, Staying Safe What are emotions?	Health and Wellbeing, Staying Safe How can I look after myself?	Health and Wellbeing, Staying Safe What do I do in an emergency?	Health and Wellbeing, Staying Safe Hazards at home	Health and Wellbeing, Staying Safe Hello Yellow	H Health and Wellbeing, Staying Safe Rail safety	Health and Wellbeing, Staying Safe Road Safety
Other activities / visitors								