

Medium Term Plan – Year 2 – Term Spring 1 – **Hakuna Matata**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Hooks	Prepare and bake plantain to enjoy as a snack					
Date	3.1.24 (3-day week)	8.1.24	15.1.24	22.1.24	29.1.24	5.2.24
National Curriculum Coverage						
Geography	<p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country. <p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. <p>Skills and fieldwork</p> <ul style="list-style-type: none"> Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use world maps, atlases and globes. <p>Human and physical geography</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 					
Learning Theme	<p><i>Introduction to topic</i> <i>Hook - Plantain</i> <i>Cover Sheet</i> <i>Knowledge Harvest</i> <i>Begin Schema</i></p>	<p>Play the label the continents game as a class.</p> <p>Use a variety of mapping resources (Globes, Atlases, Google Earth) to understand where</p>	<p>Play to label the continents and oceans game as a class.</p> <p>Explore the physical features of the region and discuss any similarities with features we have seen in the UK or on holiday. Demonstrate using a search engine to research and groups fill in table with information.</p>	<p>Use text books in class to create a case study of life in Africa. Discuss information from Good Dog Lion so far and what this tells us about day to day life. Access books and videos in mixed ability groups in a carousel around the room and complete a group comparison sheet on A3.</p>	<p>Create graphs and charts using squared paper to compare the climate in Nairobi to Horley.</p> <p>Present, compare and discuss.</p>	<p>Work as a class to create a presentation of our learning. Use Learning Theme books to populate information boxes which can be stuck to a giant map of East Africa. Present to Year 1.</p>
Text Focus	Good Dog Lion by Alexander McCall Smith					
Writing outcome	Writing to recount – a series of diary entries to recount the experience of Timo					
	Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.					

Writing skills	<p>Book introduction, character exploration and explore the WAGOLL</p> <p>Introduce the book "Good Dog Lion" and discuss the main character Timo. Begin discussions on character traits and key events in the book. Introduce the concept of diary writing and its purpose. Study the WAGOLL and observe how it matches up with the text.</p> <p><i>Imitate the WAGOLL by writing a diary entry for chapter 1 using the same structure and vocabulary choices. Orally rehearse sentences prior to writing.</i></p>	<p>Using Suffixes –er and –est in Adjectives</p> <p>Introduce the concept of suffixes –er and –est in adjectives. Practice using these suffixes to compare and contrast in descriptive writing. Apply this knowledge to describe characters and events from the book.</p>	<p>Progressive Verbs in Past Tense</p> <p>Teach the use of progressive verbs in the past tense (-ed=simple, was walking/were walking=progressive). Practice exercises to reinforce understanding. Apply these concepts to write about past events in Timo's adventures.</p>	<p>Story Language and Interesting Vocabulary</p> <p>Introduce story language, emphasising words like "suddenly." Encourage the use of interesting vocabulary for effect and engagement. Analyse excerpts from Good Dog Lion" for examples.</p> <p>Planning with Key Ideas and Vocabulary</p> <p>Teach effective planning using key ideas, words, and familiar vocabulary. Use picture prompts to help students plan their diary entries. Develop independence in planning.</p>	<p>Choosing Vocabulary for Effect</p> <p>Discuss the impact of word choice on the reader. Engage in activities where students choose interesting vocabulary for specific effects. Apply these choices in their diary entry planning.</p> <p><i>Innovate using WAGOLLs and feedback from imitation task to develop planning and writing that includes concepts taught during this unit and improves writing.</i></p>	<p>Publishing</p> <p>Peer assess writing to improve spelling, grammar and use of planning.</p>
Phonics	<p>Chapter 4c – Consonant Digraphs, Short Vowels and Long Vowels</p> <p>Use previous phonetic knowledge and skills to learn alternate spellings for different sounds. Begin to introduce spelling rules to move from 'Phonics Shed' to 'Spelling Shed' at the end of Spring term.</p>					
Reading	<p>Good Dog Lion and Handa's Surprise</p> <p>Develop a love for reading through enjoying the two books over the course of weeks 1-6. Work together to develop the ways that we construct mental models of what we read/hear. Use Handa's Surprise to create clay models of different African fruits. Spend sustained periods listening to the story being read aloud.</p>					

	Use extracts from the text to practise mirror reading, developing expression and confidence with pre-modelled and pre-rehearsed sentences.					
Handwriting	Phonics Shed Handwriting Scheme Whole-class handwriting exercises which complement the graphemes learnt in Chapter 4c.					
Maths	Money Count money (p) Count money (£) Count money (£ & p)	Choose notes and coins Make the same amount Compare amounts of money Calculate with money	Make a pound Find change Two-step problems Multiplication & Division Y1 recap: Recognising and making equal groups	Add equal groups The multiplication symbol Multiplication sentences Use arrays	Continue to use arrays and consolidate learning so far	Make equal groups – grouping Make equal groups – sharing The 2 times table Divide by 2 TT Rockstars
RE	The Lord's Prayer How do we talk to our friends?	The Lord's Prayer What do you <i>need</i> to live?	The Lord's Prayer Why do we forgive? Why do we need forgiveness?	The Lord's Prayer How do Christians believe the Lord's Prayer helps them with 'What would Jesus do?'?	The Lord's Prayer How and why do Christians believe they should praise God?	The Lord's Prayer What does the Lord's Prayer mean to Christians?
Jigsaw	Dreams and Goals Goals to success	Dreams and Goals My learning strengths	Dreams and Goals Learning with others	Dreams and Goals A group challenge	Dreams and Goals A group challenge	Dreams and Goals Celebrating our achievement
Computing: Programming using Scratch	Drawing shapes Create an algorithm to move or rotate the Sprite	Repeat Create an algorithm and use the 'repeat' command	Movement & Sound Create an algorithm and add sound	Repeat and Say Something Create an algorithm and use the repeat and say command	Green Flag Create an algorithm and use the green flag to start	Sprites Create an algorithm and use the commands to change the backdrop and add sprites
PE: Real PE	Cognitive Cog Following instructions	Cognitive Cog Name things I am good at	Cognitive Cog Order movements and skills	Cognitive Cog Recognise similarities and differences	Cognitive Cog Explain why someone is performing well	Cognitive Cog Identify areas for improvement

PE: Circuit Training	Changing Direction Change the direction of movements with control	Jumping Use and combine different types of jumps	Keeping Control Perform movements with control and accuracy	Combining Movements Combine more than one skill to complete an activity	The complete circuit Complete activities independently and try to improve own performance	Improve your score Watch others and use this to improve own performance
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