

Medium Term Plan – Year 2 – Term Spring 2 – **How does your garden grow**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Hooks	Plant and dissect seeds!					
Date	19.2.24	26.2.24	4.3.24 Thursday – World Book Day	11.3.24 Assessment Week	18.3.24	25.3.24 (4-day week) Wednesday – Easter bonnet parade
<b>National Curriculum Coverage</b>						
<b>Science - Plants</b>	<p><b>Scientific Knowledge</b>            Suggest what they think a plant needs to grow and stay healthy.            Dissect and observe a seed, explaining which parts will grow into a plant and which part is its food.            Order the life cycle of a plant and begin to explain what happens at each stage.            Explain that plants need water, light and a suitable temperature to grow and stay healthy.            Begin to explain what happens if a plant does not get everything it needs.            Find out and describe how different plants need different amounts of water and light and different temperatures to grow and stay healthy.</p> <p><b>Working Scientifically</b>            Begin to recognise ways in which they might answer scientific questions. They can carry out simple practical tests, using simple equipment.            Observe the natural world around them.            Notice links between cause and effect and talk about their findings to a variety of audiences in a variety of ways.            Use simple features to compare living things.</p>					
Learning Theme	Introduction to topic Hook – Plant and dissect seeds Knowledge Harvest Begin Schema Recreate Van Gogh’s ‘Sunflowers’ painting for cover page  <b>Art</b> Use watercolours and the collage style of Eric Carle to illustrate our children’s stories in English.	Begin investigation to systematically test what plants need to grow and stay healthy.  <b>Art</b> Appraise the work of William Morris, design a print that has a floral and continuous pattern. Experiment with the printing process by using small tiles.	Create a visual flow diagram for the life-cycle of a plant. Take measurements at 1-week stage of investigation.  <b>Art</b> Peer assess printing from the previous art session to improve/create new tiles in the style of William Morris. Complete repeated printing onto a large sheet of paper..	Take measurements at 2-week stage of investigation. Begin to draw conclusions.  <i>Possibly re-pot sunflowers depending on how they are germinating</i>	Complete investigation and create a cause and effect diagram to illustrate findings. This can be published alongside the final piece in English to create a ‘Grower’s Guide’ and digitally produce a seed packet to give someone as an Easter gift.	Early finish on Friday Thursday afternoon – Mrs Ballard to use Learning Theme session this week to complete music unit.

Text Focus	The Tiny Seed + Various information texts about gardening/agriculture/plants/sunflowers					
Writing outcome	Week 1 & 2: Create a children's tale about a growing plant with four sections, one for each season (The Tiny Seed)					
	Week 3 – 6: Produce an information leaflet about how to successfully grow a sunflower (link to seed packets)					
Writing skills	<b>Book introduction, Tiny Seed is the 'WAGOLL'</b>  Box up the story and identify features that make it fit into the 'Children's literature' genre.	<b>Create our own children's story about the growth of a plant over 4 seasons</b>  Use apostrophes to mark where letters are missing in spelling (contraction) and to mark singular possession in nouns.  Focus on peer assessment to up-level our own writing, publish alongside art work from topic lesson.	<b>Read lots of information text WAGOLLS related to the Learning Theme</b>  Understand whether a sentence is a statement, question or demand.  Identify all of the features of this genre of writing and annotate several examples, create a display in the classroom.	<b>Develop skills related to the writing genre</b>  Use subordination (when, if, that, because) in their writing.  To punctuate different sentence types correctly with either a question mark, exclamation mark or full stop.	<b>Write our own information text</b>  Ideas and sections are grouped by content.  Read own writing to check it makes sense and make corrections with increasing independence.	<b>Publishing</b>  Peer assess writing to improve spelling, grammar and use of planning.
Spelling	<b>Chapter 4c – Consonant Digraphs, Short Vowels and Long Vowels</b> 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.					
Reading	<b>Recap Term 1 NFER, The Twits</b> Develop a love for reading through working together to develop the ways that we construct mental models of what we read/hear. Spend sustained periods listening to the story being read aloud. Use extracts from the text to practise mirror reading, developing expression and confidence with pre-modelled and pre-rehearsed sentences.					
Handwriting	<b>Ed Shed Handwriting Scheme</b> Whole-class handwriting exercises which use the weekly Spelling Word List.					
Maths	<b>Multiplication &amp; Division</b> Doubling and Halving Odd and even numbers The 10 times-table Divide by 10	The 5 times-table Divide by 5 The 5 and 10 times-tables <b>Length and Height</b> Measure in centimetres	Measure in metres Compare lengths and heights Order lengths and heights Four operations with lengths and heights	<b>Mass, capacity and temperature</b> Compare mass Measure in grams Measure in kilograms	Four operations with mass Compare volume and capacity Measure in millilitres	Measure in litres Four operations with volume and capacity Temperature

RE	<b>Salvation</b> Why is Easter important to Christians?	<b>Salvation</b> Sequence the Easter story.	<b>Salvation</b> Chart the emotions of Jesus on the different days of Holy Week.	<b>Salvation</b> Appraise artwork related to The Last Supper and understand it's significance in popular culture.	<b>Salvation</b> Use the story <i>Waterbugs and Dragonflies</i> to discuss life after death and reflect on what different cultures and faiths say about this topic.	<b>Salvation</b> Think about ways that Easter is celebrated in the modern world and how these ways do (or don't) link to the Easter story.
Jigsaw	<b>Healthy Me</b> Being Healthy	<b>Healthy Me</b> Being Relaxed	<b>Healthy Me</b> Medicine Safety	<b>Healthy Me</b> Healthy Eating	<b>Healthy Me</b> Healthy Eating	<b>Healthy Me</b> Healthy, Happy Me
Computing: Programming using Scratch	<b>Movement &amp; Sound</b> Create an algorithm and add sound	<b>Repeat and Say Something</b> Create an algorithm and use the repeat and say command	<b>Sprites</b> Create an algorithm and use the commands to change the backdrop and add sprites	<b>Backgrounds</b> Enable the sprite to interact with the background	<b>Project</b> Create a maze game	<b>Project</b> Create a maze game
PE: Coach	<b>Hockey</b> Coach Ollie and Mr Cotmore will deliver a multi-skills program (1 long session per week) which will develop 'invasion games' skills and build towards playing hockey.					
Music	<b>Recorders</b> A 3-week top-up course with Mrs Ballard to develop skills learnt in Term 1.					