

Term 2 2019-2020 Medium Term Plan Year 2

Topic = People who help us.

Starting point (Hook): Fireman visit?

Role play area: A post office.

Trips/visitors: Fireman visit?

Topic display: Great fire of London display

Literacy display: The Jolly Postman journey display.

Outcome: Sharing learning with another class

| | | | Creative curriculum/Learning journey | | | |
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| Week | Special events | English Focus text – The Jolly Postman and The Jolly Christmas Postman. | Science learning Theme/area – Materials | History learning Theme/area – London past/ present The Plague Significant people (Samuel Pepys) | Art & DT learning Theme/area – Fire! Christmas art/ DT | Computing learning Theme/area – Animation (2Animate) |
| 1 | | <p>The Jolly Postman by Janet and Allan Ahlberg.</p> <p>Getting to know the text, making predictions, asking and answering questions, discussions, and opinions.</p> <p>Children will recap key punctuation, such as capital letters, full stops and question marks to support their writing.</p> | <p>What do we already know about materials/what would you like to know about materials?</p> <p>Naming materials.</p> | <p>History of London now compared to the past (similarities/ differences) and sorting pictures.</p> | <p>Art linked to the fire of London.</p> <p>Bonfire night paintings (wax resist).</p> | <p>Logging on to computer and finding Purple mash software, opening programme.</p> |
| 2 | | <p>The Jolly Postman. <i>Fiction.</i></p> <p>Drama/ role play. Retelling the story. Exploring story language linked to traditional tales – Once upon a time</p> | <p>Everyday materials and their different uses.</p> | <p>Asking questions about the plague.</p> <p>Symptoms of the plague.</p> | <p>Fire paintings for a background.</p> <ul style="list-style-type: none"> - Explore mixing colours. | <p>Practise drawing pictures of fire on computer (Purple Mash – 2 paint)</p> |

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| | | <p>changed to Once upon a bicycle. Looking at informal writing: Correcting Goldilocks' letter – spelling, punctuation and grammar (SPAG)</p> <p>Children will explore new spelling patterns and be introduced to the conjunctions when and if.</p> | | | | |
| 3 | | <p>The Jolly Postman. <i>Persuasion.</i></p> <p>Advert to encourage a traditional tale character to buy something from their business, e.g. Hobgoblin Supplies Ltd – Deadly lampshades, a Halloween boot etc.</p> <p>Children will recap what expanded noun phrases consist of and start to use commas to separate listing adjectives.</p> | <p>Waterproof materials.</p> <p>Using the Jolly Postman as a starting point. Which material is best to keep post dry?</p> | <p>Research/ collecting information about the plague to answer questions. Complete a Why/What/How sheet – why did it start, what happened to people/ how did it end.</p> | <p>Making 3D houses using card (nets). Recreating homes from the past.</p> | <p>Drawing 4 pictures (2 each in pairs) on 2Animate. Saving to folder.</p> |
| 4 | | <p>The Jolly Postman. <i>Formal letter writing.</i></p> <p>Explore Cinderella's and Mr Wolf's letter. . Discuss language features and how these letters are structured on a page.</p> | <p>Continuation of week 3.</p> | <p>Samuel Pepys-character profile.</p> <p>What did he keep safe?</p> | <p>Continuing to create 3D houses. Looking closely at small details. What did the houses look like in the past?</p> | <p>Finish drawing pictures on 2Animate and watch.</p> |

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| | | <p>Pupils to write their own complaint letter to another traditional tale character. For example, to Cinderella's evil step mother.</p> <p>Children will explore how to write in first person looking at pronouns.</p> | | | | |
| 5 | | <p>The Jolly Postman. Informal letter writing.</p> <p>Getting to know and being introduced to different types of letter writing – grouping these into informal and formal.</p> <p>Pupils to write two informal letters – birthday card, letter to a friend etc.</p> <p>Children will begin to apply the grammar taught so far this year within their formal and informal writing, e.g. punctuation, expanded noun phrases, pronouns etc.</p> | <p>Exploring how some materials can change shape.</p> | <p>Samuel Pepys – what did he keep safe? (continuation)</p> <p>Parchment paper – Writing a keep safe note.</p> | <p>Creating a small scene of 3D houses and fire painting backgrounds on the playground.</p> <p>Link to science (how did the fire spread so quickly?)</p> | <p>To create a short story using 2 paint - link to History learning.</p> |
| 6 | Nativity | <p><i>The Jolly Postman.</i> <i>Description and ordering of events.</i></p> <p><i>Character profile on The Jolly Postman and another character of their</i></p> | <p>Observing difference between water and ice.</p> | <p>The Great Fire of London- ordering events on a timeline.</p> | <p>Creating a Christmas scene of the Nativity.</p> | <p>Christmas animations on 2Animate software.</p> |

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| | | <p><i>choice.</i></p> <p>Ordering main events from the story.</p> <p>Children will look at time conjunctions and how they can be used effectively when ordering events (first, then, next, finally.)</p> | | | | |
| 7 | <p>Christmas parties</p> <p>Whole school panto</p> | <p>The Jolly Christmas Postman.</p> <p>Christmas poems.</p> <p>Children will look at the structure of different poems and begin to explore rhythm and rhyme.</p> | | <p>Retelling the Great Fire of London events in groups.</p> | <p>Christmas cards and hats.</p> | <p>Finish Christmas animations on 2Animate software.</p> |

| Week | Maths Key areas to cover | Music Theme/area - | P.E Theme/area – Dance | P.E Theme/area - Gymnastics | PSHE/SEAL Theme/area – managing self/ keeping safe | R.E Theme/area – Christmas story |
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| 1 | <p>Addition and Subtraction</p> <p>Children will recap and apply their addition and subtraction facts within 20 and discuss plus share strategies they could use to check addition and subtraction calculations.</p> | | <p>Working towards a class routine to perform at 'Time 2 Dance'.</p> <p>Children will explore different movement to represent the sea and discover different timings to dance to. They will also explore basic isolations and team building skills.</p> | <p>Premier Sports</p> <p>Exploring and creating 2D body shapes individually and in groups.</p> | <p>Good/ not so good feelings, vocabulary to describe feelings to others, ways (strategies) to manage feelings.</p> | |
| 2 | <p>Addition and subtraction</p> <p>Children will begin to find missing values in calculations and find links between number bonds to 10 and 100 involving addition and subtraction.</p> | Nativity songs | | <p>Jumping with control.</p> | <p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> | <p>Reading and retelling the Christmas story – Nativity.</p> |
| 3 | <p>Addition and subtraction</p> | Nativity songs | | <p>Jumping in different shapes</p> | <p>Identify different types of teasing and</p> | <p>Reading and retelling the</p> |

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| | Children will discover patterns when they add and subtract 1 and then when they add and subtract in tens from any given number. | | | of apparatus. | bullying, that these are wrong and unacceptable. How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help. | Christmas story – Nativity. |
| 4 | Addition and subtraction Children will begin to add and subtract one digit numbers from a two digit number and tens from two digit numbers. | Nativity songs | | Exploring travelling shape movements. | To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' | Reading and retelling the Christmas story – Nativity. |
| 5 | Addition and subtraction Children will be using different strategies and resources to add and subtract two, two digit numbers where they do not cross ten. | Nativity songs | | Balancing on points and patches. | Rules for and ways of keeping physically and emotionally safe. Identify people who look after them, their family networks, who to go to if they are worried, acceptable ways to get attention, ways that pupils can help these people to look after them. | Reading and retelling the Christmas story – Nativity. |
| 6 | Addition and subtraction Children will be | Nativity songs | | Building and creating a small group | To judge what kind of physical contact is acceptable, comfortable, | Reading and retelling the Christmas story – Nativity. |

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| | using different strategies and resources to add and subtract two, two digit numbers where they cross 10. | | | sequences. | unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) | Exploring the message behind it. |
| 7 | <p>Measurement: Money</p> <p>Children will be introduced to the pound and pence sign and will compare amounts using the symbols greater than (>), less than (<) and equal to (=).</p> | Nativity songs | | Building and creating a small group sequence. | That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) | Exploring why we celebrate Christmas. Importance of the symbols in the Christmas story. |