



English

Using the "Gingerbread Man", amongst others, children will become familiar with and retell a wider range of fairy stories and traditional tales. They will then look at traditional tales from Jamaica featuring a character called Anansi. We will be creating settings based upon our new knowledge about Jamaica and write some of our own tales featuring Anansi. They will then be able to use their new enriched vocabulary to write poems set in Jamaica.

History

Children will learn about the life of Mary Seacole as a significant individual from the past who contributed to national and international achievements. They will find out about medicine in the past, track her travel from Jamaica to England, look at hospitals and how Mary overcame racial prejudice to help in the Crimean War.

Geography

Studying the human and physical geography of Churt and Surrey we will compare with Jamaica as a contrasting country. Compare the seasons and weather, geographical features and use maps to recognise landmarks and basic human and physical features.

Science

Building on from the children's work on materials, they will investigate houses in other countries and use their knowledge to understand how and why they are different in different places.

Art and Design

Using papier maché the children will make 3D sculptures of Jamaica and use colour to create contours and landmarks.



Over the Ocean

Maths

Having looked at multiplication last term we will continue to learn that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Children will investigate and solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. We will also be learning how to interpret and construct simple tally charts, block diagrams and simple tables.

ICT

We will create and debug simple programs, use logical reasoning to predict the behaviour of simple programs and use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Religious Education

The children will explore the significance of the Torah to the Jewish religion. They will understand how the stories evolved and how Jewish people respect the rules of their religion in their day to day lives.

Physical Education

The children will perform dances and develop balance and co-ordination exercises in indoor PE sessions, and Participate in team games, developing simple tactics for attacking and defending, during outside PE.

Music

We will listen with concentration and understanding to a range of high-quality live and recorded Caribbean music.

St John's C of E Infant School

Medium Term Plan - Understanding English, Communications and Languages - Yr 2

Term: Spring 1

Programme of Study	Activity	Success Criteria (Skills)
Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	Learn traditional stories through drama and actions. Children supported by learning with partners and/or groups as well as using picture prompts. Later on the children will do the same with a traditional Jamaican story.	I can retell a traditional story and make it interesting using intonation
Recognising simple recurring literary language in stories and poems	Looking through a selection of tales, children identify any recurring language, eg, fe, fi, fo fum, etc.	I can retell the story of "The Gingerbread Man"
Consider what they are going to write by writing down key ideas and/or words, including new vocabulary	Using story planners and prompts, children will imitate a known story to make one of their own. Some children will innovate and come up with more unique ideas for a story.	I can plan ideas for a story
consider what they are going to write by encapsulating what they want to say, sentence by sentence	Sharing their plans with each other, the children will retell their stories considering what new vocabulary they can add.	I can use noun phrases in my own story
Evaluate their writing with the teacher and other pupils	Once written, the children use checklists, prompts and word mats to edit and improve their own writing.	I can use a checklist to look for features of a traditional tale.
	Spelling and phonics	
Programme of Study	Activity	Success Criteria (Skills)
The /l/ or /el/ sound spelt -le at the end of words	Understand that -le is the most common spelling for this sound at the end of words	table, apple, bottle, little, middle
	Understand that -el is much less common than -le but is used after m, n, r, s, v, w and more often than not, s.	camel, tunnel, squirrel, travel, towel, tinsel
	Not many nouns end in -al but many adjectives do.	metal, pedal, capital, hospital, animal
	Words ending in -il are very few and far between	pencil, fossil, nostril

St John's C of E Infant School
Medium Term Plan - Mathematical Understanding - Yr 2
Term: Spring 1

Programme of Study	Activity	Success Criteria (Skills)
Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.	Using pictures and concrete materials, children will explore the times tables. Making connections with other areas of maths, they will use clocks, multiplication tables, Numicon and Dienes to explain and write multiplication facts.	To use arrays. To develop understanding of the 2 times table. To develop understanding of the 5 times table. To develop understanding of the 5 times table.
Learn that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	Sorting objects by sharing and grouping, children begin to realise the difference between the two ideas of division.	Make equal groups - sharing. Make equal groups - grouping. Divide by 2
Investigate and solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	Encourage children to draw pictures and act problems out to help them to understand the maths behind the problems. Underlining key numbers and words will encourage accuracy.	Using a numberline to make equal steps. Relate division to repeated subtraction.
Learn how to interpret and construct simple tally charts, block diagrams and simple tables.	The children will build on their previous work of counting in 2s, 5s and 10s to understand how pictograms work. They will make their own pictograms by collecting data and then write and answer questions about the data that they have collected.	Make tally charts. Draw and interpret pictograms. Draw and interpret pictograms. Draw block diagrams.