

Curriculum | Medium Term Plan – Spring 2024 – Year Two



Victoria Park
Primary Academy

Challenge Pack:	The Really Rural Show - How can we replicate the countryside in our city environment?	Challenge outcome:	Children will share their knowledge and products created to replicate the countryside in a city environment in a video.	NC Year: Length of term:	(5 & 5 weeks)
Summary:	Children will develop their understanding of the countryside and the animals and plants that live within it. They will make comparisons to urban communities.				
Key texts:	Fiction: Peter Rabbit The Bad Seed The Green Giant The Bee Who Spoke Tree Lady Poppy and the Blooms The Little Gardener The Comet Non-Fiction: Little Guide to Wild Flowers Secrets of the Vegetable Garden A World of Cities Botanicum I Ate Sunshine For Breakfast	Trips and visits:	Children will visit Ash End Farm to experience the countryside.	Inspire parent sessions:	2KK 24/1/24 2OP 6/2/24 2SP 31/1/24
		Science Units	Plants Living Things and their habitats	PE: Music:	Personal, Social, Cognitive, Creative, Applying Physical, Health and Fitness Percussion



Physical Oracy (Voice, Body Language)

To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea. To speak clearly and confidently in a range of contexts.



Linguistic Oracy (Vocabulary, language, rhetorical techniques)

To adapt how they speak in different situations according to audience. To use sentence stems to signal when they are building on or challenging others' ideas.



Cognitive Oracy (Content, Structure, clarifying and summarizing, self-regulation and Reasoning)

To ask questions to find out more about a subject. To build on others' ideas in discussions. To make connections between what has been said and their own and others' experiences.



Social & Emotional Oracy (Working with others, Listening and responding, Confidence in speaking, Audience Awareness)

To encourage everyone to contribute. To develop an awareness of audience, e.g. what might interest a certain group. Confident delivery of short pre-prepared material

	Maths:	English:	Phonics: VIPERS text:	NICER:	Discrete/Special events:
08.01.24 (1)	<p>Area of learning: Multiplication</p> <p>Knowledge and skills: Explore different methods of multiplication (arrays, repeated addition, groups, number line) Repeated additions / doubles Multiplication sentences (from pictures)</p> <p>Mental maths focus: know 2x tables</p>	<p>Purpose: To Inform Text type: Recount of trip</p> <p>Knowledge and skills: Read and RIP <i>Recognise and use different pronouns appropriately</i> <i>Understand what a verb is</i> <i>Know how to change words to the past tense</i> <i>Learn different verb forms (past, present and progressive)</i> <i>Learn different types of verbs (is, are, am, was, were)</i> <i>Difference between regular and irregular verbs</i> <i>Learn a range of irregular verbs</i></p>	<p>Rocket Phonics: igh sound family</p> <p>Reading lesson: VIPERS using farm leaflet</p>	<p>What is The Really Rural Show? (Introduction to Challenge pack. Understanding of what we will be learning about and why – what is our outcome?)</p> <p>Complete ‘Explore the Challenge’ page.</p> <p>CAFRA for Hook.</p> <p>As Theologians WALT - make connections between what we learn about religions and our own beliefs Outcome – children will know the names of a variety of places of worship and share places that are special to their own families.</p> <p>As Theologians WALT - make understand what makes items sacred Outcome – children will have an understanding of the term sacred and will understand why sacred items need to be respected.</p> <p>Link to challenge outcome (for weeks learning) – Children will be able to explain what the challenge outcome is. They will have begun to think about possible outcomes.</p>	Monday Staff Training
	Homework	<p>Number bond or timetables practise: 2x table (listen to song, CAF x facts remembered)</p>	<p>Spellings: pie, fried, dried, tried, replied, why, butterfly, trying, flying, shy</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: To CAF what you already know about the countryside and the city.</p>

15.01.24 (2)	<p>Area of learning: Multiplication</p> <p>Knowledge and skills: Make equal groups – grouping Add equal groups Word problems</p> <p>Mental maths focus: know 2x tables</p>	<p>Purpose: To Inform Text type: Recount of trip</p> <p>Knowledge and skills: <i>Sentences are logically sequenced (time adverbials)</i> <i>What is an exclamation sentence? (including structure and components)</i> <i>Understand what an exclamation sentence is and how they are structured</i></p>	<p>Rocket Phonics: oa sound family</p> <p>Reading lesson: VIPERS questions Text: countryside non-chronological report</p>	<p>What is the countryside?</p> <p>Killer Questions What are the physical features commonly found in a countryside/rural area?</p> <p>G1.2c - As Geographers WALT - identify key physical features of the countryside</p> <p>Outcome – children will use basic geographical vocabulary to refer to key physical features of the countryside.</p> <p>G1.2c – As Geographers WALT - use geographical vocabulary so that we can identify the similarities and differences between physical features of the countryside Outcome – children will be aware of physical features of the countryside and their definitions. They will be able to explain the similarities and differences between different features.</p> <p>As Theologians WALT - identify similarities and differences between different places of worship Outcome – children will understand the similarities and differences between a church, mosque, gurdwara and a temple.</p> <p>S1.1d/ S1.1g – As Scientists WALT - describe how plants need water, light and a suitable temperature to grow and stay healthy (revisit lesson after 1 week) Outcome – children will know what a range of plants need to grow and stay healthy. They will make predictions on what will happen to plants grown in different conditions.</p> <p>Thinking hats and PMI based on Hook.</p> <p>Link to challenge outcome (for weeks learning) – Children will be able to identify and explain key physical features of the countryside.</p>	<p>Martin Luther King Day</p> <p>Winnie the Pooh day</p> <p>Lunar New Year</p> <p>Chinese New Year</p>
	<p>Number bond or timetables practise: 2x table in order</p>	<p>Spellings: boating, floated, globe, stone, yellow, window, potatoes, tomatoes, hero, gold</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: To find out the difference between urban/rural areas and physical/human features.</p>	

<p>Area of learning: Division</p> <p>Knowledge and skills: Explore different methods Concrete objects Bar model - concrete</p> <p>Mental maths focus: halves</p>	<p>Purpose: To Inform Text type: Recount of trip</p> <p>Knowledge and skills: <i>Recognise verbs as doing and being words</i> <i>Begin to use to past and the present tense correctly and consistently</i> <i>Begin to use exclamation sentences</i></p> <p>Plan Write Up-level Publish</p>	<p>Rocket Phonics: homophones and near homophones</p> <p>Reading lesson: VIPERS making inferences, predict what might happen from the details given Text – The Bad Seed</p>	<p>What is the countryside?</p> <p>Killer Questions What are the human features commonly found in a countryside/rural area?</p> <p>G1.3b - As Geographers WALT - identify key human features of the countryside Outcome – children will use basic geographical vocabulary to refer to key human features of the countryside</p> <p>G1.3b – As Geographers WALT - use geographical vocabulary so that we can explain the difference between human features of the countryside Outcome – children will be aware of human features of the countryside and their definitions. They will be able to explain the similarities and differences between different features.</p> <p>As Theologians WALT - understand and identify signs, symbols, artefacts and actions used in worship Outcome – children will have an awareness of signs and symbols used in a range of faiths (3 lessons to be completed throughout Spring)</p> <p>S1.1i – As Scientists WALT - identify and describe the basic structure of a variety of flowering plants. Outcome – children will be able to label the basic structure of a flowering plant. They will have an understanding of the role of each part of a flowering plant.</p> <p>Link to challenge outcome (for weeks learning) – Children will be able to identify and explain key human features of the countryside.</p>	<p>World Handwriting day</p> <p>Burns Night</p> <p>Big Garden Birdwatch</p> <p>Holocaust memorial day</p>
<p>Number bond or timetables practise: 2x table muddled up</p>	<p>Spellings: pear, pair, wear, where, weather, whether, quite, quiet, won, one</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: Using the images on the sheet (or via Showbie), make a list of the human features of the countryside</p>	<p>5JS Class assembly 2KK INSPIRE</p>

<p>Area of learning: Division</p> <p>Knowledge and skills: Bar model Divide by 2 Divide by 5 Divide by 10</p> <p>Mental maths focus: multiplication 10 times tables</p>	<p>Purpose: To Inform</p> <p>Text type: Instructions of how to grow a plant</p> <p>Text: The Extraordinary Gardener</p> <p>Knowledge and skills: Read and RIP <i>Sentences are logically sequenced</i> <i>Understand what a clause is</i></p>	<p>Rocket Phonics: Suffixes (s, es, ing, ed, er and est)</p> <p>Reading lesson: VIPERS Text: Green Giant</p>	<p>What is the city?</p> <p>Killer Questions How are these different to those found in a city/urban area?</p> <p>G1.3b - As Geographers WALT - identify key physical features of the city Outcome – children will use basic geographical vocabulary to refer to key physical features of the city</p> <p>G1.3b – As Geographers WALT - identify key human features of the city Outcome – children will use basic geographical vocabulary to refer to key human features of the city</p> <p>C1.10 – As Citizens WALT - recognise different jobs that people do to earn money Outcome – children will identify and discuss job opportunities in the countryside compared to the city</p> <p>As Theologians WALT - explore how music and the human voice is used in worship Outcome – children will discuss and create art work which shows how we feel when listening to music in worship.</p> <p>S1.1j – As Scientists WALT - observe and describe how seeds and bulbs grow into mature plants. Outcome – children will order images and phrases about the plant life cycle. (Lesson 1)</p> <p>Link to challenge outcome (for weeks learning) – Children will be aware of how to grow a plant successfully and will be able to include this in their outcome.</p> <p>Link to challenge outcome (for weeks learning) – children will be able to identify and compare key physical/human features of the countryside and city.</p>	<p>National storytelling week</p> <p>Time to talk day</p> <p>Rosa Parks Day</p> <p>LGBT History month</p> <p>World Cancer day</p>
<p>Number bond or timetables practise: 2x table quickfire</p>	<p>Spellings: dogs, takes, branches, weekends, sunglasses, planting, jumped, teacher, smarter, tallest</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: Make a list of the key physical features in Smethwick.</p>	<p>5RG Class assembly 2SP INSPIRE</p>

04.02.24 (5)	<p>Area of learning: Shape 2D</p> <p>Knowledge and skills: Recognise 2D shapes Count sides on 2D shapes Count vertices on 2D shapes Draw 2D shapes</p> <p>Mental maths focus: division 10 times tables</p>	<p>Purpose: To Inform</p> <p>Text type: Instructions of how to grow a plant</p> <p>Text: The Extraordinary Gardener</p> <p>Knowledge and skills: <i>Bossy/imperative verbs</i> <i>Understand what a command sentence is (including structure and components)</i></p>	<p>Rocket Phonics: Booklet 8</p> <p>w, wh, f, ff, and ph</p> <p>Reading lesson: VIPERS key events Text: Green Giant</p>	<p>S1.1j – As Scientists WALT - observe and describe how seeds and bulbs grow into mature plants. Outcome – children will order images and phrases about the plant life cycle. (Lesson 1)</p> <p>Link to challenge outcome (for weeks learning) – Children will be aware of how to grow a plant successfully and will be able to include this in their outcome.</p> <p>S1.1c/ S1.1h – As Scientists WALT - identify and name a variety of common wild and garden plants Outcome – Children will know what wild and garden plants are and the difference between them</p> <p>S1.1g/ D1.6e – As Scientists WALT - identify parts of plants that we can eat Outcome – Children will have an understanding of which parts of a plant different fruit and vegetables come from.</p> <p>D1.6e – As Designers WALT - describe where food comes from Outcome – children will discover where food comes from and describe whether it comes from plants or animals.</p>	<p>Waitangi day</p> <p>Safer Internet Day</p> <p>Charles Dickens Birthday</p>
	Homework	<p>Number bond or timetables practise: 2x table quickfire</p>	<p>Spellings: Wednesday, windy, white, where, soft, favourite, stuff, huffed, dolphins, elephants</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: Make a poster about how plants grow and what they need to survive and stay healthy.</p>
20.02.23	Half Term				<p>Shrove Tuesday Ash Wednesday</p>

	<p>Area of learning: Shape 3D</p> <p>Knowledge and skills: Recognise 3D shapes Count faces on 3D shapes Count vertices on 3D shapes Count edges on 3D shapes Make 3D shapes</p> <p>Mental maths focus: multiplication 2 times tables</p>	<p>Purpose: To Inform</p> <p>Text type: Instructions of how to grow a plant</p> <p>Text: The Extraordinary Gardener</p> <p>Knowledge and skills: <i>Understand the job of an adverb including positioning in a sentence</i> <i>Use adverbs to add more detail</i> Plan</p>	<p>Rocket Phonics: long oo sound family</p> <p>Reading lesson: VIPERS questions Text: The Great Paper Caper</p>	<p>“Together for a better internet”</p> <p>C1.4a/b – As Digital Technicians WALT use technology safely and respectfully Outcome – children will learn about the 5 main rules for using technology safely (SMART)</p> <p>C1.4c – As Digital Technicians WALT - identify where to go for help and support when we have concerns about content or contact on the internet Outcome – Children will understand what to do if they need help or support when using technology.</p> <p>C1.2d – As Digital Technicians WALT - use technology purposely to retrieve content Outcome – Children to understand what a search engine is and why it is used. They will use a search engine to retrieve facts linked to birdfeeders and record these on a word document.</p> <p>Link to challenge outcome (for weeks learning) – Children will know how to use technology respectfully and safely to retrieve facts about the countryside.</p> <p>S1.1d/ S1.1h – As Scientists WALT identify and name a variety of deciduous and evergreen trees Outcome – Children will be able to understand deciduous and evergreen trees differences. They will be able to name a variety of both.</p>	<p>World Wildlife day</p> <p>St David’s Day</p> <p>Fair Trade Fortnight</p>
<p>Homework</p>	<p>Number bond or timetables practise: 2x table quickfire</p>	<p>Spellings: hoops, spoons, include, rules, clue, true, threw, blew, chew, you</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: To research the theme of Safer Internet Day for this year and discuss with an adult how to stay safe on the internet.</p>	

26.02.24 (7)	<p>Area of learning: Shape - pattern</p> <p>Knowledge and skills: Lines of symmetry Sort 2D and 3D shapes Make patterns with 2D shapes Make patterns with 3D shapes</p> <p>Mental maths focus: division 10 times tables</p>	<p>Purpose: To Inform</p> <p>Text type: Instructions of how to grow a plant</p> <p>Text: The Extraordinary Gardener</p> <p>Knowledge and skills: <i>Use adverbs to add more detail to my writing</i> <i>Vary sentence openers – ly</i> Begin to use command sentences</p> <p>Write Up-level Publish</p>	<p>Rocket Phonics: y+oo sound family</p> <p>Reading lesson VIPERS Text: Peter Rabbit</p>	<p>How can we make a bird feeder?</p> <p>D1.2A – As Designers WALT - describe how something works Outcome – children will look at examples of bird feeders followed by planning their own bird feeder design and describe to a partner how it works.</p> <p>D1.2b – As Designers WALT - join certain materials begin used Outcome – children will use a range of materials to create their bird feeders</p> <p>Link to challenge outcome (for weeks learning) – children will share their bird feeders to promote the countryside</p> <p>S1.1a/ S1.1s - As Scientists WALT – Understand the living processes so that we can identify the difference between living and non-living Outcome – Children will understand the acronym MRS NERG, giving examples for each part.</p>	<p>World Wildlife day</p> <p>St David’s Day</p> <p>Fair Trade Fortnight</p>
	Homework	<p>Number bond or timetables practise: 10x 2x table muddled up</p>	<p>Spellings: unicorn, students, cube, costumes, computer, Tuesday, statue, barbecue, newspaper, fewer</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: To research ideas for your bird feeders</p>

<p>Area of learning: Fraction (of number)</p> <p>Knowledge and skills: Recognise and find a half Recognise and find a quarter Recognise and find a third Unit fractions</p> <p>Mental maths focus: count forwards and backwards in 2s</p>	<p>Purpose: To Entertain Text type: Setting description Text: Peter Rabbit</p> <p>Knowledge and skills: Read and RIP Prepositions / senses <i>Understand what a main clause is including common components</i></p>	<p>Rocket Phonics: Short oo and ar sound</p>	<p>How would you find your way around the countryside?</p> <p>G1.4b - As Geographers WALT - use locational and directional language so that we can navigate around a map Outcome - Children will be able to use and follow locational and directional language to navigate around a map of the countryside. They will use locational and directional language to write instructions for a map.</p> <p>G1.4b - As Geographers WALT - use simple directional language (including compass directions) to describe the location of features Outcome - Children will be able to use compass directions to describe the location of features on a countryside map.</p> <p>As Theologians WALT - identify holy books and why they are respected Outcome – children will know which holy books are associated with a range of religions. They will understand why holy books are respected and how respect is shown.</p> <p>As Theologians WALT - listen and explore a religious story (Christianity) Outcome – children will be familiar with a Christian story and identify messages within the story.</p> <p>S1.1s - As Scientists WALT – Explore and compare the differences between things that are living, dead and never alive Outcome – Children will understand the terms living, dead and never alive. They will be able to sort images and give reasons.</p> <p>S1.1d/ S1.1t - As Scientists WALT – Describe how different habitats provide for the basic needs of different kinds of animals Outcome – Children will understand that most living things live in habitats to which they are suited. They will understand suitable habitats for a range of animals and understand how it meets the animals basic needs.</p>	<p>Purim</p> <p>Holi</p> <p>World Book Day</p> <p>International Woman’s day Start of Ramandan</p> <p>British Science Week Mother’s day</p>
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Homework	<p>Number bond or timetables practise: 2x 10x table quickfire</p>	<p>Spellings: football, looking, pushed, pudding, would, shouldn't, artist, sharp, father, calm</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: List a range of directions</p>	6JD INSPiRE
11.03.24 (9)	<p>Area of learning: Fraction (of number)</p> <p>Knowledge and skills: Non-unit fractions</p> <p>Mental maths focus: count in fractions</p>	<p>Purpose: To Entertain Text type: Setting description Text: Peter Rabbit</p> <p>Knowledge and skills: <i>Begin to use expanded noun phrases to describe and specify</i> <i>Understand what a simile is and how to use one to compare something that they are describing</i></p>	<p>Rocket Phonics: Possessive apostrophes</p> <p>Reading lesson: VIPERS Text: Bee and Me</p>	<p>How can we use natural materials to create a piece of art?</p> <p>As Artists WALT - explore an artist who uses natural materials Outcome – children will look at a range of Andy Goldsworthy art and identify natural materials he uses</p> <p>A2.4b – As Artists WALT - begin to know the best ways to join and stick a range of natural and manmade resources so that we can plan our sculptures</p> <p><i>Outcome</i> – children will discuss and plan a design of their sculptures.</p> <p>As Artists WALT – design and create a sculpture using natural materials so that we can replicate the art of Andy Goldsworthy</p> <p><i>Outcome</i> - Children will use a range of materials to create animal sculptures/habitats in the style of Goldsworthy.</p> <p>S1.1d/ S1.1t - As Scientists WALT – Describe how different habitats provide for the basic needs of different kinds of animals</p> <p>Outcome – Children will understand that most living things live in habitats to which they are suited. They will understand suitable habitats for a range of animals and understand how it meets the animals basic needs.</p> <p>Link to challenge outcome (for weeks learning) – children will share their sculptures/animal habitat to promote the countryside</p>	<p>British Science week</p> <p>St Patrick's Day</p> <p>International day of Maths</p>

Homework	Number bond or timetables practise: 5x table (listen to song, CAF number bonds remembered)	Spellings: Grandpa's, Mum's, Bob's, driver's, teacher's, Hamza's, Lara's, Jack's, Priya's, Ebony's	Rocket Phonics Levelled reader Reading Plus	Flipped homework: Find out the difference between wild and garden plants and write down names of plants that you know	1TG Class assembly 6MC INSPIRE
18.03.24 (10)	Area of learning: Fraction (of shape) Knowledge and skills: Working with part and whole Make equal parts Recognise a half, quarter and third Find a half, quarter and third Mental maths focus: reorder numbers in a calculation	Purpose: To Entertain Text type: Setting description Text: Peter Rabbit Knowledge and skills: <i>Use similes for description</i> Shared write Write	Rocket Phonics: suffixes (adding es to verbs and nouns ending in y) Reading lesson: VIPERS Text: The Green Giant	A2.5a/A2.5b – As Artists WALT - share our work and listen to the views of others so that we can improve our work Outcome – children will share their sculptures, making links to art vocabulary. They will peer critique using thinking hats/CoRT 1 and respond to ideas to improve their work As Theologians WALT - listen and explore a religious story (Islam) Outcome – children will be familiar with an Islamic story and identify messages within the story. As Theologians WALT - listen and explore a religious story (Sikhism) Outcome – children will be familiar with a Sikh story and identify messages within the story. S1.1c/ S1.1t - As Scientists WALT – Identify and name a variety of animals and plants in their microhabitats Outcome – Children will have an awareness of a range of microhabitats in their local area. They will reflect on why animals would live in these microhabitats and how animals adapt.	World Poetry Day Spring Equinox World Water Day Daylight Saving Time
	Homework	Number bond or timetables practise: 5x table in order	Spellings: copies, tidies, worries, hurries, ladies, blueberries, diaries, cities, butterflies, hobbies	Rocket Phonics Levelled reader Reading Plus	Flipped homework: Create a MRS NERG poster