





# Curriculum | Medium Term Plan - Spring 2025 - Year Two

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:	(7 & 6 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:	<u>Fiction:</u> Peter Rabbit The Bad Seed The Green Giant The Bee Who Spoke Tree Lady Poppy and the Blooms The Little Gardener The Comet  <u>Non-Fiction:</u> 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:	
		Science Units	Plants  Living Things and their habitats	PE:  Music:	
 <b>Physical Oracy</b> (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.		 <b>Linguistic Oracy</b> (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.		 <b>Cognitive Oracy</b> (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.	
		 <b>Social &amp; Emotional Oracy</b> (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:	NICER:
(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>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 <i>Theologians</i> WALT - make connections between what we learn about religions and our own beliefs <i>Outcome</i> – 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 <i>Theologians</i> WALT - make understand what makes items sacred <i>Outcome</i> – 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>

Area of learning: Multiplication

Knowledge and skills:

Make equal groups – grouping

Add equal groups

Word problems

Mental maths focus: know 2x tables

Purpose: To Inform

Text type: Recount of trip

Knowledge and skills:

*Sentences are logically sequenced (time adverbials)*

*What is an exclamation sentence?*

*(including structure and components)*

*Understand what an exclamation sentence is and how they are structured*

What is the countryside?

Killer Questions

*What are the physical features commonly found in a countryside/rural area?*

G1.2c - As **Geographers** WALT - identify key physical features of the countryside

*Outcome* – children will use basic geographical vocabulary to refer to key physical features of the countryside.

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.

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.

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.

Thinking hats and PMI based on Hook.

Link to challenge outcome (for weeks learning) – Children will be able to identify and explain key physical features of the countryside.

Area of learning: Division

Knowledge and skills:

Explore different methods

Concrete objects

Bar model - concrete

Mental maths focus: halves

Purpose: To Inform

Text type: Recount of trip

Knowledge and skills:

*Recognise verbs as doing and being words*

*Begin to use to past and the present tense*

*correctly and consistently*

*Begin to use exclamation sentences*

Plan

Write

Up-level

Publish

What is the countryside?

Killer Questions

*What are the human features commonly found in a countryside/rural area?*

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

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.

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)

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.

Link to challenge outcome (for weeks learning) - Children will be able to identify and explain key human features of the countryside.

Area of learning: Division

Knowledge and skills:  
Bar model  
Divide by 2  
Divide by 5  
Divide by 10

Mental maths focus:  
multiplication 10 times tables

Purpose: To Inform  
Text type: Instructions of how to grow a plant  
Text: The Extraordinary Gardener

Knowledge and skills:  
Read and RIP  
*Sentences are logically sequenced*  
*Understand what a clause is*

What is the city?

### Killer Questions

*How are these different to those found in a city/urban area?*

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

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

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

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.

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)

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.

Link to challenge outcome (for weeks learning) - children will be able to identify and compare key physical/human features of the countryside and city.

Area of learning: Shape 2D

Knowledge and skills:

Recognise 2D shapes

Count sides on 2D shapes

Count vertices on 2D shapes

Draw 2D shapes

Mental maths focus:

division 10 times tables

Purpose: To Inform

Text type: Instructions of how to grow a plant

Text: The Extraordinary Gardener

Knowledge and skills:

*Bossy/imperative verbs*

*Understand what a command sentence is (including structure and components)*

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)

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.

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

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.

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.

(6)	<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          Text type: Instructions of how to grow a plant          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>"Together for a better internet"</p> <p>C1.4a/b – As <b>Digital Technicians</b> WALT use technology safely and respectfully.  <i>Outcome – children will learn about the 5 main rules for using technology safely. (SMART)</i></p> <p>C1.4c – As <b>Digital Technicians</b> WALT - identify where to go for help and support when we have concerns about content or contact on the internet.  <i>Outcome – Children will understand what to do if they need help or support when using technology.</i></p> <p>C1.2d – As <b>Digital Technicians</b> WALT - use technology purposely to retrieve content.  <i>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.</i></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 <b>Scientists</b> WALT identify and name a variety of deciduous and evergreen trees.  <i>Outcome – Children will be able to understand deciduous and evergreen trees differences. They will be able to name a variety of both.</i></p>
(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          Text type: Instructions of how to grow a plant          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>How can we make a bird feeder?</p> <p>D1.2A – As <b>Designers</b> WALT - describe how something works.  <i>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.</i></p> <p>D1.2b – As <b>Designers</b> WALT - join certain materials begin used.  <i>Outcome – children will use a range of materials to create their bird feeders.</i></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 <b>Scientists</b> WALT – Understand the living processes so that we can identify the difference between living and non-living.  <i>Outcome – Children will understand the acronym MRS NERG, giving examples for each part.</i></p>

Area of learning: Fraction (of number)

Knowledge and skills:

Recognise and find a half  
Recognise and find a quarter  
Recognise and find a third  
Unit fractions

Mental maths focus: count forwards and backwards in 2s

Purpose: To Entertain  
Text type: Setting description  
Text: Peter Rabbit

Knowledge and skills:

Read and RIP

Prepositions / senses

*Understand what a main clause is including common components*

How would you find your way around the countryside?

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.

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.

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.

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.

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.

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.

Link to challenge outcome (for weeks learning) - Children will create map instructions for a real countryside map which will be shared at their festival.



Area of learning: Fraction (of number)

Knowledge and skills:  
Non-unit fractions

Mental maths focus: count in fractions

Purpose: To Entertain  
Text type: Setting description  
Text: Peter Rabbit

Knowledge and skills:  
*Begin to use expanded noun phrases to describe and specify*  
*Understand what a simile is and how to use one to compare something that they are describing*

How can we use natural materials to create a piece of art?

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

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

*Outcome* – children will discuss and plan a design of their sculptures.

As **Artists** WALT – design and create a sculpture using natural materials so that we can replicate the art of Andy Goldsworthy

*Outcome* - Children will use a range of materials to create animal sculptures/habitats in the style of Goldsworthy.

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.

Link to challenge outcome (for weeks learning) – children will share their sculptures/animal habitat to promote the countryside

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:

*Use similes for description*

Shared write

Write

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.

S1.1v - As **Scientists** WALT – describe how animals obtain their food from plants and other animals

*Outcome* – children will be able to describe a simple food chain and identify different sources of food. Linked to Who Eats What? text.