



Gatley Primary School

Year 2 Medium Term Plan: Spring

“Are we life-long explorers?”



| Spring 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | | | |
|--|---|---|---|--|--|---|---|---------------------------|------------------------|-----------------------|
| | W.C 02.01.23 | W.C 09.01.23 | W.C 16.01.23 | W.C 23.01.23 | W.C 30.01.23 | W.C 06.02.23 | W.C 13.02.23 | | | |
| English | | | | | | | | | | |
| Class Texts | Fiction: Nim’s Island | | | | | | | | | |
| Powerful Knowledge Concept and detail | Winter holiday independent write | Reading: Sequencing Sequencing events from different texts using skim reading | Grammar: Past and Present Tense (Link with explorers) | Writing Autobiography – Autobiography of an explorer Christopher Columbus | Reading: Retrieval & Comprehension Skills (from a newspaper too) | Grammar: Prefixes and suffixes | Writing: Newspaper Article Writing Explorers achievements article/ Amelia Earhart missing Assessment Week | | | |
| Maths | | | | | | | | | | |
| Powerful Knowledge Concept and detail | Revisit of taught strategies from Autumn Term | Calculation Multiplication Strategies and methods (arithmetic) | Calculation Division Division into 2’s, 3’s, 5’s and 10’s. | Calculation Fractions of amounts (arithmetic) | Making Connections Fractions (in shapes) | Making connections: Geometry Properties of 2D and 3D shapes | Assessment Week TAF Portfolios – consolidation of mathematical concepts | | | |
| Foundation Subjects | | | | | | | | | | |
| Main Topic | Question Driving Learning | What makes the ordinary, extraordinary? | | | Low Stakes Quiz | How do explorers travel the world? | | | Low Stakes Quiz | Sticky Knowledge Week |
| | Subject Discipline | History | History | History | | DT | DT | DT | | |
| | Powerful Knowledge | Revisit Captain Cook | World Civilisation and Empires | Invasion, struggle and power | | Practical skills | Communicate ideas Research design | Critically analyse | | |



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|---------------------------------------|--|--|--|---------------------------------------|-----------|--|--|---|--|
| | Concept and detail | Mind map of explorers they already know | An introduction to known explorers Chronological timeline of explorers | In-depth study of different explorers | | Explore new design skills e.g. cardboard joins and fixing materials. | Design boat using appropriate materials | Worldwide impact Analyse functionality of different products considering materials. | |
| Minor Topic | Subject Discipline | PSHE | Drama | | | Art: | Art | | |
| | Powerful Knowledge Concept and detail | Managing challenges Qualities of you as an individual | Improvisation Drama strategies including freeze frames/hot seating of explorers Act out scenes | | | Experimentation Colour experimentation using different mediums | Planning and exploring Collate ideas into sketch book – critically annotate outcomes | | |
| Dual Assessment | Subject Discipline | | Geography | | | | | | |
| | Powerful knowledge concept and detail | | Global Significance Significance of explorers and where they have explored around the world | | | | | | |
| Spellings | | | | | | | | | |
| Powerful knowledge concept and detail | oo Set 1 | oo Set 2 | ar | air | aw | ear | er | | |
| Computing | | | | | | | | | |
| Powerful knowledge concept and detail | Apply technology Create a scratch program, incorporating motion and text inputs. | | | | | | | | |



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| Spring 2 | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
|--|--|---|---|---|---|--|
| | | 27.02.23 | 06.03.23 | 13.03.23 Assessment Week | 20.03.23 | 27.03.23 |
| English | | | | | | |
| Class Texts | | Fiction: Nim’s Island | | | | |
| Powerful Knowledge Concept and detail | | Reading – Prediction of next part of class text | Writing (grammar)– Conjunctions and, because, but | Writing – Purpose and audience Letter Writing to Nim using class text | SPELLING WEEK Homophones and revision of spelling rules Including compound words | Assessment Week Consolidation of concepts |
| Maths | | | | | | |
| Powerful Knowledge Concept and detail | | Number – Ordering and comparing | Calculation - Revisit Fractions of shapes and amounts | Making Connections – Money – coin recognition and addition of money to the nearest pound | Making Connections – Revisit time to the nearest 5 minutes. Understand conversion of hour = 60 minutes | Assessment Week |
| Main Topic | Question Driving Learning | How have explorers inspired change? | | What mark have explorers made on our society? | | |
| | Subject Discipline | Science | Social Understanding | Science | Geography | Geography |
| | Powerful Knowledge Concept and detail | Biology Knowledge David Attenborough and his impact on society Animal groups | Values – Social responsibility and morals Protecting the planet – plastic pollution | Biology Knowledge How can we protect our local community? | Locational and cartography knowledge Amelia Earhart – Exploration of different countries | Enquiry and exploration Trip |
| Low Stakes Quiz | | | | Curriculum Evaluation | | |



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| Minor Topic | Subject Discipline | History | RSHE | Social Understanding: | PSHE |
| | Powerful Knowledge Concept and detail | World Civilisations and Empires What is a civilisation? Language and culture | Health and wellbeing Self-care techniques and understands what is meant by mental wellbeing | Expression – Religious stories | Exploring emotions and developing self – awareness How to recognise and regulate feelings and emotions |
| Dual Assessment | Subject Discipline | History | | | |
| | Powerful Knowledge Concept and detail | Invasion, struggle and power Kings and Queens, significant reigns. | | | |
| Spellings | | | | | |
| Powerful knowledge statement and detail | Ew Set 1 | Ew Set 2 | ow | oy | b |
| Computing | | | | | |
| Powerful knowledge statement and detail | Designing and evaluating Design a questionnaire using a Microsoft platform. | | | Statistics Data collection and research, visual representations of collated data. | |
| Music | | | | | |
| Powerful knowledge statement and detail | Improvisation Exploration of rhythm. | | | Composition Creating and selecting rhythms. | |
| PE | | | | | |



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|---------|---|---|---|---|---|
| Outdoor | Competing and collaborating Mini Sports | Competing and collaborating Mini Sports | Competing and collaborating Mini Sports | Competing and collaborating Mini Sports | Competing and collaborating Mini Sports |
| Indoor | Performance Table tennis | Performance Table tennis | Performance Table tennis | Performance Table tennis | Performance Table tennis |