



Spring Medium Term Plan – Year 2

School Driver Focus

Spring 1 – Effective Participator

Spring 2 – Creative Thinker

	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Science	Working scientifically	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions 	Ask simple scientific questions Use simple equipment to make close observations Carry out simple tests Identify and classify things Using my tests and observations to suggest what I have found out Gather, record and use data to answer questions	Previous vocab plus observe changes over time, notice patterns, secondary sources, hand lenses, egg timers, identify, classify, data.	
	Everyday Materials	<ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 		Suitable/unsuitable, use, object, material, property, wood, plastic, glass, metal, water, rock, fabrics, hard, soft, stretchy, flexible, waterproof, absorbent, transparent, translucent, opaque, shape, change, twist, squash, bend, stretch, roll, squeeze.	



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Computing	E Safety	use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies recognise common uses of information technology beyond school	<ul style="list-style-type: none"> To begin to use safe search engines such as www.safesearchkids.com To understand not to open pop ups. 	Choices, internet, equipment, buttons, movement, screen, mouse, images keyboard paint, technology, share, create, internet, collect, photos, organise, count	
	Technology (Digital Literacy)	use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies recognise common uses of information technology beyond school	<ul style="list-style-type: none"> To talk about why I should go online for a short amount of time. 		
	Information technology	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	<ul style="list-style-type: none"> To develop skills of importing an image. To begin to learn how to edit and manipulate images. 	Appropriate/inappropriate sites Cyber-bullying Digital footprint Keyword searching Forward	



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				Backward Right-angle turn Algorithm Sequence Debug Predict Capturing moments Magnified images Questions Data collection Graphs Charts Save Retrieve Information sources Communication Purposes Website content Paint effects Templates Animation Documents Index finger typing Enter/return Caps lock Backspace	
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History	Chronological understanding	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.	<ul style="list-style-type: none"> • To sequence artefacts closer together in time. • To place events on a simple timeline, adding times previously studied. 	Chronological time consolidation, Sequence, Chronological Order, Recent History, Earlier, Later, Decades, Centuries Question, Artefact, Newspapers, Websites, Historians, Primary /Secondary Evidence, Information, Like or dislike, Significant, Tally chart, Changes, Observe, Non-fiction books, Maps, Internet, Research, Buildings, Places, Historical event Guy Fawkes, Guido, Parliament, Protestants, Catholics, Robert Catesby, King James I, Government, Gunpowder, Unsuccessful, Traitor, Remembered.	
	Range and depth of historical knowledge	Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events.	<ul style="list-style-type: none"> • To know and recount episodes from stories about the past, knowing and understanding key events • To talk about similarities and differences between ways of life in different periods. 		
	Historical interpretation	Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	<ul style="list-style-type: none"> • To compare pictures or photographs of people or events in the past. • To use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts. 		
	Historical enquiry	Children should ask and answer questions, using other	<ul style="list-style-type: none"> • To handle sources and evidence to ask and answer 		



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		sources to show that they know and understand key features of events.	questions about the past on the basis of simple observations <ul style="list-style-type: none"> • To ask and answer appropriate Historical questions, using their growing Historical knowledge. 		
	Organising and presenting	Pupils should use a wide vocabulary of everyday historical terms.	<ul style="list-style-type: none"> • To communicate their knowledge through discussion, drawing, drama and role play, making models, writing and ICT. • To use simple terms to talk about the passing of time. 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Art and Design	Developing Ideas	KS1 pupils should be taught to use a range of materials creatively to design and make products.	Early sketch book work <ul style="list-style-type: none"> • To plan and develop simple ideas • To collect textures and patterns to inform other work 	Applique Chalks clay Colouring contrast Dye Fabric Fray fringe Irregular knot Malleable	
	Drawing	KS1 pupils should be taught to use drawing to develop and share their ideas, experiences and imagination.	<ul style="list-style-type: none"> • To draw lines/marks from observations. • To demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. 		



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			<ul style="list-style-type: none"> • To understand tone through the use of different grades of pencils (HB, 2B, 4B) 	Man made Mod rock natural Oil pastels over printing overlap overlay pastel pencils Pencils plait Regular sculpture shades stitch surfaces texture tint Tools Twist	
	Printing	KS1 pupils should be taught to develop a wide range of art/design techniques using colour, pattern, texture, line, shape, form and space.	<ul style="list-style-type: none"> • To continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. • To demonstrate experience at impressed printing: drawing into ink, printing from objects. • To use equipment and media correctly and be able to produce a clean printed image. • To make simple marks on rollers and printing palettes • To take simple prints i.e. mono - printing. • To experiment with overprinting motifs and colour 		
	Art through technology		<ul style="list-style-type: none"> • To understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it 		
	Responding to art	KS1 pupils should be taught about the work of a range of artists, craft makers and	<ul style="list-style-type: none"> • To continue to explore the work of a range of artists, craft makers and designers, making 		



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		designers, describing the differences and similarities between different practices and disciplines, making links to their own work.	<p>comparisons and describing the differences and similarities and making links to their own work.</p> <ul style="list-style-type: none"> • To express thoughts and feelings about a piece of art. • To reflect and explain the successes and challenges in a piece of art created. • To explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
PE	Games	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical	<p>Health and fitness</p> <ul style="list-style-type: none"> • To recognise and describe how the body feels during and after different physical activities. • To explain what they need to stay healthy. <p>Striking and hitting a ball</p> <ul style="list-style-type: none"> • To strike or hit a ball with increasing control. • To learn skills for playing striking and fielding games. • To position the body to strike a ball. 	<p>Accuracy</p> <p>Agility</p> <p>Aim</p> <p>Balance</p> <p>Base</p> <p>Co-ordination</p> <p>Crab</p> <p>Guide</p> <p>Movement</p> <p>Pattern</p> <p>Rotate</p> <p>Skittles</p> <p>Target</p>	



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	<p>activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; • participate in team games, developing simple tactics for attacking and defending; • perform dances using simple movement patterns. 	<p>Throwing and catching a ball</p> <ul style="list-style-type: none"> • To throw different types of equipment in different ways, for accuracy and distance. • To use hand-eye coordination to control a ball. Vary types of throw used. <p>Travelling with a ball</p> <ul style="list-style-type: none"> • To bounce and kick a ball whilst moving. • To use kicking skills in a game. • To use dribbling skills in a game. <p>Passing a Ball</p> <ul style="list-style-type: none"> • To know how to pass the ball in different ways. <p>Using Space</p> <ul style="list-style-type: none"> • To use different ways of travelling at different speeds and following different pathways, directions or courses. • To change speed and direction whilst running. <p>Attacking and Defending</p> <ul style="list-style-type: none"> • To begin to use and understand the terms attacking and defending. Use at least one 	<p>Timing</p> <p>Tuck</p> <p>Twist and turn</p> <p>Bounce</p> <p>Circuit</p> <p>Cushion</p> <p>Overarm throw</p> <p>Sideways</p> <p>Underarm</p>	
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			<p>technique to attack or defend to play a game successfully. Compete/Perform</p> <ul style="list-style-type: none"> • To compete against self and others <p>Evaluate</p> <ul style="list-style-type: none"> • To watch and describe performances, and use what they see to improve their own performance. • To talk about the differences between their work and that of others. 		
	Gymnastics	<p>The main KS1 national curriculum aims covered in the Gymnastics units are:</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities 	<p>Health and fitness</p> <ul style="list-style-type: none"> • To recognise and describe how the body feels during and after different physical activities. • To explain what they need to stay healthy <p>Acquiring and Developing Skills in Gymnastics (General)</p> <ul style="list-style-type: none"> • To climb onto and jump off the equipment safely. • To complete standing balances • To complete kneeling balances • To complete large body part balances 	<p>Apparatus</p> <p>Balance</p> <p>Patches</p> <p>Points</p> <p>Shapes</p> <p>Travelling</p> <p>Shoulder Stand</p> <p>Tension</p>	



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			<ul style="list-style-type: none"> • To balance on apparatus • To balance with a partner • To complete pike, tuck, star, straight, straddle shapes • To front and back support <p>Compete/Perform</p> <ul style="list-style-type: none"> • To perform sequences of their own composition with coordination. • Perform learnt skills with increasing control. <p>Evaluate</p> <ul style="list-style-type: none"> • To watch and describe performances and use what they see to improve their own performance. • To talk about the differences between their work and that of others. 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Music	Singing	Use their voices expressively and creatively by singing songs and speaking chants and rhymes;	<ul style="list-style-type: none"> • To sing songs regularly with a pitch range of do-so with increasing vocal control. • To sing songs with a small pitch range, pitching accurately. 	Acoustic, layering, soundmakers, accompaniment, musical, elements, structure, body, percussion, notation, tempo, call and response,	



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		<ul style="list-style-type: none"> • To know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader’s directions and (b) visual symbols (e.g. crescendo, decrescendo, pause). 	ostinato, texture, chord, phrase, timbre, drone, pitch [high/ low sounds], tuned percussion, duration, movement [of sound], untuned percussion, dynamics [volume], playing, methods, xylophone, free/arrhythmic, pulse and beat, produce, improvisation, score, sound, quality	
Listening	Listen with concentration and understanding to a range of high-quality live and recorded music;	<ul style="list-style-type: none"> • To develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. • To listen to recorded performances and opportunities to experience live music making in and out of school. 		
Composing	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<ul style="list-style-type: none"> • To create music in response to a non-musical stimulus. • To work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. • To use graphic symbols, dot notation and stick notation, as 		



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		<p>appropriate, to keep a record of composed pieces.</p> <ul style="list-style-type: none"> • To use music technology to capture, change and combine sounds. 		
	Musicianship pulse/beat	<p>Play tuned and untuned instruments musically;</p>	<ul style="list-style-type: none"> • To understand that the speed of the beat can change, creating a faster or slower pace (tempo). • To mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. • To walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. • To begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. • To identify the beat groupings in familiar music that they sing regularly and listen to. 	



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	Musicianship pitch	Play tuned and untuned instruments musically;	<ul style="list-style-type: none"> • To play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. • To sing short phrases independently within a singing game or short song. • To respond independently to pitch changes heard in short melodic phrases, indicating with actions. • Recognise dot notation and match it to 3-note tunes played on tuned percussion. 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Design Technology	Design	Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	<ul style="list-style-type: none"> • To have own ideas and plan what to do next • To explain what I want to do and describe how I may do it • To design products for myself and others following design criteria • To choose best tools and materials, and explain choices • To use knowledge of existing products to produce ideas. 	Fruit and Vegetable names, names of equipment and utensils, sensory vocabulary e.g soft juicy, crunchy sweet sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients.	



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	Make	<ul style="list-style-type: none"> • To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<ul style="list-style-type: none"> • To explain what I am making and why it fits the purpose *make suggestions as to what I need to do next. • To join materials/components together in different ways *measure, mark out, cut and shape materials and components, with support. *describe which tools I'm using and why • To choose suitable materials and explain choices depending on characteristics. 	<p>Cut, fold, join, fix, structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic, circle, triangle, square, rectangle, cuboid, cube, cylinder</p> <p>Joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish.</p>	
	Evaluate	Explore and evaluate a range of existing products ☒ evaluate their ideas and products against design criteria	<ul style="list-style-type: none"> • To describe what went well, thinking about design criteria • To talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion • To evaluate how good existing products are • To talk about what I would do differently if I were to do it again and why. 	<p>Vehicle, wheel axle, axle holder, chassis, body, cab, assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used</p> <p>Investigating, planning, design, make, evaluate, user, purpose,</p>	



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	Technical Knowledge Materials and structure	Build structures, exploring how they can be made stronger, stiffer and more stable	<ul style="list-style-type: none"> • To measure materials • To describe some different characteristics of materials • To join materials in different ways 	ideas, design, criteria, product, function I think..... because..... I prefer.....because..... My partner thinks.....	
	Technical Knowledge mechanisms	Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	<ul style="list-style-type: none"> • To use levers or slides • To begin to understand how to use wheels and axles 	I agree/disagree because..... It / This is.....and...	
	Textiles	Select from and use a wide range of textiles according to their characteristics	<ul style="list-style-type: none"> • To measure textiles • To join textiles together to make a product, and explain how I did it • To carefully cut textiles to produce accurate pieces • To explain choices of textile • To understand that a 3D textile structure can be made from two identical fabric shapes. 	This has... and ... The.....is.....and... They are....and.... I feel...because... This is a big, round, red, beach ball First..... (First put the hat on) Next..... After that... Finally... Last of all... I.....because..... When Ibecause..... After I.....	



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				The.....because..... We/They.....because..... How.....	
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
RE	How and why do we celebrate special and sacred times? (expressing)		<ul style="list-style-type: none"> Identify ways Christians celebrate Christmas/Easter/Pentecost etc. and ways other faiths celebrate special festivals. Ask questions & suggest answers about stories to do with Christian festivals and a story/festival from another faith. Collect examples of what people do, give, sing at festivals and why they matter to believers. 	<p>Christianity Christian, God, Creator, Christmas, disciple, Easter, Jesus, Church, altar, font, Bible, Gospel, Holy Spirit, baptism, Christening, faith, Harvest, holy, Hymn, prayer, priest, vicar, worship</p> <p>Islam Muslim, Islam, Allah, Prophet, Mosque, Eid, Qur'an, moon and star.</p>	•
	How should we care for others and the world, and why does it matter? (living)		<ul style="list-style-type: none"> Retell stories from Bible and other faiths about caring for the world. Identify people who respond to God by caring for others. Discuss good and bad, right and wrong. 	<p>Judaism Jewish, Synagogue, Torah, Bimah, Hanukkah, Ark, Judaism, Shabbat, Joseph, Kippah</p>	•



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			<ul style="list-style-type: none"> Talk about 'The Golden Rule' and what would happen if people followed it. Express creation story creatively. 	<p>Hinduism Murtis, Gods and Goddesses, puja, home shrine, devotion, Ganesha, Aum, Diwali, offering, Rama, Sita, worship, Vishnu</p> <p>General religious vocabulary Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, co-operation, belonging, worship, holiness, sacred. creation story.</p> <ul style="list-style-type: none"> 	
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
PSHE	Health and Wellbeing	Pupils will be taught: 1. What is meant by a healthy lifestyle? 2. How to maintain physical, mental and emotional health and wellbeing.	Keeping Clean - Bath Time <ul style="list-style-type: none"> To learn about the importance of and reasons for bathing and showering To manage basic personal hygiene	relationships • consideration <ul style="list-style-type: none"> sensitivity • rules • apply difference • right • wrong common goals • community reflect • share • opinions identify • different 	



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	<p>3. How to manage risks to physical and emotional health and wellbeing.</p> <p>4. Ways of keeping physically and emotionally safe.</p> <p>5. about managing change, including puberty, transition and loss.</p> <p>6. How to make informed choices about health and wellbeing and to recognise sources of help with this.</p> <p>7. How to respond in an emergency.</p> <p>8. To identify different influences on health and wellbeing.</p>	<p>Skin - Skinny Tips</p> <ul style="list-style-type: none"> • To learn about the importance of and reasons for bathing and showering • To understand the importance of maintaining personal hygiene <p>Dental Hygiene - Brushing Up!</p> <ul style="list-style-type: none"> • To learn about the importance of effective teeth cleaning and good dental hygiene <p>Dental Hygiene - Bright White!</p> <ul style="list-style-type: none"> • To learn how to take care of teeth, in addition to brushing <p>To manage basic personal hygiene</p> <p>Dental Hygiene - Top Teeth</p> <ul style="list-style-type: none"> • To find out which foods are good for us • To understand the importance of a healthy lifestyle, including dental hygiene <p>To make simple choices that improve their health and wellbeing e.g. healthy eating</p> <p>Drug Safety - Magic Medicine</p> <ul style="list-style-type: none"> • To learn about the importance of medicine safety 	<ul style="list-style-type: none"> • relationships • strengths • weak-nesses • real-life • set goals • prioritise • choices • healthy eating • health • substances • manage • risk • personal hygiene • differences • choices • improve • health • physical activity • beneficial • regular • activity • physical changes • recognise • fair • unfair • reflect • respect • views • money • relationships • influence • positively • negatively • collaborate • responsible • recognise • spending money • common goals • contribute • enterprise • afford • choices 	
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			<p>To recognise that some substances can help or harm the body</p> <p>Similarities and Differences - Girls Vs Boys</p> <ul style="list-style-type: none"> • To identify and respect similarities and differences between boys and girls <p>To learn about the process of growing from young to old</p> <p>The Human Body - Body Bits</p> <ul style="list-style-type: none"> • To learn the names for different parts of the body • To recognise similarities and differences based on gender <p>To recognise and respect similarities and differences between people</p> <p>Growing Up - All grown Up</p> <ul style="list-style-type: none"> • To learn about the physical changes in their bodies as we grow <p>To understand emotional changes as they grow up</p> <p>Changing Needs - I Need</p> <ul style="list-style-type: none"> • To learn about how our needs change and grow as we develop 		
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			<p>To recognise the simple physical changes to their bodies experienced since birth</p> <p>Physical Activity - Mighty Muscles</p> <ul style="list-style-type: none">• To understand how muscles work• To make positive real-life choices <p>Physical Activity - Mighty Muscles</p> <ul style="list-style-type: none">• To understand the importance of physical activity and rest as part of a balanced, healthy lifestyle <p>To make positive real-life choices</p>		
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