



# St. Anne's Catholic Primary School

## Year 2 Medium Term Plan 'Animal Kingdom'



### Maths

#### **Money**

- Recognise and use symbols for pounds (£) and pence (p)
- Combine amounts to make a particular value and use different coins to make the same amount
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

#### **Shape**

- name some common 2D and 3D shapes from a group of shapes or from pictures of the shapes and describe some of their properties including lines of symmetry (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres)

#### **Place Value**

- Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus and understand subtraction as take away and difference (how many more, how many less/fewer)

#### **Division**

- Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.

### English

#### Animal Adventure Stories

The children will be reading '*The Owl Who Was Afraid of the Dark*' by Jill Tomlinson. They will:

- make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling?
- give opinions and support with reasons e.g. Was Goldilocks a good or bad character?
- use subordination for time, e.g. when, while, as, before, after.
- use subordination for reason, e.g. because, if, unless.
- use the suffix -ly to turn adjectives into adverbs e.g. slowly, gently, carefully.
- select, generate and effectively use adjectives.

#### Explanation texts

The children will write the lifecycles of animals in the form of an explanation text.

### RE

#### Opportunities

The children will explore that each day offers opportunities for good. They will also describe Lent, as an opportunity to turn towards what is good in preparation for Easter.

## **Science**

### **Living things and their habitats**

- To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.
- To identify and name a variety of plants and animals in their habitats, including micro-habitats.
- To describe how animals obtain their food from plants and other animals, using the idea of simple food chain, and identify and name different sources of food.
- To notice that animals, including humans, have offspring which grow into adults..

## **Computing**

### **Information Technology**

#### **Creating Pictures**

The children will also be introduced to 2Paint a Picture to explore different styles of Art.

## **Scientific Enquiry**

### **Identifying and classifying**

- Name / identify common examples, or common features of animals.
- Sort and group living things by observable and/or behavioural features.
- Compare and contrast... a variety of living things - focusing on the similarities as well as the differences.
- Say how things are similar or different.
- Compare and contrast simple observable features .

## **Art & Design**

### **To develop a wide range of art and design techniques in using colour, pattern, texture.**

- The children will research different animal patterns, select the colours and shades they need and paint a background pattern.
- They can then use tracing paper to create a silhouette of their chosen animal and stick it over the patterned background.

### Design Technology

#### Technical Knowledge: exploring mechanisms

The children will design and make a moving minibeast. Their challenge will be to:

- make it bendy
- add a moving tail or wings
- give it a snappy mouth
- give it a moving body

### PE—Athletics

Perform fundamental movement skills at a developing level and start to master some basic movements in:

- Travelling skills.
- Sending skills.

### RSE

‘We meet God’s Love in our community’

The children will explore:

- the importance of belonging to a community
- what they give and receive from the community they belong to.

### Music

The children will complete a unit of work called ‘Zootime!’ where they will develop their skills of:

- listening & appraising
- explore how music is created by talking about pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
- improvise with the song using their voices and instruments.

### Collaborative Learning

Celebration of ‘World Book Day’ in school and in Home Learning.