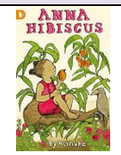
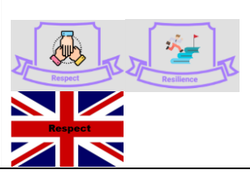
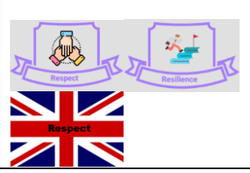
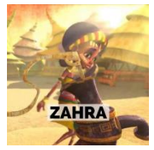
Year 2 Spring 1 MTP								
Theme: Explorers Driver: Geography The Big Question: What is an explorer?					Reading for Pleasure Class Novel: Anna Hibiscus by Atinuke 			
		WC 1.1.23	WC 8.1.23	WC 15.1.23	WC 22.1.23	WC 29.1.23	WC 5.2.23	
English		**Unit: Letter** **Supporting Text: Amelia- Little People Big Dreams** **NC Link:** learning how to use both familiar and new punctuation correctly writing about real events planning or saying out loud what they are going to write about evaluating their writing with the teacher and other pupils proof-reading to check for errors in spelling, grammar and punctuation expanded noun phrases to describe and specify the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) writing for different purposes **Cross curricular: History- Significant people** 	**Unit: Letter** **Supporting Text: Amelia- Little People Big Dreams** **NC Link:** learning how to use both familiar and new punctuation correctly writing about real events planning or saying out loud what they are going to write about evaluating their writing with the teacher and other pupils proof-reading to check for errors in spelling, grammar and punctuation expanded noun phrases to describe and specify the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) writing for different purposes **Cross curricular: History- Significant people** 	**Unit: Character Description** **Supporting Film: Red Miss Take on Literacy Shed** **NC Link:** learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) writing about real events planning or saying out loud what they are going to write about evaluating their writing with the teacher and other pupils proof-reading to check for errors in spelling, grammar and punctuation expanded noun phrases to describe and specify the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) writing for different purposes	**Unit: Character Description** **Supporting Film: Red Miss Take on Literacy Shed** **NC Link:** learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) writing about real events planning or saying out loud what they are going to write about evaluating their writing with the teacher and other pupils proof-reading to check for errors in spelling, grammar and punctuation expanded noun phrases to describe and specify the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) writing for different purposes	**Unit: Narrative** **Supporting Film: Zahra on Literacy Shed**  **NC Link:** learning how to use both familiar and new punctuation correctly develop positive attitudes towards and stamina for writing by: writing for different purposes and writing narratives about personal experiences and those of others consider what they are going to write before beginning by planning what they are going to write about expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) writing for different purposes 	**Unit: Narrative** **Supporting Film: Zahra on Literacy Shed** **NC Link:** learning how to use both familiar and new punctuation correctly develop positive attitudes towards and stamina for writing by: writing for different purposes and writing narratives about personal experiences and those of others consider what they are going to write before beginning by planning what they are going to write about expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses 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	Enrichment	**<u>Launch:</u> Trip to Sherwood Forest for Orienteering** **<u>Key Questions:</u>** What is an explorer? **<u>Media/Visual Literacy:</u>** Around the World in 80 Days (2021 film)							
	SPAG Focus	Subject, predicate, stop, conjunctions, linking adverbs, adverbial clauses, adverb (when, where, how)	Subject, predicate, stop, conjunctions, linking adverbs, adverbial clauses, adverb (when, where, how)	Subject, predicate, stop, conjunctions, linking adverbs, adverbial clauses, adverb (when, where, how), expanded noun phrases	Subject, predicate, stop, conjunctions, linking adverbs, adverbial clauses, adverb (when, where, how), speech- inverted commas	Subject, predicate, stop, conjunctions, linking adverbs, adverbial clauses, adverb (when, where, how), speech- inverted commas	Subject, predicate, stop, conjunctions, linking adverbs, adverbial clauses, adverb (when, where, how), speech- inverted commas		
	Guided Reading	**Text:** Not Now, Bernard by David McKee **Focus:** Retrieval, prediction **<u>NC Link:</u>** develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related discussing and clarifying the meanings of words, linking new meanings to known vocabulary answering and asking questions predicting what might happen on the basis of what has been read so far	**Text:** History Heroes: Christopher Columbus by Damian Harvey **Focus:** Retrieval, prediction **<u>NC Link:</u>** develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related discussing and clarifying the meanings of words, linking new meanings to known vocabulary answering and asking questions predicting what might happen on the basis of what has been read so far 	**Text:** History Heroes: Christopher Columbus by Damian Harvey **Focus:** Retrieval, prediction **<u>NC Link:</u>** develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related discussing and clarifying the meanings of words, linking new meanings to known vocabulary answering and asking questions predicting what might happen on the basis of what has been read so far 	**Text:** History Heroes: Christopher Columbus by Damian Harvey **Focus:** Retrieval, prediction **<u>NC Link:</u>** develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related discussing and clarifying the meanings of words, linking new meanings to known vocabulary answering and asking questions predicting what might happen on the basis of what has been read so far 	**Text:** History Heroes: Christopher Columbus by Damian Harvey **Focus:** Retrieval, prediction **<u>NC Link:</u>** develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related discussing and clarifying the meanings of words, linking new meanings to known vocabulary answering and asking questions predicting what might happen on the basis of what has been read so far 	**Text:** History Heroes: Christopher Columbus by Damian Harvey **Focus:** Retrieval, prediction **<u>NC Link:</u>** develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related discussing and clarifying the meanings of words, linking new meanings to known vocabulary answering and asking questions predicting what might happen on the basis of what has been read so far 		

	Maths	**Unit: White Rose Maths Money** **NC Link:** recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	**Unit: White Rose Maths Money** **NC Link:** recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	**Unit: White Rose Maths Multiplication and Division** **NC Link:** recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	**Unit: White Rose Maths Multiplication and Division** **NC Link:** recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	**Unit: White Rose Maths Multiplication and Division** **NC Link:** recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	**Unit: White Rose Maths Multiplication and Division** **NC Link:** recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.		
	Science	**<u>Unit: Materials</u>** <u>Lesson:</u> Can I identify different materials? **<u>NC Link:</u>** Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses **Cross curricular: DT**	**<u>Unit: Materials</u>** <u>Lesson:</u> What are the properties of different materials? **<u>NC Link:</u>** performing simple tests observing closely, using simple equipment gathering and recording data to help in answering questions. identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. **Cross curricular: DT**	**<u>Unit: Materials</u>** <u>Lesson:</u> What are the most suitable materials for different uses? **<u>NC Link:</u>** identifying and classifying identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. **Cross curricular: DT**	**<u>Unit: Materials</u>** <u>Lesson:</u> Can I group objects by their materials? **<u>NC Link:</u>** identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. identifying and classifying. **Cross curricular: DT**	**<u>Unit: Materials</u>** <u>Lesson:</u> Can I investigate the properties of metals? **<u>NC Link:</u>** observing closely, using simple equipment performing simple tests gathering and recording data to help in answering questions identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. **Cross curricular: DT**	**<u>Unit: Materials</u>** <u>Lesson:</u> How do materials change shape? **<u>NC Link:</u>** performing simple tests gathering and recording data to help in answering questions. **Cross curricular: DT**		

	Computing	**Teach Computing: Programming A – Robot algorithms** Lesson: Giving instructions **NC Link:** create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content **Cross curricular: Maths**	**Teach Computing: Programming A – Robot algorithms** Lesson: Same but different **NC Link:** create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content **Cross curricular: Maths**	**Teach Computing: Programming A – Robot algorithms** Lesson: Making predictions **NC Link:** create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content **Cross curricular: Maths**	**Teach Computing: Programming A – Robot algorithms** Lesson: Mats and routes **NC Link:** create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content **Cross curricular: Geography- map skills**	**Teach Computing: Programming A – Robot algorithms** Lesson: Algorithm design **NC Link:** create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content **Cross curricular: Maths**	**Teach Computing: Programming A – Robot algorithms** Lesson: Debugging **NC Link:** create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content **Cross curricular: Maths**		
	Art & Design	**Unit: TONE** Lesson: How did Henri Matisse use tone? **NC Link:** to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination taught about the work of a range of artists	**Unit: TONE** Lesson: Can I use tone? **NC Link:** to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	**Unit: TONE** Lesson: Can I use tone in a final piece? **NC Link:** to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination					

	Design & Technology				**Unit: Food** Lesson: Research Where does food come from? Lesson: Research What makes a nutritious lunch? **NC Link:** understand where food comes from use the basic principles of a healthy and varied diet to prepare dishes **Cross curricular: Science- Nutrition**	**Unit: Food** Lesson: Design What food should I make for an explorer? Lesson: Design Can I design a food skewer for an explorer? **NC Link:** 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 **Cross curricular: Science- Nutrition**	**Unit: Food** Lesson: Make Can I make my skewers for an explorer? Lesson: Evaluate How successful were my skewers? **NC Link:** use the basic principles of a healthy and varied diet to prepare dishes select from and use a range of tools and equipment to perform practical tasks evaluate their ideas and products against design criteria **Cross curricular: Science- Nutrition**		
	Geography	**Unit: Around the World** Lesson: Locational knowledge Can I name and locate the continents and oceans? **NC Link:** Name and locate the world's seven continents and five oceans use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage		**Unit: Around the World** Lesson: Human and physical geography What are the human features of China? **NC Link:** use basic geographical vocabulary to refer to human and physical features	**Unit: Around the World** Lesson: Human and physical geography What physical features can be found in America? **NC Link:** use basic geographical vocabulary to refer to human and physical features				

	History		**Unit: Explorers** Lesson: Chronology Can I order significant explorers on a timeline? **NC Link:** the lives of significant individuals in the past who have contributed to national and international achievements. **Cross curricular: Maths**			**Unit: Explorers** Lesson: Significant people and impact Who were the Wright Brothers? **NC Link:** the lives of significant individuals in the past who have contributed to national and international achievements.	**Unit: Explorers** Lesson: Consequence and legacy Who was Amelia Earhart and how did she affect the future? **NC Link:** the lives of significant individuals in the past who have contributed to national and international achievements.		
	Music	**Inspire Music hub- Drums**	**Inspire Music hub- Drums**	**Inspire Music hub- Drums**	**Inspire Music hub- Drums**	**Inspire Music hub- Drums**	**Inspire Music hub- Drums**		
	PE	**Unit: Gymnastics** **NC Link:** developing balance, agility and co-ordination, and begin to apply these in a range of activities perform dances using simple movement patterns. **Cross curricular: Maths**	**Unit: Gymnastics** **NC Link:** developing balance, agility and co-ordination, and begin to apply these in a range of activities perform dances using simple movement patterns. **Cross curricular: Maths**	**Unit: Gymnastics** **NC Link:** developing balance, agility and co-ordination, and begin to apply these in a range of activities perform dances using simple movement patterns. **Cross curricular: Maths**	**Unit: Gymnastics** **NC Link:** developing balance, agility and co-ordination, and begin to apply these in a range of activities perform dances using simple movement patterns. **Cross curricular: Maths**	**Unit: Gymnastics** **NC Link:** developing balance, agility and co-ordination, and begin to apply these in a range of activities perform dances using simple movement patterns. **Cross curricular: Maths**	**Unit: Gymnastics** **NC Link:** developing balance, agility and co-ordination, and begin to apply these in a range of activities perform dances using simple movement patterns. **Cross curricular: Maths**		
	RE	**Unit: Ceremonies** Lesson: What is a ceremony is?	**Unit: Ceremonies** Lesson: What happens at an Aqiqah?	**Unit: Ceremonies** Lesson: What happens at a Bar Mitzvah and Bat Mitzvah ceremony?	**Unit: Ceremonies** Lesson: What happens at a Dastar Bandi?	**Unit: Ceremonies** Lesson: What happens at a Hindu wedding?	**Unit: Ceremonies** Lesson: Can I use what I have learnt to help me plan a ceremony?		

	PSHE	**Jigsaw Unit: Dreams and Goals** Lesson: What have I achieved so far? Choose a realistic goal and think about how to achieve it. Tell you things I have achieved and say how that makes me feel. 	**Jigsaw Unit: Dreams and Goals** Lesson: How can I achieve my goal? Persevere even when I find tasks difficult. Tell you some of my strengths as a learner. 	**Jigsaw Unit: Dreams and Goals** Lesson: How can working with others help me achieve my goals? Recognise who it is easy for me to work with and who it is more difficult for me to work with. Understand how working with other people can help me to learn. 	**Jigsaw Unit: Dreams and Goals** Lesson: How can being part of a group achieve a goal? Work cooperatively in a group to create an end product. Explain some of the ways I worked cooperatively in my group to create the end product work with other people to solve problems. 	**Jigsaw Unit: Dreams and Goals** Lesson: What have I achieved this term? Work cooperatively in a group to create an end product. Explain some of the ways I worked cooperatively in my group to create the end product work with other people to solve problems. 	**Jigsaw Unit: Dreams and Goals** Lesson: What do I want to achieve next? Know how to share success with other people. Know how contributing to the success of a group feels and be able to store those feelings in my internal treasure chest (proud) 		