

### **Maths- Money, Multiplication and division**

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value

Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs

Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

### **RE-**

Recognise and talk about religious art, symbols and words

Say what some religious symbols stand for and what some religious art or music are

### **Computing—**

To organise data using a database and can retrieve specific data for conducting simple searches.

To edit more complex digital data.

To effectively retrieve relevant, purposeful digital content using a search engine.

To share this learning.

To know the implications of inappropriate online searches.

### **PE- Invasion games**

To understand what being in possession means and support a teammate to do this.

To understand that scoring goals is an attacking skill and to explore ways to do this.

To understand that stopping goals is a defending skill and explore ways to do this.

To explore how to gain possession.

To mark an opponent and understand that this is a defending skill.

To apply simple tactics for attacking and defending.

### **Music- Sound scapes**

Create music in response to a non-musical stimulus.

Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.

Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.

Use music technology, if available, to capture, change and combine sounds.

### **Science- Living things and their habitats**

Explore and compare the differences between things that are living, dead, and things that have never been alive.

Identify that most living things live in habitats to which they are suited.

Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

Identify and name a variety of plants and animals in their 'habitats' (a natural environment or home of a variety of plants and animals), including microhabitats (a very small habitat, for example for woodlice under stones, logs or leaf litter).



## **Dale Hall Primary- Year 2**

### **Spring 1 Medium Term Plan 2023**

#### **What environments do living things need?**

### **Geography—Hot and cold countries/climate/ weather**

To identify seasonal and daily weather patterns in the United Kingdom

To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;

To use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of method.

### **English- POR text: Mini Rabbit not lost**

To use the features of a recount (Diary, personal experiences)

To use the features of persuasive writing.

To use the features of a chronological report (Weather report)

To use the features of narrative writing.

To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives

To develop creative responses to the text through drama, poetry, storytelling and artwork To write in role in order to explore and develop empathy for characters

To explore and use suffixes er, est, ness, ful, ly, ing, ed

To use coordinating and subordinating conjunctions

### **Art - Be an architect /**

Understand the role of an architect.

Understand when we make sculpture by adding materials it is called Construction

Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior.

Use Design through Making philosophy to playfully construct towards a loose brief

### **DT- Project on a page- Free standing structures**

Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card. • Experience of different methods of joining card and paper

Select and use tools, skills and techniques, explaining their choices. • Select new and reclaimed materials and construction kits to build their structures. • Use simple finishing techniques suitable for the structure they are creating.

### **RSHE - Diverse Britain/One world/E-safety**

To understand that they belong to various groups and communities including schools, faiths and wider social groups, e.g. Scouts

To recognise what improves and harms their local environment and ways in which we look after it

To understand and develop knowledge of road safety, safety in the environment, e-safety