Deddington Primary School Medium Term Plan for Parents Year 2 Term 2

Maths

This term, we'll be focusing on addition and subtraction. First, we'll work with physical objects to help us visualise the numbers. We will then move on to using jottings on a place value chart before writing out calculations more formally into our books. Within these steps we will also explore what happens when we add or subtract numbers that cross over a ten, such as 9 + 5 or 12 - 4. Later in the term we will be moving on to learning and recognising 2D and 3D shapes. Children will learn to name their properties (vertices, edges and faces), identify lines of symmetry and make patterns with different shapes.

English

Our focus is on exploring the features of diary writing through the story *Whatever Next!* by Jill Murphy. Children will develop their understanding of recounts by identifying key features such as first person, past tense, chronological order, emotive language, and time connectives. They will practise sequencing events, retelling stories using oral storytelling techniques, and planning and writing diary entries from Baby Bear's point of view. Alongside this, pupils will build descriptive writing skills by using adjectives, verbs, and sensory language to describe space settings and experiences. By the end of the unit, children will be able to independently plan and write a detailed diary entry that captures feelings, events, and vivid descriptions in an engaging, personal style.

Spelling – continue revising and beginning to use accurately words from the Year 1 and 2 spelling lists working towards building confidence with the Y1/2 Common Exception Words.

Physical Education

Children will have two PE lessons each week (every Tuesday and Friday). This term, pupils will focus on developing their skills in dance and gymnastics, enhancing their coordination, control, and creative movement.

Dance

Pupils will:

- Explore contrasting movement qualities, such as light and heavy, fast and slow, gentle and strong.
- Develop sequences of movements, including travelling steps, turns, spins, and jumps.
- Work individually, with a partner, and in groups to create and perform dance routines.
- Experiment with pathways, floor patterns, and use of space to enhance choreography.
- Respond to music by matching movement to rhythm, mood, and tempo.
- Incorporate moments of stillness and controlled movement within sequences.
- Develop basic composition skills, combining actions, gestures, and body shapes.

Gymnastics

Pupils will:

- Improve balance, coordination, and overall body control through a variety of movements.
- Explore basic gymnastic skills, including rolls, balances, jumps, and simple sequences.
- Combine movements smoothly and with precision, demonstrating control and strength.
- Work safely when using equipment and performing floor exercises.
- Collaborate with peers to plan and perform short routines, showing awareness of space and timing.

Science – Materials

Building on their learning from Year 1 children will investigate how everyday materials are used and why certain materials are chosen for specific purposes. The children will explore how the properties of materials make them more or less suitable for different tasks. Through hands-on experiences, they will be encouraged to ask questions, make observations, and draw conclusions.

We will also look at how materials can change shape and form. The children will discover that some solid materials can be altered by actions such as squashing, bending, twisting, or stretching. In addition, they will explore the different ways materials are used within the school environment, at home, and in other familiar settings.

Religious Education

This term, pupils will explore the concept of leadership and the qualities that make a good leader, drawing on examples from the Bible and from everyday life to make conclusions about the question 'What are the best reasons for following a leader?'

Pupils will:

- Discuss what makes a good leader and the reasons people choose to follow leaders.
- Learn about the biblical figure Joshua and compare his leadership qualities with those of Jesus.
- Reflect on leaders in their own lives and the qualities that make them effective.
- Consider whether it is important to follow leaders and why.
- Express their understanding by creating a mind map connecting leadership qualities to both biblical examples and their personal experiences.

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Computing This term, pupils will focus on digital photography, learning how to take and evaluate effective photographs. They will explore the difference between landscape and portrait orientation and consider what makes a photograph successful, including composition and subject choice. Pupils will investigate the effects of lighting on images, experiment with simple photographic effects, and discuss the authenticity of images, reflecting on whether a photograph represents reality.	**Design and Technology**	**History – Intrepid Explorers** This term, pupils will explore the lives and achievements of notable explorers, considering what makes someone an intrepid explorer. They will begin by investigating the meaning of the word "intrepid" and developing a bank of key historical vocabulary. Pupils will learn about a range of explorers, including Christopher Columbus, Captain James Cook, Jeanne Baret, Nellie Bly, Ernest Shackleton, and Jacques Cousteau, and compare their accomplishments using specific criteria. The topic will conclude with an assessment activity in which pupils decide who they consider the most intrepid explorer, reflecting on the qualities that make a great explorer.
Music This term, pupils will focus on the preparation and performance of the Nativity. Through rehearsals and the production, they will develop their understanding of pulse, melody, and pitch, while building confidence in performing individually and as part of a group.	**Modern Foreign Languages** More information to follow.	**Personal, Social and Health Education** This term, pupils will focus on the theme *Valuing Differences*. They will explore what makes each of us unique and consider the importance of their special relationships. Pupils will reflect on how their actions can affect the feelings of others, learn strategies for including those who may feel left out, and develop their understanding of kindness. The unit will also provide opportunities to practise problem-solving in social situations, helping pupils to build positive relationships and show respect for others.

Curriculum enrichment – additional opportunities, visits and / or visitors. We will be working hard on preparing our Christmas Nativity – Everyone Loves A Baby – to perform to families/the school.	**How can you help your child this term?** **Maths:** continue to play counting on/back and tables games. Play shops with some real money! **Literacy:** keep reading and sharing books regularly -discuss the content and their understanding. Look at terms 1 and 2 spellings, play games with common exception words to increase familiarity. **Science:** Look around the house and discuss why different materials are used for different objects (e.g., why spoons are made of metal, cups of plastic, or clothes of cotton). Can the children play a part in recycling any of the materials that they discover? **Music** – practise the songs/script for our Nativity