



Year 2 -Medium Term Planning Summer 1

Power of ME

Week 1 WB 15.04.24	Week 2 WB 22.04.24	Week 3 WB 29.04.24 4 days week (Polling day)	Week 4 WB 06.05.24 4 day week (BH Mon)	Week 5 WB 13.05.024	Week 6 WB 20.05.24
<p>Money Me – links to maths learning.</p> <p>Different Me – links to being unique and still being cared for in RE.</p>		<p>Responsible Me/Safe Me – school trip. How to stay safe while travelling.</p>	<p>Caring Me – planting and nurturing their own plant.</p>		<p>Responsible Me –RSHE learning about joining a school council and implementing change.</p>

Power of We



Gender Equality

History – queens could rule despite women having little rights in the Victorian Era. The change of women being allowed to stay in the line of succession despite having younger male siblings.

Trips and experiences			Trip to Tower of London (history).		
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Global Citizenship Building Blocks

	Knowledge and Understanding	Skills	Attitudes
	<ul style="list-style-type: none"> How to take part in making and changing rules in our school Uneven sharing of power and how some people are excluded from decision making 	<ul style="list-style-type: none"> Take action when something is unfair 	<ul style="list-style-type: none"> Willingness to learn from the experiences of others
RSHE Citizenship	<p>Skills: Explain why rules are in place.</p> <p>Knowledge: To know some of the different places where rules apply. To know that some rules are made to be followed by everyone and are known as 'laws'.</p>		

English

	Week 1 WB 15.04.24	Week 2 WB 22.04.24	Week 3 WB 29.04.24 4 days week (Polling day)	Week 4 WB 06.05.24 4 day week (BH Mon)	Week 5 WB 13.05.024	Week 6 WB 20.05.24
Reading	<p>Fantastically Great Women Who Changed The World</p>  <p>To know: A caption is a phrase or sentence which explains the picture. Sequencing is putting events in the order that they happened.</p> <p>To be able to: Retrieve information from more than just the main body of text Make links between events in a text and their own experiences.</p>	<p>Fantastically Great Women Who Changed The World</p>  <p>To know: Tables can provide a structure to summarise a text. A time conjunction tells us when the action is taking place</p> <p>To be able to: Summarise facts to complete a table. Determine when events have taken place in the text</p>	<p>Usborne Illustrated Stories from Aesop, The Sun and the Wind</p>  <p>To know: The meaning of a synonym. That empathy is the ability to share and understand the feelings of someone else</p> <p>To be able to: Find and retrieve synonyms from the text Identify and empathise with a character's behaviour and feelings.</p>			



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing</p>	<p>Poetry (1 week) Create a humorous poem about our school day.</p> <p>To know: Key poetic devices, e.g. rhyme, rhythm, repetition.</p> <p>To be able to: Make connections between poems Prepare and perform a humorous poem.</p>	<p>Non-Chronological Report (2 weeks) Create a non-chronological report about a habitat of their choice (links to science).</p> <p>To know: The features of a non-chronological report. How subheadings help the reader to navigate the text.</p> <p>To be able to: Write to inform. Use statement and question sentences. Select precise vocabulary.</p>	<p>Retelling of a Narrative (3 weeks) Create a story based on 'The Sun and The Wind'.</p> <p>To know: The component parts of a story. The third person is an outside perspective.</p> <p>To be able to: Describe characters and settings using adjectives, adverbs and expanded noun phrases. Use ideas and language from the story read. Use the past tense throughout their retelling</p>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spelling / Phonics</p>	<p>Block 16 <u>Words ending in -tion</u></p> <p>Etymology: trans</p>		<p>Block 14 The suffixes –ment, –ness, –ful, –less and –ly</p> <p>Etymology: loct</p>		<p>Block 15 Contractions</p> <p>Etymology: dict</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Handwriting</p>	<p>diagonal join as ss</p>	<p>diagonal join ac fo</p>	<p>horizontal join oe oi</p>	<p>horizontal join on or</p>	<p>horizontal join ou oy</p>	<p>horizontal join ow re</p>




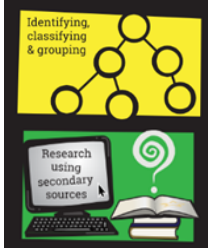



Maths


	Week 1 WB 15.04.24	Week 2 WB 22.04.24	Week 3 WB 29.04.24 4 days week (Polling day)	Week 4 WB 06.05.24 4 day week (BH Mon)	Week 5 WB 13.05.024	Week 6 WB 20.05.24
Mastering number	Week 21: Counting, cardinality and ordinality	Week 22: Number facts and arithmetic	Week 23: Number facts and arithmetic	Week 24: Number facts and arithmetic	Week 25: Number facts and arithmetic	Week 26: Number facts and arithmetic
Unit	<u>Money</u> (rollover from Spring 2). Make the same amount Compare amounts of money Calculate with money	<u>Length and Height</u> Measure in CM Measure in M Compare lengths and heights Order lengths and heights	<u>Length and Height</u> Four operations with lengths and heights Assessment <u>Mass, Capacity and Temperature</u> Compare mass	<u>Mass, Capacity and Temperature</u> Measure in grams Measure in kilograms Four operations with mass Compare volume and capacity	<u>Mass, Capacity and Temperature</u> Measure in millimetres Measure in liters Four operations with volume and capacity Temperature Assessment	<u>Fractions</u> Introduction to parts and whole Equal and unequal parts Recognise a half Find a half





Subjects

	Week 1 WB 15.04.24	Week 2 WB 22.04.24	Week 3 WB 29.04.24 4 days week (Polling day)	Week 4 WB 06.05.24 4 day week (BH Mon)	Week 5 WB 13.05.024	Week 6 WB 20.05.24
Science	<p><u>Living Things and their Habitats</u></p> <p><u>LO: to investigate a microhabitat.</u></p> <p><u>Activity:</u> draw a micro habitat in forest school. What plants and animals did you find there? E.g. under a rock or log.</p>	<p><u>Living Things and their Habitats</u></p> <p><u>LO: to explore other kinds of habitats in the world and the animals that live there.</u></p>  <p><u>Activity:</u> Children explore different habitats and choose one to create a key note about. Who lives there? Why is the animal suited to live there?</p> <p><u>Reflection:</u> Would a polar bear survive in the woods?</p>	<p><u>Living Things and their Habitats</u></p> <p><u>LO: to investigate how animals get their food.</u></p> <p><u>Activity:</u> Create a food chain for a land animal and a sea animal.</p> <p><u>Reflection:</u> Error Spotter! Which one is in the wrong place?</p>	<p><u>Plants</u></p> <p>LO: to know how to grow a healthy plant</p> <p>Activity: Planting a sunflower.</p>  <p><u>Reflection Question:</u> Odd one out. Which one will not help to grow a healthy plant and why?</p>	<p><u>Plants</u></p> <p>LO: Identify and name a variety of common plants</p> <p>Activity: plant hunt around forest school and the school. Name common plants as you go.</p>  <p><u>Reflection Question:</u> Why is important to identify plants?</p>	<p><u>Plants</u></p> <p>LO: to identify and classify deciduous and evergreen trees.</p> <p>Activity: sort trees into the right category. Explore forest school.</p>  <p><u>Reflection Question:</u> Name 2 differences between the types of trees.</p>
RE	<p>How we should we care for others and the world? <u>Why does it matter?</u></p>  <p><u>LO: Should we care for everyone?</u> <u>Is each person valuable and unique?</u> Ask pupils to draw an outline of a person and inside draw some of the things that make people both valuable and unique.</p>	<p>How we should we care for others and the world? <u>Why does it matter?</u></p> <p><u>LO: what do Christians believe about caring for people?</u> Read 'The Good Samaritan' Ask: who would they like to be? Why did Jesus make up this story? How did the Samaritan show he cared? Who in the story only cared about himself?</p>	<p>How we should we care for others and the world? <u>Why does it matter?</u></p> <p><u>LO: what do some religions say about caring for other people?</u> Tzedakah is the Jewish idea of charitable giving to those who need help. For Jewish people This is part of making the world a better place, fairer and more just.</p>			




	<p>Ensure pupils focus on internal and external characteristics. Inside = kind, caring etc.</p> <p><u>As all people are valuable and unique how should we treat them?</u></p> <p>Talk about a time when you have felt sad, cross or angry or when someone was unkind. How did you feel/ what are the opposites of these feelings?</p> <p>Ask pupils in pairs to role play: how would you make a sad person feel happy, an angry person feel Calm, a cross person feel relaxed? Expect this to be fun!</p> <p>Listen to the song 'You're a star' how did you feel? What was the message?</p> <p>Reflection: why would a world without caring be a sad place?</p>	<p>Act out a classroom version of this story, using a familiar context. E.g. one pupil has spilt milk on floor, two pupils have excuses for not helping to clear up (on the way to play / too busy with their own work / don't know where cloth is). The third child is different – and is not expected to help.</p> <p>Create a story board of the story.</p> <p>Reflection: what message does the story convey to Christians?</p>	<p>Who would Jewish people want to help? E.g. the elderly, homeless.</p> <p>Recap the festival of Sukkot. Remind pupils that during this time they give meals, shelter and money.</p> <p>Children to write a paragraph about who, how and why Jewish people care for others.</p>			
<p>History</p> 	<p><u>Key Question: What is a monarchy and who can be a Monarch?</u></p> <p>Ask children what famous people they know. Who have we previously learned about?</p> <p>Recap what a government is (learned in spring 2).</p> <p>What is a monarchy?</p> <p>Discuss the differences and similarities on how they are appointed and what they do.</p> <p>Explain the line of succession.</p> <p>Activity – true or false?</p>	<p><u>Key Question: Who is King Charles III and what is his job?</u></p> <p>Recap the monarchy.</p> <p>Explain that king Charles is our king and that he has very important jobs and responsibilities to uphold.</p> <p>https://www.rct.uk/sites/default/files/resource_s/PowerPoint%20Presentation_What%20is%20a%20the%20role%20of%20our%20King.pdf shows the different jobs he holds.</p>	<p><u>Key Question: What happened during King Charles life and in what order?</u></p> <p>Explore King Charles life in chronological order.</p> <p>Carefully identify the dates and ensure children can read them.</p> <p>https://www.bbc.co.uk/newsround/62871422</p> <p>Activity – order his life in pictures and match to the text.</p> <p>Children highlight dates.</p> <p>Pair activity – upload timeline to showbie.</p> <p>Reflection – How do you know you have put</p>	<p><u>Key Question: What happens during a coronation?</u></p> <p>Explain what a coronation is.</p> <p>Watch videos of the coronation, look at photographs.</p> <p>Activity – create a timeline of the coronation with key events.</p> <p>Reflection – Can you make a connection to another large event? Past or present?</p>	<p><u>Key Question: What other kings and queens have there been and how were there lives different to King Charles III?</u></p> <p>Discuss how to read dates e.g. '1870'.</p> <p>Discuss chronological order. Children order significant monarchs on a timeline using dates.</p> <p>Look at Queen Victoria and King Charles III. How are their lives different? Children to write about similarities and differences.</p>	<p><u>Key Question: Why did other countries celebrate the King's coronation?</u></p> <p>Look at how countries in the commonwealth celebrated.</p> <p>What did they do?</p> <p>Explain what the commonwealth is and the importance of it.</p> <p>Countries celebrated because King Charles is head of the commonwealth.</p> <p>Activity – children answer key question explaining why and draw upon examples of how they celebrated.</p>




	<p>Children explain why their statement is true or false.</p> <p>Example – The monarchy is elected by the public. This is false because...</p> <p>Reflection – Explain why William will be our next king. Use of the line of succession to help you explain.</p> <p>Vocabulary – kingdom, monarch, government parliament.</p>	<p>Activity – draw a symbol to represent a job and write a sentence.</p> <p>Reflection: which job is most important?</p>	<p>the dates in the correct order?</p> <p>Vocabulary – reign, monarch, chronological order</p>			<p>Explain what the commonwealth is and its connection to King Charles.</p> <p>Reflection (lengthy) - Why did we celebrating the King's Coronation? <i>(ensure children draw on all prior learning to answer).</i></p> <p>Vocabulary – coronation, monarchy, commonwealth, kingdom, British empire, line of succession, reign.</p>
<p><u>Geography</u></p> 						
<p><u>Computing</u></p>  <p>Course B</p>	<p>Week 8</p> <ul style="list-style-type: none"> • Break down a long sequence of instructions into the smallest repeatable sequence possible. • Identify the benefits of using a loop structure instead of manual repetition. 	<p>Week 9</p> <ul style="list-style-type: none"> • Count the number of times an action should be repeated and represent it as a loop. • Create a program that draws complex shapes by repeating simple sequences. • Decompose a shape into its largest repeatable sequence. 	<p>Week 10</p> <ul style="list-style-type: none"> • Apply empathy and creativity to design technology for others. • List several different examples of smartphone apps. • Recommend technology to others based on their unique needs. 	<p>Week 11</p> <ul style="list-style-type: none"> • Practice differentiating pre-defined actions and event-driven ones. • Recognize actions of the teacher as signals to initiate commands. • Repeat commands given by an instructor. 	<p>Week 12</p> <ul style="list-style-type: none"> • Create an animated, interactive story using sequences and event-handlers. • Identify actions that correlate to input events. • Share a creative artifact with other students. 	<p>Week 13</p> <ul style="list-style-type: none"> • Apply computer science concepts in an open-ended project. • Overcome obstacles such as time constraints or bugs.



<p>Music</p>	<p>Charanga Musical activities including <i>Reflect, Rewind and Replay</i></p> <ul style="list-style-type: none"> • Listen and Appraise Classical music • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Singing • Play instruments within the song • Improvisation using voices and instruments • Composition • Share and perform the learning that has taken place <p><i>Intro to the Recorder Stage 3 – plus use Friendship Song for extra resources</i></p> <p>Learning to Play the Recorder perform with increasing accuracy, fluency, control and expression. Create and control sounds on instruments, and link to the above (playing as part of an ensemble)</p> <ul style="list-style-type: none"> • Listening • Find the pulse Recognise pitch (high and low) • Recognise instruments <p>The very end of this term consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>					
<p>DT</p> 	Empty cells for DT subject					
<p>Art</p>	<p>LO: to explain why flowers are attractive to humans and popular with artists for their work</p> <p>LO: suggest reasons why red flowers are used to symbolise love.</p> <p>LO: to discuss the reasons for painting a fresh flower or a wilting flower.</p>	<p>LO: explain why the lotus flower was one of the first flowers to be depicted in the history of art.</p> <p>Find out more about Jacob Vosmaer.</p> <p>Link to Van Gosh Sunflowers.</p> <p>Create our version of his paintings.</p>	<p>LO: to create your own artwork showing flowers to make people feel a particular emotion. Explain why you chose your flowers.</p> <p>Look at Marc Quinn and his flower sculptures.</p> <p>Recreate using clay.</p>	<p>LO: to find out more about the main features of abstarct art. Explain how O’Keeffe developed a unique style inspired by the work of abstract artists.</p> <p>Use a georgia o’keeffe painting and describe using the abstract features.</p> <p>colour, shape, form, texture, line, and value</p>	<p>LO: in the style of Georgia O’keeffe explore through creating charcoal sketches, the way in whwich you can show your emotions and feelings.</p> <p>Create sketches based on happiness and sadness.</p>	<p>LO: Explain the main reason why the way Georgia O’Keeffe mixed her paints was considered unusual. • Experiment with this mixing technique for your own flower painting.</p> <p>Create their own painting base d on Georgia mixing technquie.</p>



	<p>Children look at a bouquet of flowers in real life. What do they like? Why? What is attractive?</p> <p>Voice note on showbie their opinions. Which flower and why?</p>					
<p><u>Languages</u></p>						
<p><u>PE</u></p>	<p>Athletics To control movement in response to specific instructions. To walk and run with good posture and balance.</p>	<p>Athletics To move quickly while changing direction to show awareness of obstacles and use steps and jumps to clear them.</p>	<p>Athletics To jump for height with control and balance. To apply different jumping take offs and landings.</p>	<p>Athletics To take off from different positions and show control when landing.</p>	<p>Athletics To attempt to slide a bean bag to a target. To roll a large object through a target.</p>	<p>Athletics To apply a force to send an object towards various targets in different ways.</p>
<p><u>RSHE</u></p> 	<p>Citizenship Rules beyond school</p>	<p>Citizenship Our school environment</p>	<p>Citizenship Our local environment</p>	<p>Citizenship Job roles in our local community</p>	<p>Citizenship Similar yet different: my local community</p>	<p>Citizenship School council</p>