



Year 2– Summer Medium Term Plan
Topic: Let's Be Detectives



<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> ● Curriculum booklet for parents ● Performance management completed ● Pupil progress meeting ● Subject scrutinies ● Forward planning meetings ● Summer 2 OTrack assessment ● Summer 2 classtrack assessment ● Reports for parents ● Transition and transition meetings ● EAL and PP documents completed 	<ul style="list-style-type: none"> ● World Art Day ● Earth Day ● Mental Health Awareness Week ● National Numeracy Day ● World Day for Cultural Diversity for Dialogue and Development ● Post 1066 Study Day ● Queen Platinum Jubilee ● Refugee Week ● Make Music Day ● Bastille Day ● Sports Day ● Transition ● The Grange has Talent 	<ul style="list-style-type: none"> ● Entry point - Entry - DT STEM Making aeroplanes ● Exit point - Exit - STEM stilt house ● Class Story - Detective novel ● Homework - Purple mash, Education City, TTRockstars, Literacy Planet ● PE - Daily Mile, Go Noodle/Yoga, BBC Supermovers ● Science - Explorify
<u>English (Reading)</u>	<u>English (Spoken Language)</u>	<u>English (Grammar and Phonics)</u>
<p><u>Focus: Reading Comprehension and Fluency</u></p> <p>The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p>Word reading:</p> <p>TLC: Can I apply phonics to read fluently?</p> <p>TLC: Can I read polysyllabic words?</p> <p>TLC: Can I read books matched to my phonics ability?</p> <p>TLC: Can I read common exception words?</p> <p>TLC: Can I read words containing common suffixes?</p> <p>TLC: Can I read without obvious sounding and blending?</p> <p>Comprehension:</p> <p>TLC: Can I listen to stories, poems and non-fiction texts?</p> <p>TLC: Can I discuss stories, poems and non-fiction texts?</p>	<p><u>Spoken Language skills embedded across all subjects</u></p> <ul style="list-style-type: none"> ● Kagan strategies ● Echo reading ● Deeper questioning ● Guided Reading ● Imitate ● 80:20 rule ● Early Listening skills workbooks ● English Experience lessons ● Odd one Out activities ● Different languages from Oddizzi assemblies <p>The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout english lessons and across the curriculum:</p>	<p><u>Focus: Summer 1</u></p> <p><u>Grammar</u></p> <p>TLC: Can I use the suffix -est to spell? (SS Session 1)</p> <p>TLC: Can I use subordinate conjunction 'if' ? (SS Session 1)</p> <p>TLC: Can I use questions sentences?</p> <p>TLC: Can I use command sentences?</p> <p>TLC: Can I use past tense verbs? (SS Session 6)</p> <p>TLC: Can I use adverbs? (SS Session 7)</p> <p>TLC: Can I use time adverbials? (SS Session 8)</p> <p>TLC: Can I use exclamation sentences? (SS Session 9)</p> <p><u>Spelling</u></p> <p>TLC: Can I spell words using the suffix -ful? (SS Session 5)</p> <p>TLC: Can I spell words using contractions? (SS Session 6)</p>



Year 2– Summer Medium Term Plan
Topic: Let's Be Detectives



TLC: Can I express views about stories, poems and non-fiction texts?
 TLC: Can I discuss the sequence events in books?
 TLC: Can I recognise simple repeated language in stories?
 TLC: Can I use what I already know to help me understand what I am reading?
 TLC: Can I link new meanings to words I know?
 TLC: Can I explain my understanding of a text?
 TLC: Can I discuss and explain meanings of words?
 TLC: Can I discuss my favourite words and phrases?
 TLC: Can I retell a variety of texts?

TLC: Can I express myself using complete sentences when required?
 TLC: Can I make more specific vocabulary choices. E.g. technical language?
 TLC: Can I usually listen carefully and respond appropriately?
 TLC: Can I take turns when talking in pairs or in small groups?
 TLC: Can I offer appropriate comments in paired or small group discussion?
 TLC: Can I begin to be aware that formal and informal situations require different roles and language?
 TLC: Can I retell a familiar story using narrative language and linking words and phrases?
 TLC: Can I recount an event or an experience in sentences, using specifically chosen vocabulary?
 TLC: Can I perform a simple poem from memory?
 TLC: Can I hold the attention of listeners by adapting the way I talk?
 TLC: Can I begin to understand how to speak for different purposes and audiences?

Focus: Summer 1

Grammar

TLC: Can I use adjectives effectively? (SS Session 1)
 TLC: Can I use adverbs? (SS Session 2,4,5)
 TLC: Can I use subordinate conjunctions? (SS Session 2,3,4,6)
 TLC: Can I use verbs? (SS Session 2,3,4,5)
 TLC: Can I use time adverbials? (SS Session 3)
 TLC: Can I use expanded noun phrases? (SS Session 6,7,8)

Spelling

TLC: Can I spell words using common suffixes? (SS Session 1)
 TLC: Can I spell words using the prefix -dis? (SS Session 5,6)

List coverage: Sounds Write recap of previous units and spelling units

English (Writing)

Summer 1 Focus: Writing - Narrative

Handwriting - Summer 1 and Summer 2

TLC: Can I form lower case letters to the correct size relative to one another?
 TLC: Can I write capital letters and digits to the correct size/orientation/relationship to one another and to lower case letters?
 TLC: Can I use spacing between words that reflects the size of the letters?

Summer 1 - Composition (Planning and Composition)
(internalisation of the text - reading focus)

TLC: Can I discuss writing to learn from its structure, vocabulary and grammar? (identifying features/shapes of the text/plot points)
 TLC: Can I plan and say what I am going to write about? (SS Sessions 1-9 including experiences)
 TLC: Can I show a positive attitude towards writing and sustain my effort and length of writing? (SS Sessions 1-9 including experiences)



Year 2– Summer Medium Term Plan
Topic: Let's Be Detectives



TLC: Can I start to use some of the horizontal and diagonal strokes needed to join letters?
TLC: Can I identify which letters are best left unjoined?

Writing

Additional composition/grammar taught through JC Unit

Inner thoughts (SS Session 1)
Synonyms (SS Session 2, 5)
Dialogue (SS Session 2)
Imperative verbs (SS Session 5)
Onomatopoeia (SS Session 6)
Repetition (SS Session 7)
Alliteration Ss Session 9)

Summer 2 Focus: Writing - Narrative

Additional composition/grammar taught through JC Unit

Alliteration (SS Session 1)
Emphasis (SS Session 3)
Rhetorical questions (SS Session 7)

TLC: Can I write down ideas using keywords? (SS Sessions 1-9 including experiences)
TLC: Can I write using different sentences? (SS Sessions 1-9 including experiences)
TLC: Can I talk about my work with my teacher?
TLC: Can I talk about my work with another child?
TLC: Can I read my work aloud and clearly?

Summer 2- Composition (Planning and Composition)

(internalisation of the text - reading focus)
TLC: Can I discuss writing to learn from its structure, vocabulary and grammar? (identifying features/shapes of the text/plot points)
TLC: Can I plan and say what I am going to write about? (SS Sessions 1-8 including experiences)
TLC: Can I show a positive attitude towards writing and sustain my effort and length of writing? (SS Sessions 1-8 including experiences)
TLC: Can I write down ideas using keywords? (SS Sessions 1-8 including experiences)
TLC: Can I write using different sentences? (SS Sessions 1-8 including experiences)
TLC: Can I talk about my work with my teacher?
TLC: Can I talk about my work with another child?
TLC: Can I read my work aloud and clearly?

Maths

Focus: Length and Height

Cold Task - Length and Height

TLC: Can I compare length and height?
TLC: Can I measure lengths in cm and m?
TLC: Can I compare lengths?
TLC: Can I order lengths?

Focus: Position and Direction

Cold Task - Position and Direction

TLC: Can I describe positions and movement?
TLC: Can I describe movement and turns?
TLC: Can I solve problems with position?
Hot Task - Position and Direction

Focus:

Additional Maths Teaching

Daily:

- Counting
- Learn Its
- Arithmetic practise



Year 2– Summer Medium Term Plan
Topic: Let's Be Detectives



<p>TLC: Can I solve problems with length? Hot Task - Length and Height</p>		<p>Weekly:</p> <ul style="list-style-type: none"> • Times tables carousel lesson • Arithmetic test • Times Tables grids/written questions test • Rapid recall boards/fact family Problem of the Week
<p>Focus: Time</p> <p>Cold Task - Time</p> <p>TLC: Can I tell the time to O'clock and half past? TLC: Can I tell the time quarter to and quarter past? TLC: Can I tell the time to 5 minutes? TLC: Can I answer questions involving hours and days? TLC: Can I find and compare durations of time? Hot Task - Time</p>	<p>Focus: Mass, capacity, temperature</p> <p>Cold Task - Mass, capacity, temperature</p> <p>TLC: Can I explain weight and mass? TLC: Can I measure mass in g and kg? TLC: Can I explain capacity and volume? TLC: Can I measure capacity? TLC: Can I compare volume? TLC: Can I use ml and l ? TLC: Can I solve problems using ml and l ? TLC: Can I measure temperature? Hot Task - Mass, capacity, temperature</p>	
Art	Computing	Design and Technology, Cooking and Nutrition, Enterprise including STEM
<p>Focus: Summer 1 Drawing</p> <p>TLC: Can I begin to vary hand and wrist placement to improve control and vary pressure (e.g. upright hand to laid on page)? TLC: Can I draw lines of different size, thickness and orientation with varying pressure. TLC: Can I understand shading by creating a 4 box scale of light to dark, using cross-hatching and stippling? TLC: Can I use cross-hatching and stippling to show light and shadow? TLC: Can I experiment with coloured pencils to create tints and shades using white and black.</p>	<p>Focus: Focus:</p> <p><u>2.4 Presenting Ideas</u></p> <p>TLC: Do I know that digital content can be represented in many forms? TLC: Can I use a variety of software to manipulate and present digital content and information.? TLC: Can I collect, organise and present data and information in digital content? TLC: Can I create digital content to achieve a given goal by combining software packages?</p> <p><u>2.7 Making Music</u></p>	<p>Focus: STEM</p> <p>Entry - TLC: Can I make an aeroplane? Exit - TLC: Can I design and make a stilt house?</p>



Year 2– Summer Medium Term Plan
Topic: Let's Be Detectives



<p>TLC: Can I represent people and objects, with careful observation of features and proportions? Focus: Summer 2 Printing</p> <p>TLC: Can I mimic print from the environment (e.g. wallpapers). TLC: Can I press, roll, rub and stamp to make prints.</p>	<p>TLC: Can I edit digital data such as data in music composition? TLC: Can I name, save and find my work?</p>	
<u>French (Languages)</u>	<u>Geography</u>	<u>History</u>
<p><u>N/A</u></p>	<p><u>Focus: Local Study Non-European contrasting locality</u></p> <p>TLC: Can I understand geographical similarities and differences between a small area of the United Kingdom (local) and a small area in a non-European country? - Mugurameno Village, Zambia</p> <p>TLC: Can I use geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather?</p> <p>TLC: Can I use geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop?</p> <p>TLC: Can I explore the physical and human features of Zambia? TLC: Can I use a map and an atlas to locate a contrasting non-European country?</p> <p>TLC: Can I understand similarities and differences of physical features of a contrasting non-European country? - Zambezi and Humber Rivers</p>	<p><u>Focus: Post 1066 Fashion</u></p> <p>TLC: Can I research fashion in living memory using primary sources? TLC: Can I say how fashion reflected the mood of each decade? TLC: Can I compare men and women's fashion in a chosen decade? TLC: Can I compare fashion now to a previous era? TLC: Can I choose a favourite era for fashion and say why?</p>



Year 2– Summer Medium Term Plan
Topic: Let's Be Detectives



Music	Physical Education	Personal, Social and Health Education
<p>Focus - The Friendship Song</p> <p>TLC: Can I talk about the lyrics of a song? (Listen and Appraise)</p> <p>TLC: Can I distinguish between different parts of the song? (Learn to sing the Friendship song)</p> <p>TLC: Can I create dance moves to go with a musical soundtrack? (We Go Together)</p> <p>TLC: Can I explain how a soundtrack helps to create an atmosphere? (You Give A Little Love, video on Youtube)</p> <p>TLC: Can I explain how music can help to build friendships? (PSHE, That's What Friends Are For)</p> <p>TLC: Can I take part in a performance by singing or playing an instrument? (Perform)</p> <p>TLC: Can I follow the melody in a Dolly Parton song?</p>	<p>Focus: Summer 1</p> <p>Athletics</p> <p>TLC: Can I run at different speeds depending on distance and equipment?</p> <p>TLC: Can I select an appropriate speed when travelling a variety of distances?</p> <p>TLC: Can I throw with control and accuracy?</p> <p>TLC: Can I select an appropriate force when throwing at a target from different distances?</p> <p>TLC: Can I use different techniques and speeds to compete against each other as a team and individually?</p> <p>Summer 2 - Cricket</p> <p>TLC: Can I demonstrate quick decisions when striking or fielding</p> <p>TLC: Can I use basic striking techniques?</p> <p>TLC: Can I send and receive the ball with accuracy?</p> <p>TLC: Can I demonstrate the importance of weight when sending and receiving?</p> <p>TLC: Can I demonstrate the importance of speed when sending and receiving?</p> <p>TLC: Can I apply the key skills to a small sided game of cricket?</p>	<p>Focus:</p> <p>Relationships</p> <p>a) PSHE</p> <p>b) Social and Emotional Development Learning</p> <p>Jigsaw Piece 1:</p> <p>TLC: Can I identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate?</p> <p>TLC: Can I accept that everyone's family is different and understand that most people value their family?</p> <p>Jigsaw Piece 2:</p> <p>a) TLC: Can I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not?</p> <p>b) TLC: Do I know which types of physical contact I like and don't like and be able to talk about this?</p> <p>Jigsaw Piece 3:</p> <p>a) TLC: Can I identify some of the things that cause conflict with my friends?</p> <p>b) TLC: Can I demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends?</p> <p>Jigsaw Piece 4:</p> <p>a) TLC: Can I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret?</p> <p>b) TLC: Do I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this?</p>



Year 2– Summer Medium Term Plan
Topic: Let's Be Detectives



Jigsaw Piece 5:

- a) TLC: Can I recognise and appreciate people who can help me in my family, my school and my community?
- b) TLC: Can I understand how it feels to trust someone?

Jigsaw Piece 6:

- a) TLC: Can I express my appreciation for the people in my special relationships?
- b) TLC: Can I be comfortable accepting appreciation from others?

Summer 2

Changing Me

Jigsaw Piece 1:

- a) TLC: Can I recognise cycles of life in nature?
- b) TLC: Can I understand there are some changes that are outside my control and to recognise how I feel about this?

Jigsaw Piece 2:

- c) TLC: Can I tell you about the natural process of growing from young to old and understand that this is not in my control?
- d) TLC: Can I identify people I respect who are older than me?

Jigsaw Piece 3:

- c) TLC: Can I recognise how my body has changed since I was a baby and where I am on the continuum from young to old?
- d) TLC: Can I feel proud about becoming more independent?

Jigsaw Piece 4:

- c) TLC: Can I recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and appreciate that some parts of my body are private?



Year 2– Summer Medium Term Plan
Topic: Let's Be Detectives



		<p>d) TLC: Can I tell you what I like/don't like about being a boy/girl?</p> <p>Jigsaw Piece 5:</p> <p>c) TLC: Can I understand there are different types of touch and tell you which ones I like and don't like?</p> <p>d) TLC: be confident to say what I like and don't like and ask for help?</p> <p>Jigsaw Piece 6:</p> <p>c) TLC: Can I identify what I am looking forward to when I move to my next class?</p> <p>d) TLC: Can I start thinking about changes I will make in my next year at school and know how to go about this?</p>
<u>Religious Education</u>	<u>Science including STEM</u>	
<p><u>Focus: Thankfulness</u></p> <p>TLC: Can I discuss how Christians and Muslims say 'thank you' for the arrival of a new baby?</p> <p>TLC: Can I understand the ways Christians celebrate to say thank you through the Harvest festival?</p> <p>TLC: Can I discuss the different ways Christians around the world celebrate Harvest?</p> <p>TLC: Can I explore the different gifts which Christians give during harvest?</p> <p>TLC: Can I understand the ways Jewish celebrate to say thank you through different festivals?</p>	<p><u>Focus: Everyday materials</u></p> <p>TLC: Can I identify and classify everyday materials? (WS)</p> <p>TLC: Can I identify the suitability of everyday materials for particular uses? (K)</p> <p>TLC: Can I compare the suitability of everyday materials for particular uses? (K)</p> <p>TLC: Can I find out how the shapes of solid objects made from some materials can be changed? (K)</p> <p>TLC: Can I perform a simple test using simple equipment? (WS)</p> <p>TLC: Can I record and gather data to answer questions? (WS)</p> <p><u>STEM</u></p> <p>Entry - TLC: Can I make an aeroplane?</p> <p>Exit - TLC: Can I design and make a stilt house? (Geography link)</p>	