



Year 2
Summer Term Medium Term Plan



<u>Key Dates/Events</u>	<u>Maths</u>	
<p>April</p> <ul style="list-style-type: none"> ● Earth Day (22nd April) ● Lunch theme day - St George's Day (23rd April) ● Y2 Career workshop (27th April) ● Get Ahead School Games (28th April) ● Y5 STEM superstars workshop (29th April) ● Year 5 Firefighter readers <p>May</p> <ul style="list-style-type: none"> ● Get Ahead Games (8th May) ● Y6 SATs week (wc 11th May) ● Mental Health Awareness Week (wc 11th May) ● Colour Carnival (15th May) ● Lunch theme day - Fiesta Fun (21st May) ● Year 3 STEM wind turbine challenge (21st May) ● Year 5 Firefighter readers <p>June</p> <ul style="list-style-type: none"> ● National Fieldwork Week (wc 1st June) ● Y4 Multiplication Check week (wc 1st June) ● Y1 Phonics Screening Check week (wc 8th June) ● Make Music Day (11th June) ● Y3 and Y4 AIM High Writing Day (12th June) ● Pyjamarama (12th June) ● Athlete Mentor Day (15th June) ● Refugee Week (wc 15th June) ● Lunch theme day - World Cup (18th June) ● Ninja Run (19th June) ● Windrush Day (22nd June) ● Sports Week (wc 22nd June) ● KS1 sports festival day (24th June) ● LKS2 sports festival day (25th June) ● Year 5 Firefighter readers 	<p><u>Focus Summer 1: Fractions</u></p> <p>LO:To understand parts and wholes LO:To identify equal parts LO:To recognise half LO:To find a half LO:To recognise a quarter LO:To find a quarter LO:To recognise a third LO:To find a third LO:To find a whole LO:To recognise a unit fraction LO:To recognise non unit fractions LO:To recognise that half is the same as two quarters LO:To recognise three-quarters LO:To find three-quarters LO:To count in fractions up to 1 whole</p> <p><u>Time</u></p> <p>LO:To tell the time LO:To know how many minutes are in an hour LO:To know how many hours there are in a day</p>	<p><u>Focus Summer 2:Statistics</u></p> <p>LO:To make tally charts LO:To use tables LO:To use block diagrams LO:To draw pictograms LO:To read pictograms</p> <p><u>Position and Direction</u></p> <p>LO:To describe position LO:To describe movement LO:To describe turns LO:To describe movement and turns LO:To explore patterns that use turns</p>



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<p>July</p> <ul style="list-style-type: none"> • Languages Day (14th July) • Transition (activities running in the final 2 weeks of school) 		
English (Spoken Language)	English (Reading)	English (Phonics and Spelling)
<p><u>Opportunities to develop spoken language across the curriculum:</u></p> <p>Planned, purposeful talk in every lesson Structured opportunities for discussion embedded in teaching sequences (EYFS/KS1: talk for understanding; KS2: talk for reasoning, explaining and evaluating).</p> <p>Explicit teaching of oracy skills Progressive development of speaking and listening behaviours (e.g. clarity, vocabulary, turn-taking, confidence).</p> <p>High-quality adult modelling of language Adults model ambitious vocabulary, sentence structures and thinking aloud (EYFS: narration and extension through to KS2: precise, subject-specific language).</p> <p>Dialogic teaching and questioning Use of open, probing questions and discussion routines to deepen thinking (progressing from simple responses to justification and critique through challenge, build, accept).</p> <p>Collaborative talk structures Planned partner/group talk with clear roles and expectations (KS1: supported interaction through to KS2: accountable talk, building on and challenging ideas).</p> <p>Opportunities for purposeful talk beyond lessons Playtimes, lunchtimes and transitions used to promote social communication (EYFS: play-based language through to KS2: peer-led discussion and negotiation).</p>	<p><u>Focus Summer 1:</u> LO: To understand the meaning of words in context LO: To read and answer questions about a text LO: To identify and explain key aspects of texts (fiction and non fiction) LO: To identify and explain the sequence of events in texts. LO: To make inferences from text and pictures LO: To make predictions about what might happen next based on what has been read so far</p> <p><u>Focus Summer 2:</u> <u>(revisit with more challenging texts)</u> LO: To understand the meaning of words in context LO: To read and answer questions about a text LO: To identify and explain key aspects of texts (fiction and non fiction) LO: To identify and explain the sequence of events in texts. LO: To make inferences from text and pictures LO: To make predictions about what might happen next based on what has been read so far</p>	<p><u>Phonics/ Spelling</u> Bridge to Spelling unit and Spelling units of Little Wandle for pupils who are ready Phonics to continue for pupils who are not ready for Spelling</p>



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Oracy for presentation and audience

Regular opportunities to present, perform and adapt speech for different audiences (progression from informal sharing to formal presentation).

Inclusive, scaffolded approaches

Use of sentence stems/ repeated phrases and structures, visuals, pre-teaching and structured support to ensure all pupils can participate, with gradual removal of scaffolds over time.

English (Writing)

Handwriting Summer 1

Unit 21: Practising joining to the letter g ting, ring, king

Unit 22: Reviewing the four handwriting joins kn, mb, wr, wh

Unit 23: Practising joining from the letter w war, wan, wap

Unit 24: Practising correct height and size of letters ily, ely, kly

Unit 25: Punctuation I'm, I'll, he's, she's

Handwriting Summer 2

Unit 26: Practising joining to/from the letter i cian, sion, tion

Unit 27: Practising joining to/from the letter s less, ness

Unit 28: Practising joining from the letter e er, ier, est, iest

Grammar and Composition Summer 1

Focus: The Crow's Tale

L1 LO: To write a mythical tale

Repetition, adverbial phrase, noun phrase

L2 LO: To write a mythical tale

Fronted adverbial, inner thoughts, punctuation

L3 LO: To write a mythical tale

Questions, adjectives, simile

L4 LO: To write a mythical tale

Verbs, conjunction, conjunction

L5 LO: To write a mythical tale

Time adverbial, commas in a list, question and command

L6 LO: To write a mythical tale

Onomatopoeia, alliteration, adjectives

L7 LO: To write a mythical tale

Expanded noun phrase, feelings, questions

L8 LO: To write a mythical tale

Repetition, adjective, moral

Grammar (Classroom secrets)

LO: To use suffixes -er, -est

Grammar and Composition Summer 2

Focus: Little Red Reading Hood

L1 LO: To write a traditional tale

Thoughts and commas, adverbs and repetition, question

L2 LO: To write a traditional tale

Statement and command, alliteration, contraction

L3 LO: To write a traditional tale

Patehtic fallacy - Adverb, sound adjective/verb, metaphor

L4 LO: To write a traditional tale

Commas, question, commas

L5 LO: To write a traditional tale

Verb, repetition, personification

L6 LO: To write a traditional tale

Complex sentence, question, simile

L7 LO: To write a traditional tale

Adverb, onomatopoeia, dialogue

L8 LO: To write a traditional tale

Apostrophes, questions, rhyme

Grammar (Classroom secrets)



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<u>Art</u>	<u>Computing</u>	<u>Design and Technology</u>
<p><u>Focus Summer 1:</u> <u>Sculpture: clay houses</u> LO: To use my hands as a tool to shape clay. LO: To shape a pinch pot and join clay shapes as decoration. LO: To use impressing and joining techniques to decorate a clay tile. LO: To use drawing to plan the features of a 3D model. LO: To make a 3D clay tile from a drawn design.</p> <p><u>Focus Summer 2:</u> <u>Painting and mixed media: Life in colour</u> LO: To develop knowledge of colour mixing. LO: To know how texture can be created with paint. LO: To use paint to explore texture and pattern. LO: To compose a collage, choosing and arranging materials for effect. LO: To evaluate and improve artwork.</p>	<p><u>Focus - Summer 1</u> <u>Scratch Jr and microbits</u> LO: To explore a new application. LO: To create an animation. LO: To follow an algorithm. LO: To plan and use code to create an algorithm.</p> <p><u>Safe Use - Managing online information</u> L.O. To identify that some images are not real/fake</p> <p><u>Focus - Summer 2</u> <u>Safe Use - Privacy and security</u> L.O. To explain how passwords can be used to protect information, accounts and devices. L.O. To explain and give examples of what is meant by 'private' and 'keeping things private'. L.O. To describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). L.O. To explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).</p>	<p><u>Summer 1 Focus: Textiles - Pouches</u> L1: LO - To sew a running stitch L2: LO - To sew a running stitch L3: LO - To join fabrics using a running stitch</p> <p><u>Summer 2 Focus: Structures - Baby bear's chair (Throne)</u> L1: LO - To explore the concept and features of structures and the stability of different shapes. L2: LO - To understand that the shape of the structure affects its strength. L3: LO - To make a structure according to design criteria. L4: LO - To produce a finished structure and evaluate its strength, stiffness and stability.</p>



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<u>French (Languages)</u>	<u>Geography</u>	<u>History</u>
	<p>Focus Summer - What is it like to live by the coast? LO: To locate the seas and the oceans surrounding the UK. LO: To explain what the coast is. LO: To identify the physical features of the coast. LO: To identify human features on the coast. LO: To investigate how people use the local coast. LO: To present findings on how people use the local coast.</p> <p>Better Planet Schools (L1) Why is biodiversity important?</p>	<p>Focus Summer Key Question: What is a Monarch?</p> <p>LO: To explore monarchy by finding out about King Charles III. LO: To explore coronations by acting out the ceremony. LO: To discover how William the Conqueror became king by exploring the Bayeux Tapestry. LO: To explore how William the Conqueror ruled by investigating Norman castles. LO: To analyse how effective castles were by exploring their features. LO: To evaluate how the monarchy has changed.</p>
<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education (Jigsaw)</u>
<p>Focus Summer: Pitch (Theme: Musical Me)</p> <p>LO: To understand and practise reading different symbols to show pitch. LO: To sing and draw pitch patterns. LO: To read and understand the notation for the song 'Once a Man Fell in a Well.' LO: To use a tuned percussion instrument to play a song. LO: To complete the notation for a short song using a three-line stave.</p>	<p>Focus Summer 1</p> <p>LO: To track a rolling ball and collect it. LO: To develop underarm throwing and catching to field a ball. LO: To develop overarm throwing to limit a batter's score. LO: To develop hitting for distance to score more points. LO: To be able to get a batter out. LO: To understand the rules of the game and use these to play fairly.</p>	<p>Focus Summer 1 - Relationships</p> <p>Knowledge Know that everyone's family is different • Know that families function well when there is trust, respect, care, love and co-operation • Know that there are lots of forms of physical contact within a family • Know how to stay stop if someone is hurting them • Know some reasons why friends have conflicts • Know that friendships have ups and downs and sometimes change with time • Know how to use the</p>



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Invasion games
LO: To understand what being in possession means and support a teammate to do this.
LO: To understand that scoring goals is an attacking skill and to explore ways to do this.
LO: To understand that stopping goals is a defending skill and explore ways to do this.
LO: To explore how to gain possession.
LO: To mark an opponent and understand that this is a defending skill.
LO: To apply simple tactics for attacking and defending

Focus Summer 2

Athletics
LO: To develop the sprinting action.
LO: To develop jumping for distance.
LO: To develop jumping for height.
LO: To develop throwing for distance.
LO: To develop throwing for accuracy.
LO: To select and apply knowledge and technique in an athletics carousel.
Team building
LO: To follow instructions and work with others.
LO: To co-operate and communicate in a small group to solve challenges.
LO: To create a plan with a group to solve the challenges.
LO: To communicate effectively and develop trust.
LO: To use teamwork skills to work as a group to solve problems.
LO: To work with a group to copy and create a basic map.

Mending Friendships or Solve-it-together problem-solving methods • Know there are good secrets and worry secrets and why it is important to share worry secrets • Know what trust is

Social and emotional skills

LO: To identify the different roles and responsibilities in our family
LO: To recognise the value that families can bring
LO: To recognise and talk about the types of physical contact that is acceptable or unacceptable
LO: To use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict
LO: To identify the negative feelings associated with keeping a worry secret
LO: To identify the feelings associated with trust
LO: To identify who they trust in our own relationships
LO: To give and receive compliments
LO: To say who we would go to for help if we were worried or scared

Focus Summer 2 - Changing Me
(Teach the NSPCC PANTS lesson)

Knowledge

LO: To know that life cycles exist in nature (taught in Big Talk in January)
LO: To know that aging is a natural process including old-age (taught in Big Talk in January)
LO: To know that some changes are out of an individual's control (taught in Big Talk in January)
LO: To know how their bodies have changed from when they were a baby and that they will continue to change as they age (taught in Big Talk in January)



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		<p>LO: To know the physical differences between male and female bodies (taught in Big Talk in January)</p> <p>LO: To know the correct names for private body parts (taught in Big Talk in January)</p> <p>LO: To know that private body parts are special and that no one has the right to hurt these (taught in Big Talk in January)</p> <p>LO: To know who to ask for help if we are worried or frightened</p> <p>LO: To know there are different types of touch and that some are acceptable and some are unacceptable (taught in Big Talk in January)</p> <p>Social and emotional skills</p> <p>LO: To appreciate that changes will happen and that some can be controlled and others not (taught in Big Talk in January)</p> <p>LO: To be able to express how we feel about changes (taught in Big Talk in January)</p> <p>LO: To show appreciation for people who are older</p> <p>LO: To recognise the independence and responsibilities we have now compared to being a baby or toddler</p> <p>LO: To say what greater responsibilities and freedoms we may have in the future</p> <p>LO: To say who we would go to for help if worried or scared</p> <p>LO: To say what types of touch we find comfortable/uncomfortable (taught in Big Talk in January)</p> <p>LO: To be able to confidently ask someone to stop if we are being hurt or frightened (taught in Big Talk in January)</p> <p>LO: To say what we are looking forward to in the next year</p>
<u>Religious Education</u>	<u>Science</u>	<u>Personal Development Curriculum Opportunities</u>
<p><u>Focus Summer Term</u> Thankfulness</p>	<p><u>Focus Summer 1</u> <u>Plants</u></p>	<p>No Outsiders lessons (PSHE) Weekly assemblies (Picture News and PSHE)</p>



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To discuss how Christians and Muslims say 'thank you' for the arrival of a new baby.
To understand the ways Christians around the world celebrate to say thank you through the Harvest festival.
To explore the different gifts which Christians give during different celebrations.
To understand the ways Jewish celebrate to say thank you through different festivals.

To identify that fruit, vegetables and herbs are a type of plant that we eat
To observe and describe how seeds grow into mature plants
To know what plants need to grow and stay healthy
To plan an investigation
To explain the life cycle of plants

Focus Summer 2

Uses of Everyday Materials

To identify a variety of everyday materials
To distinguish between an object and the material it is made from
To investigate the properties of different materials
To identify which material will protect Humpty Dumpty
To investigate the properties of different materials

11 before 11 opportunities
Pol Ed Lessons embedded within PSHE
Project evolve - online safety
Project Based Learning
Children's University
Transition
Specific curriculum days
Outdoor learning opportunities