



Fairview Community Primary School
Medium Term Planner


At Fairview, our school values underpin everything we do and are core to the ethos of our school. Our aim is to develop a community of **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, **respect** and **honesty** towards one another.

Year Group: 2
Term: 1 & 2

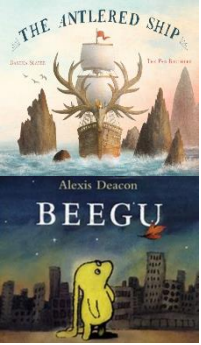
Curriculum focus:
Exploration

Critical Enquiry Question:
How have explorers helped us to learn more about the world we live in?
End of Unit Assessment Activity:

Wow moments:
Making a felt flag to represent them
Creating a globe model from clay
Going on a micro-habitat hunt around school

Term 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English 	Ll: To use imperative verbs.	Ll: To use adjectives to describe.	Ll: To retell the story of the Journey Home.	L.I. to write and punctuate a sentence. L.I. to use a conjunction	L.I. to punctuate a question correctly. L.I. to use phonics to spell words.	L.I. to use adjectives to describe. L.I to punctuate a sentence correctly. L.I. to use effective verbs. L.I. To use positional language.
Reading	Individual Readers – Pre- assessment	Ll: To retrieve information from a picture. Ll: To retrieve information from a video. Ll: To retrieve information from a story. Reading for pleasure (2 days)	Ll: To predict from a picture. Ll: To predict from a picture. Ll: To predict from a video. Reading for pleasure (2 days)	Ll: To infer from a picture. Ll: To infer from a picture. Ll: To infer from a video. Reading for pleasure (2 days)	Grandads Island	Grandads Island
Maths Shape Place Value	Ll : To name and recognise 2D shapes and talk about their properties. Ll: To solve problems involving shape and explain my reasoning.	Ll: To name and recognise 3D shapes and talk about their properties. Ll: To solve problems involving shape and explain my reasoning.	Ll: To read and write numbers to 100. Ll: To compare numbers to 100.	Ll: To partition 2 digit numbers into tens and ones and explain their thinking using pictures or apparatus.	Ll: To partition 2 digit numbers into tens and ones and explain their thinking using pictures or apparatus.	Ll: To recall all number bonds to 10 and use these to recall number bonds to 20.
Science Living Things and their Habitats	<u>Ll: To tell the difference between things that are living, dead, and things that have never been alive</u> Identify/Classify/ Grouping Sorting activity for animals/objects that were alive, dead, or never alive	<u>Ll: To identify and name a variety of plants and animals found in a micro-habitat</u> Identify/Classify/ Grouping Walk around the school grounds to identify the different micro-habitats. Pick one micro-habitat to draw - Under log, In the pond, In the tree	<u>Ll: To recognise how different habitats provide the basic needs of different kinds of animals and plants</u> Research Research each of these habitats and write up findings. Ocean, Antarctic, Forest, Rainforest	<u>Ll: To identify most living things live in habitats to which they are suited</u> Research Research a world habitat and what lives there. How they adapt to live in those climates. Eg: Polar bear in desert?	<u>Ll: To describe how animals obtain their food from plants and other animals using food chains</u> Pattern Seeking To draw and label food chains	<u>Ll: To identify and name sources of food</u> Identify/Classify/ Grouping To recognise the difference between a herbivore, omnivore and a carnivore.
Geography Oceans and Continents	School Map <u>L.I To identify the features of our school environment.</u> -To plan a route for Rosie the hen to walk around our school from a bird's eye perspective.	School Map <u>L.I To create a simple map and key.</u> -Create a simple map of the school grounds and draw a key to accompany map.	UK map <u>Ll: To use maps and globes to find Europe and the UK</u> -Locate the UK on a world map. -Colour the land and the seas around it.	Continents <u>L.I To use maps and globes to find the 7 continents by name and location.</u> -To have a world map showing continents in different colours. -To reassemble the world map placing the continents onto the map correctly.	Oceans <u>L.I To use maps and globes to find the 5 oceans by name and location.</u> Name oceans and place them correctly onto a map. Fold their map to join up the edges to reinforce the concept that the Pacific Ocean is one continuous body of water and not two separate parts.	Poles <u>-L.I To use maps and globes to identify the 7 continents.</u> <u>-L.I to locate the equator, arctic and Antarctic regions.</u> -Create a model of a globe using the knowledge learnt during the term. Add on Oceans, Continents, Poles and Equator

DT Flags	Research <u>Ll: To explore and evaluate a range of different flags</u> -To look at the ways that we show belonging. Uniforms, colours, flags ets. To look at existing symbols of belonging and evaluate what they like/dislike. How would you represent yourself?	Exploring materials <u>Ll: To choose materials with consideration</u> . -To explore different fabrics, cotton, felt etc. -To explore joining techniques and think about those which would be the most effective. -To explore cutting materials and think about how easy it would be to cut out small shapes.	Flag designing <u>Ll: To design the shape and design features of their own flag.</u> -To decide on the colour and shape of their flag and the symbol they would like to include that shows something about them. -To use their learning from last lesson when designing the shapes they want to use.	Flag making <u>Ll: To cut and join materials effectively</u> -To cut pieces for their flag and to assemble and secure using the method planned. -To make changes as working where needed.	Flag making <u>Ll: To cut and join materials effectively</u> -To cut pieces for their flag and to assemble and secure using the method planned. -To make changes as working where needed.	Evaluating effectiveness <u>Ll: to evaluate the finished flag</u> Evaluating own flag/symbol of belonging. Would any changes need to be made? If they were to create this again would they make changes?
Music	Ll: to sing songs with pitch range do – so Ll:to play instruments changing dynamics and tempo		Ll:to play instruments changing dynamics and tempo Ll: to listen for musical similarities and differences in classical and film music and Gamelan music		Ll: to compose music from a thematic stimulus	
Computing	Using ICT in Year 2 Ll: I know how to use ICT safely at Fairview Ll: I understand that information I put online leaves a digital footprint Give out passwords Sign Forms	Ll: To understand that text can be typed in to a document to communicate information.	Ll: To understand how to save and retrieve their work	Ll: To understand that ICT can be used to improve text	Ll: To alter font type, size etc and emphasis and effect.	Ll: To understand how to combine graphics and text
RE What did Jesus teach? Christianity	Engagement <u>Ll: To be able to tell when I have been kind to others even when it was difficult</u> Circle Time – discussion about different scenarios Conscience Alley Activity - write about a time you were kind to someone even though it was difficult	Investigation <u>Ll: To be able to re-tell a story Jesus told about being kind</u> Tell the story of The Kind Man (Good Samaritan) Talk about ways to be kind Draw the part of the story they think was the most important and say why.	Investigation <u>Ll: To be able to re-tell a story Jesus told about being kind</u> Tell the story of The Paralysed Man Talk about who showed kindness in the story Complete a simple storyboard of the story	Investigation <u>Ll: To be able to tell a story about being kind</u> Create speech bubbles for the characters from The Paralysed Man.	Evaluation <u>Ll: To be able to give a justified opinion if I think Christians should be kind</u> Complete Step 3 of activity sheet	Expression <u>Ll: To be able to give a justified opinion if I think Christians should be kind</u> To make a kindness charter/poem
PSHE Being me in my world	Hopes and Fears <u>Ll: I can identify some of my hopes and fears for this year</u> Read 'Huge bag of worries' and draw worry monster	Rights & Responsibility <u>Ll: I can understand the rights and responsibilities for being a member of my class and school</u> Read 'I'll do it!' Order responsibilities	Rewards/ Consequences <u>Ll: I understand the rights and responsibilities for being a member of my class</u> Appropriate rewards and consequences for pictures	Rewards/ Consequences <u>Ll: I can help make my class a safe and fair place</u> Scenario cards	Our Learning Charter <u>Ll: I understand how following the learning charter will help me and others learn</u> Create class charter in groups of 6 Rights, rewards, responsibility consequences	Owning our Learning Charter <u>Ll: I am choosing to follow the learning charter</u> Collaborate work from last week
PE Outdoor-attack, defence, shoot-unit 1	Outdoor-to kick the ball over long and short distances.	Outdoor-To stop the ball with control using the foot.	Outdoor-To work as a team to keep the ball.	Outdoor – to bounce a ball with a partner	Outdoor-to bounce the ball while we are moving(dribbling)	Outdoor-to pass the ball forward in a game.

Term 2							
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
English 	The Antlered Ship L.I To be able to make a prediction and give reasons for their choices L.I To explore characters thoughts and feelings. L.I: To consider a character's thoughts and questions. L.I: To write effective sentences using expanded noun phrases to describe.	The Antlered Ship L.I: To be able to use because to explain why. L.I: To be able to sequence sentences to form short narratives. L.I: To be able to consider a character's speech. L.I: To use the features of a diary.	L.I: To sequence the events of a story using coordination. L.I: To plan a short narrative. L.I: To write a narrative about personal experineces and those of others. L.I: To make corrections and additions to my writing.	Beegu. L.I To make predictions using conjunctions to explain thinking. L.I To use the first person to infer characters thoughts and feelings. L.I To use adjectives to describe feelings. L.I To use noun phrases to describe an imaginary setting. L.I To use a comma to separate items in a list.	Beegu. L.I To choose appropriate adjectives to describe events in a narrative. L.I To correctly punctuate questions. L.I To use time conjunctions to sequence a narrative in order. L.I To use first person to write as a character about personal experiences.	Beegu. L.I To write instructions step by step using time conjunctions and imperative verbs. L.I To write a narrative using adjectives and adverbs to describe. L.I To use adjectives to describe and the features of a letter. L.I To write, edit and publish a letter. To make changes and improvements to their own work.	Christmas poetry
Maths	L.I: To recall number bonds and related facts. L.I : To compare amounts using greater than, less than and equals	L.I: To use related facts to add numbers to 100. L.I: To add and subtract 1 and 10 to a 2 digit number.	L.I: To add a one digit number to a 2 digit number crossing 10. L.I: To add 2 digit numbers not crossing 10 L.I: To add 2 digit numbers crossing 10, using practical equipment using the column method	L.I: To subtract 2 digit numbers using the column method without crossing 10. L.I: T subtract 2 digit numbers crossing 10 practically.	Maths Assessments	L.I: To solve problems involving addition and subtraction.	Christmas Maths Consolidation Assessment
Science Materials	<u>L.I: To identify different everyday materials</u> Sort materials Identify material names	<u>L.I: To investigate the properties of different materials</u> Investigating the properties of materials	<u>L.I: To know what different materials are used for</u> <u>L.I: To know why some objects cannot be made from other materials.</u> Materials and their uses What are they used for?	<u>L.I: To investigate which material will be best to make a boat</u> <u>L.I: To understand that all but one variable must stay the same.</u> Boat making Best material to make a boat	<u>L.I: I can test materials to find out how waterproof they are</u> Charles Mackintosh Find the best material for a waterproof coat	<u>L.I: To recognise how to change the shape of solid objects.</u> Manipulation of Plasticine Manipulate plasticine into different shapes learning the vocabulary bend, twist, stretch and squash	Science Assessment
Reading	Observe, Wonder Infer, Read and discuss, Inference 1-1 Reading	Retrieval, Vocabulary, Prediction, 1-1 Reading	Read and discuss, Vocabulary, Sequencing, 1-1 Reading	Retrieval, vocabulary, inference, 1-1 reading	Retrieval, vocabulary, inference, 1-1 reading	Retrieval, vocabulary, inference, 1-1 reading	1-1 reading
History Explorers	<u>L.I To sequence events chronologically and place a time period.</u> <u>L.I To ask questions about a famous person from the past.</u> Christopher Columbus Who is Christopher Columbus?	<u>L.I To research/find information about the life and achievements of Christopher Columbus.</u> What did he achieve?	<u>L.I to use a painting to discuss life on board the ship and to answer questions on the past</u> Where did he sail? The voyage	<u>L.I To ask questions about a famous person from the past.</u> Neil Armstrong. To research/find information about the life and achievements of Neil Armstrong place chronologically. Who is Neil Armstrong?	<u>L.I To research information on the Apollo Space Programme</u> <u>L.I To sequence events from the space race chronologically on a time line.</u> What was his mission?	<u>L.I To research/find information about the life and achievements of Neil Armstrong.</u> <u>L.I To use Primary sources for life on board Apollo 11</u> What did he achieve? His legacy.	<u>L.I To link exploration to CC to N.A through comparing and contrasting.</u> Draw out characteristics of exploration and how they impact on the world we live in today. Answer the KEY QUESTION

Art Moonscape	Ll: I can make a pencil sketch using line and tone Sketch a mask design using sketching pencils	Ll: I can use sculpture to develop ideas and imagination Construct clay mask	Ll: I can use colour and pattern and make links to an artist's work Paint mask	Ll: To look at the work and style of a known artist. -Alan bean paintings Create a sketch using sketching pencils	Ll: To use a splatter technique to portray stars and Milky Way. Moonscapes. Splatter background.	Ll: To use texture in artwork to create effects. Paper mache for moon	Christmas card and calendars
Music	Ll: to sing songs with changes to dynamics and tempo		Ll: to play simple melodies using three notes		Ll: to listen for musical similarities and differences in Blues music, Rock n Roll and The Beatles		Ll: to compose using stick and dot notation to record our compositions
Computing	Ll: To use the internet safely and recognise where to seek help if needed. Internet Safety	<u>Ll: To understand what an algorithm is and to debug simple algorithms.</u>	<u>Ll: To understand what an algorithm is and to debug simple algorithms.</u>	<u>Ll: To understand what an algorithm is and to debug simple algorithms.</u>	<u>Ll: To understand what an algorithm is and to debug simple algorithms.</u>	<u>Ll: To open, save and print from simple known programs (colour magic)</u> Beegu artwork	<u>Ll: To understand what an algorithm is and to debug simple algorithms.</u>
RE Jesus as a gift from God -Christmas	Ll: To start to know that Christians believe that God gave Jesus to the world to save it	Ll: To know the Christmas Story	Ll: To understand that Jesus was God in human form	Ll: To know the importance of kindness	Ll: To know how to show love to the world and each other	Ll: To understand that Christians believe that God gave Jesus to the world to save it	Ll: To know how Christians celebrate Christmas
PSHE	Ll: To understand some ways in which boys and girls are similar and feel good about this Pictures and sentences for partner work	Ll: To understand some which in which boys and girls are different and accept this is okay -Crest	Ll: To recognise how someone who is bullied feels. -Emotion Tree	Ll: To recognise what is right and wrong and know how to look after myself. -Person template	Ll: To know how it feels to be a friend and have a friend -Friendship token	Ll: To recognise some ways I am different to my friends and understand these differences make us all special and unique -Trophy	Ll: To celebrate differences Discuss what has been covered this term Certificates
PE Outdoor-attack, defence, shoot-unit 1	Outdoor-to throw different types of equipment	Outdoor-to move to a space after passing the ball	Outdoor-to pass and move forward to a target with a partner	Outdoor-to position ourselves as a goal keeper	Outdoor-to intercept a ball from a person on another team	Outdoor-to use the skills we have developoed in a competition	Outdoor-to use the skills we have developoed in a competition