

Medium Term Planning

Summer Term

Year 2	Summer 1	Summer 2
<b>Theme/Topic</b>	Seaside Holidays	
<b>Visit/Visitors</b>	Trip to Hardwick Park – Minibeast Explorers  Sadia – Islam	Trip to the Seaside - Roker
<b>RE</b>	<p><b>Pentecost – Spread the Word</b></p> <p>Children will be able to recognise and retell the stories of Jesus’ Resurrection and the coming of the Holy Spirit at Pentecost as religious stories. They will recognise and describe how the disciples changed through the power of the Holy Spirit.</p> <p>Children will be able to recognise how the Holy Spirit helps Christians in their lives. They will be able to say about what they wonder about Jesus’ new life and the coming of the Holy Spirit.</p> <p><b>Islam – Discover. Muslims, prayer and home.</b></p> <p>Children will discover how Muslims experience “quiet times” in their homes. They will learn how Muslims pray, describing how they prepare to pray. They will discover how a Muslim home works and how roles are distributed within the family. Children will recognize the importance of prayer for Muslims.</p> <p><b>Reconciliation – Inter-relating: Rules</b></p> <p>Children will recognise the story of Peter asking Jesus about forgiveness as a religious story. They will also be able to recognise some religious words and signs that Christians use to express sorrow and forgiveness.</p> <p>Children will be able to recognise that people say sorry and ask forgiveness because they are followers of Jesus.</p> <p>Children will be asked to use religious words and phrases to describe the examination of conscience.</p> <p>They will be asked to describe some aspects of the Sacrament of Reconciliation. Children will be asked to describe how Christians try to practise Jesus’ commandment of love, peace and reconciliation.</p> <p><b>Universal Church – World: Treasures</b></p> <p>Children will be asked to retell special stories about Creation and treasuring our world. They will describe some ways in which religion is lived out by believers in terms of treasuring God’s world. They will make links between Creation stories and God’s world.</p>	

<p>English Literature</p>	<p>Read Write Inc Texts</p> <p>The Hodgeheg</p> <p>Non-fiction texts: Hedgehogs.</p>	<p>Read Write Inc Texts</p> <p>Lighthouse Keeper's Lunch</p> <p>Non-fiction: How does a lighthouse work?</p> <p>The Secret of Spiggy Holes</p>
<p>Reading</p>	<p><u>Word Reading</u></p> <p>Apply phonic knowledge and skills consistently to decode age-appropriate texts accurately and without undue hesitation.</p> <p>Sound out unfamiliar words accurately, without undue hesitation</p> <p>Automatic decoding, using phonics, is embedded and reading is fluent</p> <p>Recognise and effortlessly decodes alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables, containing known graphemes</p> <p>Recognise and effortlessly decodes most Common Exception Words</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been encountered frequently</p> <p>Read words containing common suffixes</p> <p>Read age-appropriate texts with fluency and confidence</p> <p>Notice when reading does not make sense and takes appropriate action</p> <p>Begin to use expression and intonation to engage a listener, when reading aloud</p> <p>Self-correct and re-read to make ensure fluency and meaning</p> <p><u>Comprehension</u></p> <p>Regard reading as a pleasurable activity</p> <p>Identify sequences of events in texts and offers simple explanations of how items of information relate to one another</p> <p>Demonstrate familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales</p> <p>Recognise and understands the different structures of non-fiction books that have been introduced</p> <p>Share favourite words and phrases, and clarifies the meaning of new words through discussion, and by making links to known vocabulary</p> <p>Learns and recite a repertoire of poems by heart, using appropriate intonation to help make the meaning clear</p> <p>Demonstrate understanding of what is read independently, or listened to, by drawing on own knowledge, and information and vocabulary provided</p> <p>Construct meaning whilst reading independently, self-correcting where the sense of the text is lost</p> <p>Make inferences on what has been read</p> <p>Ask and answer questions appropriately, including those based on inference of what is said and done</p> <p>Make predictions on the basis of what has been read so far</p> <p>Participates in discussions, offering opinions and explanations for these about books, poems and other materials</p> <p>Exercises choice in selecting books</p>	

<p>Writing</p>	<p><b>Composition</b></p> <p>Write narratives about personal experiences and those of others (real and fictional)          Write for different purposes (including poetry)          Use plans to support writing          Link ideas and events using strategies to create 'flow'          Evaluate the effective use of word choice, grammar and punctuation          Make appropriate additions, revisions and corrections          Proof read to check for errors in spelling, grammar and punctuation          Re-read writing to check for correct and consistent tense          Evaluate writing with teachers and peers</p> <p><b>Handwriting</b></p> <p>Words are almost always appropriately and consistently spaced in relation to the size of the letters          Some diagonal and horizontal strokes are used to join letters</p>
<p>Spelling</p>	<p><b>Spelling</b></p> <p>Use phonic knowledge to spell simple monosyllabic and polysyllabic words          Learn and spell correctly, Y2 Common Exception Words / High Frequency Words          Spell frequently used homophones / near homophones          Spell words using the possessive apostrophe (singular nouns)          Spell words by adding <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words of one syllable ending in a single letter after a short vowel          Spell words with the suffixes <i>-ment, -ness, -ful and -less</i>          Spell words ending in <i>-tion</i>          Recognise own spelling errors and makes some attempt to correct these          Spell compound nouns</p> <p><b><i>Review spellings from Spring Term and Y1/2 spelling list (Spelling Shed)</i></b></p> <p><b>Additional</b></p> <p>Adjective to describe setting          Adjectives to describe character          Vocabulary to describe feelings          Grammatical vocabulary          Mathematical vocabulary</p>

<p>Grammar, Punctuation and Vocabulary</p>	<p>Recognise and writes (grammatically correct) different types of sentences: <u>statements</u>, <u>questions</u>, <u>commands</u> and <u>exclamations</u>          Understand and use coordinating and subordinating conjunctions to construct and extend sentences          Use the past and present tense correctly throughout writing inc. the progressive form          Use capital letters for proper nouns accurately          Use a range of punctuation almost always correctly – full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction and apostrophe for singular possession          Use expanded <u>noun phrases</u>, adjectives and adverbs for description and specification</p>	
<p>Speaking and Listening</p>	<p>Listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary          Planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates          Listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation          Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</p>	
<p>Mathematics</p>	<p><u>Position and Direction</u></p> <ul style="list-style-type: none"> <li>• order and arrange combinations of mathematical objects in patterns and sequences</li> <li>• use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</li> </ul> <p><u>Problem Solving and Efficient Methods</u></p> <ul style="list-style-type: none"> <li>• use place value and number facts to solve problems</li> <li>• solve problems with addition and subtraction:</li> <li>• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems</li> <li>• show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental</li> </ul>	<p><u>Time</u></p> <ul style="list-style-type: none"> <li>• tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> <li>• compare and sequence intervals of time</li> <li>• tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</li> <li>• know the number of minutes in an hour and the number of hours in a day</li> </ul> <p><u>Weight, Volume and Temperature</u></p> <ul style="list-style-type: none"> <li>• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>• compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul>

	<p>methods, and multiplication and division facts, including problems in contexts</p> <ul style="list-style-type: none"> <li>• using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> </ul>	
RSE	<p><b>Module 1 – Created and Loved by God</b></p> <p><b>Unit 1:</b> Religious understanding</p> <p>Introduces children to the story from the Gospel of Matthew, when Jesus welcomed all of the little children to come to Him. The five-story sessions encourage children to understand that they are created by God out of love and for love. Children will revisit this Gospel story at the end of this Module.</p> <p><b>Unit 2:</b> Me, My Body, My Health</p> <p>In this unit, children are encouraged to celebrate similarities and differences between people, including our God-given bodies and the things they enable us to do! Teaching also includes maintaining personal hygiene and the physical differences between boys and girls. This unit includes the use of specific vocabulary for external body parts; penis and vagina.</p> <p><b>Unit 3:</b> Emotional Wellbeing</p> <p>Children will meet presenters Jayden and Josie and fictional character Super Susie. They will help children to understand and articulate their own changing feelings and how other people’s feelings might differ from theirs. Children will learn how they can manage their feelings and about the consequences of their actions.</p> <p><b>Unit 4:</b> Life Cycles</p> <p>This unit returns to the Gospel story from Unit 1, to show that God created us to follow the cycle of life and He loves us at every stage. Children will learn about the specifics of the human life cycle and celebrate how they have already changed and grown.</p> <p><b>Module 2 – Created to Love Others</b></p> <p><b>Unit 1:</b> Religious Understanding</p> <p>We begin with an adapted version of the Prodigal Son story to show children that God loves us, and nothing we can do will stop Him from loving us.</p>	

**Unit 2: Personal Relationships**

Here, children once again meet Super Susie, who helps them to identify the 'special people' in their lives who they love and can trust. In further sessions, children will learn how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships.

**Unit 3: Keeping Safe**

Super Susie helps children to tell the difference between good and bad secrets. This unit also explores the risks of being online by incorporating the 'Smartie the Penguin' resources from Childnet, and teaching on physical boundaries, incorporating the PANTS resource by the NSPCC. Through the animated expert Dr Datfa, children will also learn about the effects of harmful substances (including alcohol and tobacco), some basic First Aid, what makes a 999 emergency and what they should do if in an emergency situation.

**Module 3 – Created to Live in Community**

**Unit 1: Religious Understanding**

Children will hear the story of The Good Samaritan and will be introduced to the concept of the Trinity – God as a three in one community of love – and think about what the Trinity means for them. This is a simple teaching that we will return to in more complexity in later years. These stories show children that God made us to be in loving relationships with one another.

**Unit 2: Living in the Wider World**

This unit helps children to learn about the different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities.

Science	Computing	Design Technology	PE
<p><b>Content:</b></p> <p><b>Biology</b> – Living things and their habitats</p> <p><b>Working Scientifically</b></p> <p>Ask simple questions and recognise that they can be answered in different ways ·</p> <p>Observe closely using simple equipment; perform simple tests;</p>	<p><b>Content:</b></p> <p>Computer Science – use logical reasoning to predict the behavior of simple programs Digital Literacy Use technology safely</p> <p><b>Skills/Success Criteria:</b></p> <p><b>Children will</b> use technology purposefully to create, organise,</p>	<p><b>Content:</b></p> <p>Mechanism - make a vehicle with wheels</p> <p><b>Skills/Success Criteria:</b></p> <p>Children will be taught to explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products.</p>	<p><b>Content:</b></p> <p>Athletics</p> <p>Games</p> <p><b>Skills/Success Criteria:</b></p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination,</p>

<p>gather and record data to help in answering questions ·</p> <p>Identify and classify; use observations and ideas to suggest answers to questions</p> <p><b><u>Living Things and their Habitats</u></b> ·</p> <p>Explore and compare the difference between things that are living, dead and things that have never been alive ·</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other ·</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats ·</p> <p>Describe how animals obtain their food from other animals, using the idea of a simple food chain, and identify and name different sources of food</p> <p><b><u>The Environment</u></b> ·</p> <p>Observe the ecological challenges that face the modern world ·</p> <p>Consider environmental issues ·</p> <p>Understand the simple changes we can make to live more sustainable lives</p>	<p>store, manipulate and retrieve digital content</p> <p><b>E-safety ongoing throughout the year:</b></p> <p>Children will be taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies</p>	<p><b>Design:</b> Children will design a moving object capable of carrying and moving a designated object.</p> <p><b>Make:</b> Using their design, they will use cutting and constructing skills to assemble a moving object. The object will include wheels and an axle. Materials chosen will be fit for purpose.</p> <p><b>Evaluate:</b> Children will make sure that their vehicle has the suitable characteristics needed to complete the task of moving an object.</p> <p><b>Technical knowledge:</b> Children will investigate how vehicles move and will test out a selection of objects to gain an understanding of what makes wheels move. They will use knowledge gained to inform making processes.</p>	<p>and begin to apply these in a range of activities</p> <p>Children will be taught strategies to complete a range of activities.</p> <p>They will work individually and in groups to practise skills such as running, jumping, skipping, throwing and catching</p>
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Geography	History	Music	Art & Design
<p><b>Content:</b></p> <p>Understanding geographical similarities and differences through studying UK and a contrasting non-European country – Australia</p> <p><b>Skills/Success Criteria:</b></p> <p><b>Weather Experts: Climate around the world</b></p> <ul style="list-style-type: none"> <li>• Learn that the UK has a temperate climate and that there are 5 climate zones</li> <li>• Learn about the characteristics of Temperate, Polar, Desert, Mediterranean and Tropical climate zones</li> <li>• Compare UK climate with hot climates of the world, in particular the climate of Australia.</li> <li>• Investigate and discuss the impact of climate change and think of ways to help the environment.</li> </ul>	<p><b>Content and outcomes:</b></p> <p>Changes within living memory – Holidays in the past.</p> <p><b>Skills/Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• To understand historical concepts such as continuity and change</li> <li>• To learn about changes in living memory</li> <li>• To identify similarities and differences between ways of life in different periods</li> </ul> <p><i>Children will explore different aspects of everyday life, with particular reference to Seaside holidays.</i></p> <p><i>They look at the impact of technology and differences related to changes in roles and tasks.</i></p>	<p><b>Content:</b></p> <p>Learn to play a musical instrument - Violin</p> <p><b>Skills/Success Criteria:</b></p> <p>Children will learn to play tuned and un-tuned instruments musically</p> <p>They will follow a conductor and be the conductor themselves, responding to a range of gestures for: start/stop, slow/fast, loud/quiet</p> <p>They will learn to play and perform long and short sounds in response to symbols</p>	<p><b>Content:</b></p> <p>Seaside Art including artwork from Vincent Van Gogh</p> <p><b>Skills/Success Criteria:</b></p> <p>Children will use a range of materials creatively to design and make products</p> <p>Children will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Children will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p><b>Collage</b></p> <p>We will develop collages, based on a simple drawing, using papers and materials</p> <p>We will collect natural materials to create a collage (a seaside scene)</p> <p>We will use a range of materials and develop tearing, cutting and layering paper to create different effects</p>



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