

Medium Term Planning

Summer Term

Year 2	Summer 1	Summer 2
Theme/Topic	Seaside Holidays	
Visit/Visitors	Trip to Hardwick Park – Minibeast Explorers	Trip to the Seaside – Roker (TBC) Sadia – Islam
RE	<p>Pentecost – Spread the Word</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>Islam – Discover. Muslims, prayer and home.</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>Reconciliation – Inter-relating: Rules</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>Universal Church – World: Treasures</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>	

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

	<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>Handwriting</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>
Spelling	<p>Spelling</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>Additional</p> <p>Adjective to describe setting Adjectives to describe character Vocabulary to describe feelings Grammatical vocabulary Mathematical vocabulary</p>
Grammar, Punctuation and Vocabulary	<p>Recognise and write (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</p>

	Use expanded <u>noun phrases</u> , adjectives and adverbs for description and specification	
Speaking and Listening	<p>Listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary</p> <p>Planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates</p> <p>Listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation</p> <p>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>	
Mathematics	<p><u>Unit 11 Power Maths</u></p> <p><u>Position and Direction</u></p> <ul style="list-style-type: none"> order and arrange combinations of mathematical objects in patterns and sequences 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) <p><u>Unit 12 Power Maths</u></p> <p><u>Problem Solving and Efficient Methods</u></p> <ul style="list-style-type: none"> use place value and number facts to solve problems solve problems with addition and subtraction: recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts 	<p><u>Unit 13 Power Maths</u></p> <p><u>Time</u></p> <ul style="list-style-type: none"> tell the time to the hour and half past the hour and draw the hands on a clock face to show these times compare and sequence intervals of time 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 know the number of minutes in an hour and the number of hours in a day <p><u>Unit 14 Power Maths</u></p> <p><u>Weight, Volume and Temperature</u></p> <ul style="list-style-type: none"> 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 compare and order lengths, mass, volume/capacity and record the results using >, < and =

	<ul style="list-style-type: none"> • using concrete objects and pictorial representations, including those involving numbers, quantities and measures 	
RSE	<p><u>Summer 1st Half</u></p> <p><u>Module 1 – Created and Loved by God</u></p> <p>Unit 4: The Cycle of Life</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> <ul style="list-style-type: none"> • Children will know and appreciate that there are natural life stages from birth to death, and what these are. <p><u>Summer 2nd Half</u></p> <p><u>Module 3 – Created to Live in Community</u></p> <p>Unit 1 – Three In One</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • That God is love: Father, Son and Holy Spirit • That being made in His image means being called to be loved and to love others <p>Unit 1 – Who Is My Neighbour?</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • To know what a community is, and that God calls us to live in community with one another; • A scripture illustrating the importance of living in community as a consequence of this; • Jesus' teaching on who is my neighbour. <p>Unit 2 – The Communities We Live In.</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • That they belong to various communities such as home, school, parish, the wider local community, nation and global community; • That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc; • That we have a duty of care for others and for the world we live in (charity work, recycling etc.); 	

- About what harms and what improves the world in which we live.

Science	Computing	Design Technology	PE
<p>Content:</p> <p>Biology – Living things and their habitats</p> <p>Working Scientifically</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; 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><u>Living Things and their Habitats</u> ·</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</p>	<p>Content:</p> <p>Computer Science – use logical reasoning to predict the behavior of simple programs Digital Literacy Use technology safely</p> <p>Skills/Success Criteria:</p> <p>Children will use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>E-safety ongoing throughout the year:</p> <p>Children will be taught touse 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>Content:</p> <p>Mechanism - make a vehicle with wheels</p> <p>Skills/Success Criteria:</p> <p>Children will be taught to explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products.</p> <p>Design: Children will design a moving object capable of carrying and moving a designated object.</p> <p>Make: 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>Evaluate: Children will make sure that their vehicle is has the suitable characteristics needed to complete the task of moving an object.</p> <p>Technical knowledge: 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>Content:</p> <p>Athletics</p> <p>Games</p> <p>Skills/Success Criteria:</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, 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>

<p>idea of a simple food chain, and identify and name different sources of food</p> <p><u>The Environment</u> ·</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>			
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Geography	History	Music	Art & Design
<p>Content:</p> <p>Understanding geographical similarities and differences through studying UK and a contrasting non-European country – Australia</p> <p>Skills/Success Criteria:</p> <p>Weather Experts: Climate around the world</p> <ul style="list-style-type: none"> • Learn that the UK has a temperate climate and that there are 5 climate zones • Learn about the characteristics of Temperate, Polar, Desert, Mediterranean and Tropical climate zones • Compare UK climate with hot climates of the world, in particular the climate of Australia. • Investigate and discuss the impact of climate change and think of ways to help the environment. 	<p>Content and outcomes:</p> <p>Changes within living memory – Holidays in the past.</p> <p>Skills/Success Criteria:</p> <ul style="list-style-type: none"> • To understand historical concepts such as continuity and change • To learn about changes in living memory • To identify similarities and differences between ways of life in different periods <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>Content:</p> <p>Learn to play a musical instrument - Violin</p> <p>Skills/Success Criteria:</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>Content:</p> <p>Seaside Art including artwork from Vincent Van Gogh</p> <p>Skills/Success Criteria:</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>Collage</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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