



Year 2, Summer 1 - Medium Term Plan

How different are the environments close to our school?



Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
Maths	Geometry - Recognise and name common 2D and 3D shapes, knowledge of turns, including half, quarter and three-quarters. Also used in P.E	Geometry - using Maths No Problem chapter consolidation	Structured "talk tasks" (Kagan). Emphasis on reasoning and justification. Collaborative problem-solving activities. Using manipulatives as discussion prompts. Addressing misconceptions through dialogue. Connecting maths to real-world contexts. Modelling correct mathematical language. Promoting active listening skills.	Geometry - Properties of Shape (2D and 3D) and Position and Direction LQ: What 2D shapes can I recognise? LQ: What are the properties of various 2D shapes? LQ: How do I identify lines of symmetry? LQ: How do I describe the movements and turns of shapes? LQ: What 3D shapes can I recognise? LQ: What are the properties of various 3D shapes? LQ: What 2D shapes can I recognise within 3D shapes? Fractions LQ: How do I show equal parts of a whole? LQ: How do I show halves and quarters of a whole? LQ: How do I show thirds as a fraction? LQ: How do I write simple fractions? LQ: How do I recognise pairs of a fraction that add up to a whole? LQ: How do I find various fractions of a set?	shape names, including quadrilateral, polygon, square, rectangle, triangle, regular/irregular, kite, pentagon, hexagon, circle, edges, faces, vertex/vertices, 3D/2D, cube, cylinder, prism, pyramid, cuboid, cone, sphere symmetry, symmetrical, asymmetrical, pattern, sequence, turn, rotate, clockwise/anti-clockwise more than and less than, halves, quarters, thirds, denominator, numerator, equal parts, sharing and grouping, whole, long/short, longer/shorter, tall/short, equivalence, estimate and measure	Collabor...
	Children have used expanded noun phrases, adverbs, coordinating and subordinating conjunctions in extended pieces of writing. Children have written diary entries about The Great Fire of London	Cold Task - Write a story inspired by the front cover Hot Task - change story Cold task - Write a diary entry about Pegasus Day Hot task - diary entry about our trip to Didsbury	Explore the town and feelings in grandad's secret giant through drama Use drama and retelling to sequence the events of our trip to Didsbury	Grandad's Secret Giant - Story exploration and sequencing - Setting description - Subordinating conjunctions - Suffixes - Uplevel writing - Planning and writing a change story - editing a change story Non-fiction recount - features of a diary entry - expanded noun phrases - apostrophes for contractions - planning and writing and editing	subordinating conjunctions coordinating conjunctions editing expanded noun phrase apostrophes suffix	Creativity
Reading	We've explored a range of texts in lessons and started to look at comprehension style questions	Picture inference questions Comprehension questions - short texts with questions 1-2-1 reading and in small groups	Discussion of intonation, tone and volume in reading. Using poetry and scripts to expand children's range of texts	Whole class reading VIPERS LQ: How can I explore new vocabulary in a text? LQ: How can I orally explore a text in more detail? LQ: How can I explore a text in more detail? Carousel Reading Picture Inference Guided group Unseen comprehension Reading for pleasure Grapheme hunter		Resilience



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Science	<p>Plants and Growing:</p> <p>Y2: Children have learnt about growth and germination in plants and have carried out observations over time, to see first hand, what is needed for a plant to grow successfully.</p> <p>Materials:</p> <p>Y2: Children have carried out a number of investigations based around the suitability of different materials. They have identified different materials by name and their suitability for use.</p>	<p>Continuation of Materials and plants:</p> <p>Naming trees based on their leaves and shape</p> <p>Presenting research findings about key inventors.</p>	<p>Children will have the opportunity to talk about the trees in their local environment</p>	<p>Why are trees so important to our environment?</p> <p>Which common trees can I identify?</p> <p>Which trees and plants can you identify in our local environment?</p> <p>What is the best habitat for a plant to grow?</p> <p>How can seeds be different?</p>	<p>deciduous</p> <p>evergreen</p> <p>environment</p> <p>habitat</p>	<div>Kindness</div>
Geography	<p>In year 2 children have learnt physical and human features and compared where they live to a small village in Kenya. Children have learnt about the capital cities of the UK. They have also learnt about the meaning of the words rural and urban. We have also covered the points on a compass.</p>	<p>Pre - assessment: drawing map of the environment around our school.</p> <p>Post assessment - quiz.</p>	<p>Children will have the opportunity to talk about the positive and negatives of living in different environments around Didsbury.</p>	<p>How different are the environments close to our school?</p> <p>Where do we live?</p> <p>How will I explore the environments around our school?</p> <p>What is an OS map?</p> <p>How will I explore the environments close to our school?</p> <p>What can I find out about the environments close to a river?</p>	<p>map</p> <p>key</p> <p>local</p> <p>human features</p> <p>physical features</p> <p>compass</p>	<div>Collaboration</div>
History	<p>Geography focus this half term</p>					
DT	<p>Art focus this half term.</p>					
Art	<p>Pupils have covered drawing, sketchbooks, printmaking, painting and collage in year 1.</p> <p>In year 2 we created a sculpture using plasticine of an inspirational figure.</p> <p>Children have used split pins for other projects across the curriculum.</p>	<p>Can children create simple moving drawings by making paper "puppets" and animate them using tablets.</p>	<p>Creating performances and narratives for their puppets. Discussing their creations and explaining how they've been made.</p>	<p>What is animation?</p> <p>How can I design and make a sliding animation?</p> <p>How to use multiple drafts to add emotion to a character?</p> <p>How can I design and make a moving puppet?</p> <p>How will I design and create the background for my puppets?</p> <p>To continue into summer two if needed</p>		<div>Creativity</div>
Computing	<p>Learners should have experience of making choices on a tablet/computer, and they should be able to navigate within an application. Learners should also have some experience of patterns.</p> <p>This unit progresses students' knowledge through listening to music and considering how music can affect how we think and feel. Learners will then purposefully create rhythm patterns and music.</p>	<p>Assessment opportunities detailed in each lesson plan provided by the NCCE. The learning objective and success criteria are introduced at the beginning of each lesson and then reviewed at the end. Learners are invited to assess how well they feel they have met the learning objective using thumbs up, thumbs sideways, or thumbs down.</p> <p>Assessment rubric provided by NCCE for the unit Year 2 – Creating media - Digital music.</p>	<p>Continuous formative assessment through a variety of Kagan structures used in each lesson including Times Pair Share and Quiz Quiz Trade.</p>	<p>Creating media - Digital Music</p> <p>I can identify simple differences in pieces of music</p> <p>I can describe music using adjectives</p> <p>I can say what I do and don't like about a piece of music</p> <p>I can create a rhythm pattern</p> <p>I can play an instrument following a rhythm pattern</p> <p>I can explain that music is created and played by humans</p> <p>I can connect images with sounds</p> <p>I can use a computer to experiment with pitch</p> <p>I can relate an idea to a piece of music</p> <p>I can identify that music is a sequence of notes</p> <p>I can explain how my music can be played in different ways</p> <p>I can refine my musical pattern on a computer</p> <p>I can create a rhythm which represents an animal I've chosen</p> <p>I can create my animal's rhythm on a computer</p> <p>I can add a sequence of notes to my rhythm</p> <p>I can review my work</p> <p>I can explain how I changed my work</p> <p>I can listen to music and describe how it makes me feel</p>	<p>rhythm pattern</p> <p>sequence</p> <p>pitch</p> <p>duration</p> <p>tempo</p>	<div>Fairness</div>
RE	<p>Who is a Muslim and what do they believe?</p>	<p>Pre and post learning circle time discussion</p>	<p>Children have the opportunity to share their experience of their own faiths and ask others questions to find out more.</p>	<p>What happens at Eid ul Fitr?</p> <p>How would Muslims describe God?</p> <p>What stories of the Prophet do Muslims love to tell?</p>	<p>Eid ul Fitr</p> <p>Prophet</p> <p>Muslim</p> <p>Islam</p>	<div>Collaboration</div>



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PSHE	Children have learnt about how to keep safe at home and some dangers that may exist in the kitchen or in other rooms in houses. Children have learnt about wants and needs. Children have learnt about money, how it is earned and how it can be spent.	Group discussion in a circle time with key questions.	Children will have the opportunity to discuss and listen to other opinions.	What keeps us safe in familiar and unfamiliar situations? What stops disease from spreading?		Kindness
Music	Focussing on class assemblies					
PE	The children should have the ability to strike a tennis ball when it is rolling towards them with some degree of accuracy. The children should also be able to have a rally with another person.	Ongoing formative assessment	Oral feedback during and after lessons Use of key vocab	. LQ: What is the ready position and how do we strike the ball using the forehand technique? . LQ: How do we control where the ball is going? . LQ: How do you stand when striking the ball with the backhand? . LQ: When striking the ball backhand, what must you do? . LQ: When we have returned the ball, what must we do next? . LQ: Can you name 3 rules when playing a game of tennis?	Forehand, Backhand, Serve, Fault, Racket, Baseline, Net, Side line, Co-ordination, Agility, Balance, Swing, Court,	Collaboration
Dance Gymnastics	Children have explored wide, narrow and curled moves in Year 1 Children have explored different pathways and created sequences	Ongoing formative assessment	Oral feedback during and after lessons Use of key vocab	Stretching, curling and arching unit Travelling and balancing in a curled shape Form arches with my body Work at different levels Create sequences involving curls, arches and stretches Performing with good starting and ending positions Jump in curled and stretched positions Use the apparatus to explore curls, arches and stretches Work with a group to create sequences	Stretch Curl Arch Balance Sequence Agility	Creativity