















Summer 2 Medium Term Plan 2024 Year Group Y2

Subject	Week 1	Week 2	Week 3	Week 4 4 days	Week 5	Week 6	Week 7
English Writing	<p>Retell of Highway Rat</p> <p>LO: To Sequence a narrative</p> <p>LO: To create a police report – recount of main crimes.</p> <p><i>Verbs for took Snatched, grabbed, etc</i></p> <p>LO: Rewrite another crime for an additional animal.</p> <p>LO: To create a wanted poster describing the rats personality and appearance.</p> <p>LO: To perform the story as a play.</p>	<p>LO: To retell a beginning of a narrative</p> <p>LO: To retell a middle of a narrative</p> <p>LO: To retell an ending of a narrative</p> <p>To rewrite the end of the story with a healthier ending.</p> <p><i>Link to science and RSHE healthy living</i></p>	<p>Non-fiction: Recount</p> <p>LO: To use time adverbials to sequence events. Outcome- recount what they did in their holidays.</p> <p>LO: To use past tense verbs (and adverbs) Outcome: Write a variety of sentences in the past tense, include some adverbs.</p> <p>LO: To write in past tense. Outcome- shared write recount of Eyam trip.</p> <p>Friday- Big Write Outcome: Children produce a recount of trip to Eyam.</p> <p>SPaG Focus: Fronted Adverbials</p>	<p>Narrative: Jungle Book</p> <p>LO: Use prepositions verbally. Outcome: Children work in pairs to use prepositions to describe a setting.</p> <p>LO: Select interesting and appropriate adjectives. Outcome: build a word bank to describe a setting.</p> <p>LO: To write an expanded noun phrase. Outcome: Children write sentences about a</p>	<p>Narrative: Jungle Book</p> <p>LO: Select vocabulary purposefully. Outcome: build vocab for character description.</p> <p>LO: Use nouns, verbs, adverbs and adjectives to describe. LO: Write a paragraph to describe Mowgli.</p> <p>SPaG Focus: Expanded Noun Phrases Suffixes- UN words</p>	<p>Narrative: Jungle Book</p> <p>LO: Explore ideas through drama. Outcome: freeze frame and hot seat different points in the book.</p> <p>LO: Sequence events of a narrative. Outcome: story map the jungle book.</p> <p>LO: To generate ideas verbally. (Innovate a narrative) Outcome: Children develop their story map.</p>	<p>LO: To sequence sentences to form a narrative. Outcome: Children write up their story.</p> <p>Friday- Big Write Outcome: Write the end of their story. SPaG Focus: Sentence starters Cohesion Conjunctions</p>

	<i>Identify language for speech: Use of speech marks and different words for said – bellowed, declared etc.</i>		Past tense	setting using adjectives and prepositions. Friday- Big Write Outcome: write a setting description. SPaG Focus: Expanded Noun Phrases Prepositions			
Spelling	television treasure usual cheerful careful playful plentiful sadness plainness happiness same, name, cake, pale, grate, hide, time, smile, white, nice day, way, play, tray, spray, see,	merriment argument enjoyment penniless careless fearless hopeless slowly lovely quickly hope, home, note, broke, spoke, rude, tune, June, huge, brute high, night, light, fright, bright, blow,	Station fiction motion national section there their they're here hear Law, jaw, yawn, dawn, crawl, dare, fare, care, share, square Cook, foot, look, took, shook, sort,	quite quiet see sea one won bare bear sun son burn, hurt, turn, spurt, purse, how, down, brown, crowd, gown zoo, fool, pool, stool, spoon, car,	read head something thought laughed better lived place suddenly another after, proper, never, corner, better, rain, snail, paid, train, paint fair, hair, lair, chair, stair, girl, bird, dirt, third, twirl,	Please different grandad stopped before dragon why what where how toad, cloak, toast, coach, throat, few, chew, stew, newt, screw out, loud, round, shout, mouth, toy,	January February March April May June July August September October November December Fire, wire, spire, bonfire, Conspire, year, near, tear, fear, spear Said, where, there, here,

	been, keep, sleep, green	snow, show, flow, glow	worn, fork, sport, snort	park, start, sharp, spark		boy, enjoy, royal, loyal	come, some, once, they, were, your
Handwriting	<p>Recapping all letters through discrete teaching</p>  	<p>Recapping all letters through discrete teaching</p>  	<p>Recapping all letters through discrete teaching</p>  	<p>Recapping all letters through discrete teaching</p>  	<p>Recapping all letters through discrete teaching</p>  	<p>Recapping all letters through discrete teaching</p>  	<p>Recapping all letters through discrete teaching</p>  
Reading	<p>LOST IN THE JUNGLE : Bobby with Brody:</p> <p>Where's My Mum? – Julia Donaldson</p> <p>Giraffes can't Dance - Giles Andrea</p> <p>Little Monkey Marta Altes</p>	<p>Ooo Ooo Ooo Gorilla – Lydia Monks</p> <p>The Gossipy Parrot – Shen Roddie</p> <p>Abeginner's Guide to bear Spotting – Michelle Robinson</p> <p>Mr Big Ed Vere</p>	Jungle Book	Jungle Book	Jungle Book	Jungle Book	

<p>Maths</p>	<p>Unit 13: Position and Direction</p> <p>Lesson 1: To use positional language to describe scenes or arrangements of items.</p> <p>Lesson 2: To describe quarter, half and three-quarter turns around a point using the terms 'clockwise' and 'anticlockwise'.</p> <p>Lesson 3: To describe quarter, half and three-quarter turns around a point using the terms 'clockwise' and 'anticlockwise'.</p> <p>Lesson 4: To combine rotation and linear movement in</p>	<p>Unit 14: Statistics</p> <p>(C) Lesson 1: To learn how to read and construct tally charts.</p> <p>Lesson 2: To interpret data which is presented in tables, and use this data to answer 1 and 2-step problems.</p> <p>Lesson 3: To read, construct and interpret block diagrams.</p> <p>Lesson 4: To construct pictograms from given data, showing that one symbol represents one item</p> <p>Lesson 5: To read and interpret pictograms and compare amounts.</p>	<p>Lesson 6: To construct pictograms in which symbols represent more than one item.</p> <p>Lesson 7: To read and interpret pictograms that have symbols representing more than one item.</p> <p>Problem solving</p> <p>Lesson 1: To solve money problems using a variety of addition and subtraction strategies.</p> <p>Lesson 2: To make links between calculations to calculate unknown quantities, based on similarities and differences between the parts and the wholes.</p>	<p>Lesson 3: To become more familiar with the 100 square and use it to confidently count on and back in steps of 10 and 1 in addition and subtraction problems.</p> <p>Lesson 4: To find multiple answers to the same questions and increase their confidence in choosing a starting point and using trial and improvement to work from it.</p> <p>Lesson 5: To identify what they know from a question and</p>	<p>Lesson 8: To look at efficient methods for subtracting. They will be challenged to choose an appropriate method based on the question they are presented with.</p> <p>Lesson 9: To solve a variety of different 1- and 2-step problems that will require appropriate calculation strategies.</p> <p>Lesson 10: To solve multiplication and division problems. They will decide if a problem requires multiplication or division to solve it, using the bar model to help make their choice.</p> <p>Lesson 11: To practise the four operations. They will solve problems with multiple steps and use the bar model to</p>	<p>Consolidation Of gaps identified in preparation for ks2</p>	<p>Consolidation Of gaps identified in preparation for ks2</p>
---------------------	--	---	--	--	---	--	--

	<p>order to follow or describe a designated path.</p> <p>Lesson 5: To apply what they have learned about rotation and position in order to complete and describe patterns.</p>		<p>Lesson 3: To become more familiar with the 100 square and use it to confidently count on and back in steps of 10 and 1 in addition and subtraction problems.</p>	<p>use it to work out unknowns, rearranging number sentences as appropriate.</p> <p>Lesson 6: To use what they know to calculate unknown quantities. Children will apply methods and strategies that they have learnt in previous lessons.</p> <p>Lesson 7: To learn how to add or subtract a multiple of 10 to or from a number and then adjust to reflect the amount that should have been added or subtracted.</p>	<p>represent these steps.</p>		
--	---	--	--	---	-------------------------------	--	--

Calculation	<p>Partitioning in different combinations</p> <p>Use a variety of different 2-digit numbers to partition in different combinations</p> <p>Number bonds to within 20 And their relationship</p>	<p>Multiplication and understanding of commutativity</p> <p>2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).</p>	<p>Fractions of amounts</p> <p>To identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, and $\frac{3}{4}$ of numbers</p> <p>Time</p> <p>Read time on the clock to the nearest 15 minutes</p>	<p>2AS–3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.</p>	<p>2AS–4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.</p>	<p>Consolidation Of gaps identified in preparation for ks2</p>	<p>Consolidation Of gaps identified in preparation for ks2</p>
Science							
<p>Art & design 3D and Painting: Great Fire of London (Houses)</p> <p>Painting</p> <p>Ar1/1.3 Develop a wide range of art and design</p>	<p>Ar1/1.3 Ar1/1.4</p> <p>Look at the work of a range of artists. Compare the differences and similarities of a variety of techniques e.g. printing, drawing, painting etc.</p>	<p>Ar1/1.2 Hi1/1.3</p> <p>LO: To ask and answer questions about a significant person from history. Outcome: Children present information about Samuel Peyps.</p>					

<p>techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Ar1/1.4 Talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines.</p>	<p>LO – To have a basic understanding of a variety of artistic techniques</p> <p>Skills: Mix different hues by adding black and white.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p>	<p>LO – To create a simple line drawing using pattern and shape</p> <p>Skills: Understand the basic use of a sketching and work out ideas for drawings</p> <p>Experiment with the visual elements; line, shape, pattern and colour. Outcome: Portraits of Samuel Peyp.</p>					
<p>Computing</p> <p>5.2 How do I improve my program? Computational Thinking + Programming B</p>	<p>LO: learn more about algorithms and programs, and use logical thinking to plan out algorithms to solve given problems. (4.2)</p>	<p>LO: to recap terms algorithm and sequence (4.2)</p>	<p>LO: consolidate their learning about algorithms and practise writing programs using more than one tool.</p> <p><u>Outcome</u></p>	<p>LO: consolidate their learning about algorithms and practise writing programs using more than one tool.</p>	<p>LO: consolidate their learning about algorithms and practise writing programs using more than one tool.</p> <p><u>Outcome</u></p>	<p>LO: consolidate their learning about algorithms and practise writing programs using more than one tool.</p>	<p>LO: consolidate their learning about algorithms and practise writing programs using more than one tool.</p>

	<p><u>Outcome</u> Children will investigate How to get bee-bot to specific location</p>	<p><u>Outcome</u> Pupils given an algorithm to follow to perform a dance.</p>	<p>Children will use their new knowledge of algorithms on the Turtle programming tool</p> <p>https://www.j2e.com/jit5#turtle</p>	<p><u>Outcome</u> To create a crazy character algorithm</p> <p>(see Planning)</p>	<p>To create an algorithm using Logo</p>	<p><u>Outcome</u> To create an algorithm using Logo</p>	<p><u>Outcome</u> To create an algorithm using Logo</p>
<p>Design & technology</p> <p>Rice Krispie Buns and Healthy Fruit Salad</p> <p>DT2/2.1a Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>DT2/2.1b Understand where food comes from.</p>	<p>Finish making Toy rat. (No resources ordered for last half term)</p> <p>DT2/1.2a Make:</p> <p>DT2/1.3a Evaluate: explore and evaluate a range of existing products</p> <p>LO: To select and use a variety of tools and materials to make a product.</p>	<p>Finish making Toy rat. (No resources ordered for last half term)</p> <p>DT2/1.2a Make: Materials</p> <p>LO: To make product following design</p>	<p>Finish making Toy rat. (No resources ordered for last half term)</p> <p>DT2/1.2a DT2/1.4a Make: skills/ Techniques</p> <p>exploring how they can be made stronger, stiffer and more stable</p> <p>LO: To make product following design</p>	<p>Finish making Toy rat. (No resources ordered for last half term)</p> <p>DT2/1.3b Evaluate: Their product</p> <p>LO: To evaluate finished product</p>	<p>L.O. To understand a healthy diet</p> <p>Outcome: Children sort foods into healthy and unhealthy categories</p>	<p>L.O. To apply acquired knowledge of healthy eating</p> <p>Outcome: Children produce a healthy fruit salad</p>	<p>L.O. To follow oral instructions</p> <p>Outcome: Children follow verbal instructions to create rice crispy buns</p>

<p>Geography</p> <p>Basic Map Skills</p> <p>Ge1/1.4b Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>Ge1/1.4c Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and</p>	<p>L.O. To use and apply mapping skills</p> <p>Outcome: Children produce simple sketch map of school and surrounding area</p>	<p>L.O. To use directional language</p> <p>Outcome: Children use compass directions to plan and follow a route map</p>	<p>L.O. To recognise geographical features from above</p> <p>Outcome: Children can name a list of local geographical features</p>				
--	---	--	---	--	--	--	--

construct basic symbols in a key							
History							
MFL							
PE- Indoor	<p>Athletics – Practising events for Sports Day</p> <p>Running</p> <p>LO: On running lanes in 6 teams run to and from start and finish cones. Run varying speed and direction.</p>	<p>Athletics – Practising events for Sports Day</p> <p>Running</p> <p>LO: Fun relay with object pass over to start runner. Extension Participate in team races and time challenges to develop confidence, team cooperation and positive encouragement for others.</p>	<p>Athletics – Practising events for Sports Day</p> <p>Throw soft javelin toward cone targets,</p> <p>LO: Develop technique of how to throw objects using one hand with speed, direction and coordination.</p> <p>Outcome Team challenge to travel furthest across the hall</p>	<p>LO: perform the speed bounce jumping over a cone/hurdle, keeping my arms out for balance</p>	<p>LO: perform the speed bounce, jumping over a cone or hurdle and improving my score to get a PB</p>	<p>LO: perform the speed bounce quickly, keeping my head upright to help with balance</p>	

PE- Outdoor	How can you roll and stop a ball?	How can you throw underarm, and catch a ball?	How can you bowl a ball underarm?	How can you throw a ball overarm?	How can you hit a ball?	How can you take part in a batting and fielding game?	How can you take part in a batting and fielding game?
RE							
RSHE <i>Os3) Online strangers (Online safety Curriculum reference - P1</i> <i>Recap prior to Summer holidays</i>	LO: To understand what 'personal information' is. Outcome: Children come up with a list of personal information and discuss why it is important to not share it. Watch Hector Protector Episode 1- youtube	LO: To understand what information is safe and not safe to share. Outcome: Children sort information into two groups. Discuss as class whether they agree or disagree.	LO: To understand that anyone can put things online. RSHE Os3 Slide 1-12	LO: To recognise the difference between truth and fiction. A good website for strange but true stories is: BBC - Newsround - "Strange, Stranger, Strangest" https://www.bbc.co.uk/newsround/43245617 RSHE Os3 Slide 13-24	LO: To recognise the internet can be both good and bad. RSHE Os3 Slide 25-26 Outcome: Children create a list of good uses/things on the internet and bad uses/things on the internet. Discuss ways we can keep safe.		
Y 2 Music <i>National curriculum outcomes for KS1</i> <i>use their voices</i>	05.06.24 PATTERNS LO: Looking at patterns in music	12.06.24 PATTERNS LO: Looking at patterns in music	NO MUSIC KS 2 SPORTS DAY	26.06.24 PATTERNS LO: Looking at patterns in music	03.07.24 PATTERNS LO: Looking at patterns in music		

<p><i>expressively and creatively by singing songs and speaking chants and rhymes</i></p> <p><i>play tuned and untuned instruments musically</i></p> <p><i>listen with concentration and understanding to a range of high-quality live and recorded music</i></p>	<ul style="list-style-type: none"> • Performing steady beat patterns with a song • Playing different patterns of steady beat within four beats, and matching to a simple score • Performing and creating simple rhythms using a simple score <p>Y2MW</p>	<ul style="list-style-type: none"> • Performing steady beat patterns with a song • Playing different patterns of steady beat within four beats, and matching to a simple score • Performing and creating simple rhythms using a simple score <p>Y2HR</p>		<ul style="list-style-type: none"> • Performing steady beat patterns in groups to accompany a song • Playing different patterns of steady beat in groups and matching them to a simple score • Performing and creating simple three-beat rhythms using a simple score <p>Y2HR</p>	<ul style="list-style-type: none"> • Interpreting a score to perform different beat patterns • Performing beat patterns with voices and percussion • Exploring different ways to organise music <p>Y2MW</p>		
---	---	---	--	--	--	--	--