

Lowfield Primary – Y2 Medium Term Plan – Summer 1 2021-22

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>LITERACY</b></p> <p><b>Narrative Unit</b></p> <p><b>Non-fiction Unit Explanation</b></p>	<p><b>Non-Fiction: Explanation Text- Ring o'Roses</b></p> <p>L.O – To listen to and discuss a nursery rhyme.</p> <p>Outcome: Children listen to the rhyme and research the meaning behind- record using bullet points.</p> <p>L.O- To inform using historical facts.</p> <p>Outcome: To write an explanation text about the meaning behind 'Ring O'Roses' 2 DAYS</p> <p><b>SPaG Focus: Conjunctions- which, because, that, when</b></p>	<p><b>Narrative: Plague: A Cross at the Door</b></p> <p>Character Description of Sam</p> <p>L.O – To listen to and appreciate a well-known story</p> <p>Outcome: children listen to and contribute to class discussion about main character</p> <p>L.O. – To use expanded Noun Phrases in writing</p> <p>Outcome: Children will create a mind map of appearance/ personality traits of main character</p> <p>L.O. – To include features of a character description</p> <p>Outcome: children will write a detailed description of main character</p>	<p><b>Narrative: Plague: A Cross at the Door</b></p> <p>Diary entry when Mr Kemp has died</p> <p>L.O – To listen to and appreciate a well-known story</p> <p>Outcome: children listen to and contribute to class discussion about events that have occurred</p> <p>L.O. – To record events in chronological order.</p> <p>Outcome: Children create a mindmap/plan events of Mr Kemp's Death</p> <p>L.O. – To include key features of a diary within a plan.</p>	<p><b>Narrative: Plague: A Cross at the Door</b></p> <p>Writing an escape for Sam and Bunge</p> <p>L.O – To listen to and appreciate a well-known story</p> <p>Outcome: children listen to and contribute to class discussion about events that have occurred</p> <p>L.O. – To use historical facts to write a narrative</p> <p>Outcome: Children will create a plan to write next chapter of story</p> <p>L.O. – To include key features of narrative writing</p> <p>Outcome: Children expand</p>	<p><b>Non-fiction: Recount- Puppet</b></p> <p>L.O. – To record events in chronological order.</p> <p>Outcome: Children create a mindmap/plan of steps taken to make puppet.</p> <p>L.O. – To include key features of a recount within a plan.</p> <p>Outcome: Children expand on plan of process- include time adverbials, past tense, chronology, reflections.</p> <p>L.O. – To write a personal recount.</p> <p>Outcome: Children write a recount of making a puppet.</p>	<p><b>Non-fiction: Recount- Eyam.</b></p> <p>L.O. – To record significant events in chronological order.</p> <p>Outcome: Children create a mindmap/plan whilst on the trip.</p> <p>L.O. – To include key features of a recount within a plan.</p> <p>Outcome: Children expand on their plan of the day to include time adverbials, past tense, chronology, reflections.</p> <p>L.O. – To write a personal recount.</p> <p>Outcome: Children write a recount of the Eyam trip, independently.</p>

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		<p><b>SPaG Focus:</b> Expanded Noun Phrases past tense writing</p> <p><b>Big Write</b></p>	<p>Outcome: Children expand on plan of process- include time adverbials, past tense, chronology, reflections.</p> <p>L.O. – To write a diary entry</p> <p>Outcome: Children write a diary entry of Day Mr Kemp Died.</p> <p><b>SPaG Focus:</b> Time adverbials past tense writing</p> <p><b>Big Write</b></p>	<p>on plan of process- include time adverbials, past tense, chronology, expanded noun phrases different sentence starters</p> <p>L.O. – To use historical facts to write a narrative</p> <p>Outcome: Children will write a narrative of escape</p> <p><b>SPaG Focus:</b> Expanded Noun Phrases past tense writing Sequence of events Different sentence starters Words with suffix endings</p> <p><b>Big Write</b></p>		
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Subject	Week 1 3day	Week 2	Week 3	Week 4	Week 5	Week 6
<b>MATHS</b> *See in-depth planning sheet for Maths	Recall number bonds to and within 10 and 20.  Power Maths book- Book 2C Unit 12.  Lesson 6 Lesson 7 Lesson 8	Name and Describe 2D Shapes.  Power Maths book- Book 2C Unit 9  Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6	Read Scales in 1s, 2s, 5s and 10s.  Power Maths book- Book 2C Unit 14  Lesson 9 and 10- Temperature  Lesson 6 and 7- Volume  Lesson 2 and 3- Mass	Add and Subtract Using Efficient Strategies.  Power Maths book- Book 2C Unit 12  Lesson 2 Lesson 3 Lesson 4 Lesson 5  Lesson 9 Lesson 10	<b>SATS WEEK</b>	Recall Multiplication Facts.  Simple multiplication problems  Reasoning
<b>CALCULATION</b> *See in-depth planning sheet for Calculation	Partitioning 2 digit numbers.  Practical using base 10.  Representing in different ways.  Photo Evidence.	Using different coins to make an amount.	Identifying fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{1}{2}$	Read time on a clock to the nearest 15 minutes.  Extra SATS prep.	<b>SATS WEEK</b>	Evidence Gathering for Moderation.

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Subject	Week 1 3 DAY	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>SCIENCE</b> <b>Animals Including Humans</b> <b>Y2</b></p> <p>Sc2/2.3a notice that animals, including humans, have offspring which grow into adults Sc2/2.3b find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Sc2/2.3c describe the importance for humans of exercise,</p>				<p>L.O. To research and present information about an animal's young.</p> <p>Outcome: Children create a verbal presentation explaining about a given animal's offspring.</p>	<p>L.O. To identify and describe the basic needs of animals, including humans.</p> <p>Outcome: Children can group needs and explain why they are important.</p>	<p>L.O. To describe the importance of exercise.</p> <p>Outcome: Children work in teams to create a daily exercise plan.</p>

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<p><b>HISTORY</b>                      Hi1/1.3 significant historical events, people and places in their own locality.</p> <p><u>The Great Plagues/Europe (1346) and Eyam (1665)</u></p> <p><u>'Village Plague'</u></p>	<p>L.O- To present significant details about the plague.</p> <p>Outcome: To perform a freeze frame and explanation of the plague using 'Ring O'Roses'</p> <p>L.O- To discuss and place significant events on a timeline.</p> <p>Outcome: Children will place the plague on a timeline with other events that have been previously covered.</p>	<p>Drama</p> <p>Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>L.O- Perform a historically accurate piece of drama.</p> <p>Outcome: To discuss and explain the roles of different people in the plague.</p>	<p>Drama</p> <p>Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>L.O- Perform a historically accurate piece of drama.</p> <p>Outcome: To explore, through roleplay, how the plague will have affected people.</p>	<p>Drama</p> <p>Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>L.O. Perform a historically accurate piece of drama.</p> <p>Outcome: To explore, through roleplay, how the plague will have affected people.</p>	<p>Drama</p> <p>Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>L.O. Perform a historically accurate piece of drama.</p> <p>Outcome: To explore, through roleplay, how the plague will have affected people.</p>	<p>Plague Performance</p>

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<p><b>D&amp;T Textile (Rat puppet – links to Plague)</b></p> <p>DT2/1.1b DT2/1.2a DT2/1.2a DT2/1.2a DT2/1.4a DT2/1.3b</p>	<p><b>Design</b></p> <p>DT2/1.1b Design: Own product-generate, develop, model and communicate their ideas through talking, drawing, templates</p> <p>L.O- To generate and develop ideas for a product design.</p> <p>Chn create a rat puppet design and brainstorm materials and process.</p>	<p><b>Cut/Stitch/Make</b></p> <p>DT2/1.2a Make: Tools select from and use a range of tools and equipment to perform practical tasks</p> <p>DT2/1.2a DT2/1.4a</p> <p>Make: skills/ Techniques- build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p><b>Cut/Stitch/Make</b></p> <p>DT2/1.2a Make: Tools select from and use a range of tools and equipment to perform practical tasks</p> <p>DT2/1.2a DT2/1.4a</p> <p>Make: skills/ Techniques- build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p><b>Stuff</b></p> <p>DT2/1.2a DT2/1.2a DT2/1.4a</p> <p>Evaluating stuffing and sticks-making their decision and bringing the product together.</p> <p>Make: skills/ Techniques- build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p><b>Evaluate</b></p> <p>DT2/1.2a DT2/1.2a DT2/1.4a</p> <p>DT2/1.3b Evaluate: Their product- evaluate their ideas and products against design criteria</p>	

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<p><b>PE</b> Indoor <b>and outdoor</b></p> <p><b>PE2/1.1d</b> <b>Dance</b> Perform dances using a range of movement patterns</p> <p><b>PE2/1.1b</b> <b>Games</b> Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <b>Rounders</b> <b>(adapted format)</b></p>		<ul style="list-style-type: none"> <li>• Explore movement ideas and respond imaginatively to a range of stimuli</li> <li>• Move confidently and safely in their own and general space, using changes of speed, level and direction</li> </ul> <p>Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings</p> <ul style="list-style-type: none"> <li>• Explore and use skills, actions and tactics individually and in combination to suit the game they are playing.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore movement ideas and respond imaginatively to a range of stimuli</li> <li>• Move confidently and safely in their own and general space, using changes of speed, level and direction</li> </ul> <p>Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings</p> <ul style="list-style-type: none"> <li>• Explore and use skills, actions and tactics individually and in combination to suit the game they are playing.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore movement ideas and respond imaginatively to a range of stimuli</li> <li>• Move confidently and safely in their own and general space, using changes of speed, level and direction</li> </ul> <p>Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings</p> <ul style="list-style-type: none"> <li>• Explore and use skills, actions and tactics individually and in combination to suit the game they are playing.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore movement ideas and respond imaginatively to a range of stimuli</li> <li>• Move confidently and safely in their own and general space, using changes of speed, level and direction</li> </ul> <p>Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings</p> <ul style="list-style-type: none"> <li>• Explore and use skills, actions and tactics individually and in combination to suit the game they are playing.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore movement ideas and respond imaginatively to a range of stimuli</li> <li>• Move confidently and safely in their own and general space, using changes of speed, level and direction</li> </ul> <p>Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings</p> <ul style="list-style-type: none"> <li>• Explore and use skills, actions and tactics individually and in combination to suit the game they are playing.</li> </ul>

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<p><b>RE</b></p> <p>Inspirational People- Samuel Pepys</p>		<p>What does it mean to be inspirational?</p> <p>They consider questions about being good, kind, forgiving and generous (A3);</p>	<p>Inspirational people- around the world/past and present- Sam Pepys</p> <p>Research in groups and verbally present.</p> <p>They consider questions about being good, kind, forgiving and generous (A3);</p>	<p>Inspirational Quotes</p> <p>Chose their favourite/write their own.</p> <p>Pupils encounter many examples of simple 'wise sayings'. They choose their favourite 'wise sayings' from different key leaders and talk about what makes these sayings wise, and what difference it would make if people followed them (A2);</p>	<p>Who inspires you?</p> <p>Chn research and feedback on their inspirational person. (Mention in previous week so they can have a look at home)</p>	
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<p><b>ICT</b></p>	<p>4.2 How do I improve my algorithms? Computational Thinking + Programming A</p> <p>Studio Code</p>	<p>4.2 How do I improve my algorithms? Computational Thinking + Programming A</p> <p>Studio Code</p>	<p>4.2 How do I improve my algorithms? Computational Thinking + Programming A</p> <p>Studio Code</p>			

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<p><b>RSHE</b></p> <p>G1) Will I always be a child? (link with science)</p>	<p>- LO: Recognise the 5 key stages of human life</p> <p>-</p>	<p>LO: Understand how their bodies will change as they age</p>	<p>LO :Consider how their lives will change as they get older</p>	<p>LO:Appreciate how increasing independence presents new dangers, challenges, benefits and responsibilities.</p>		

Changes to Year Overview – Literacy – now covering recounts and a historical novel – Plague A Cross at the Door