

Lowfield Primary – Y2 Medium Term Plan – Summer 2 2021-22

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>LITERACY</p> <p>Narrative Unit Character Description Setting Description Narrative</p> <p>Non-fiction Unit Recount- Eyam Trip</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 Past tense</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 setting using adjectives and prepositions.</p> <p>Friday- Big Write Outcome: write a setting description.</p> <p>SPaG Focus: Expanded Noun Phrases Prepositions</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>LO: Explore ideas through drama. Outcome: freeze frame and hot seat different points in the book.</p> <p>SPaG Focus: Expanded Noun Phrases Suffixes- UN words</p>	<p>Narrative: Jungle 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>	<p>Non-fiction: Information text (Animals and their habitats) BOOK- First Encyclopedia of Animals</p> <p>LO: To recall information from a text.</p> <p>LO: To group information into paragraphs.</p> <p>LO: To use features of a non-fiction text.</p> <p>LO: Use conjunctions to expand a simple sentence.</p> <p>SPaG Focus: Conjunctions Present tense</p>	<p>Non-fiction: Non-Chronological Report (Guinea Pigs)</p> <p>LO: To recall information from a text.</p> <p>LO: To group information into paragraphs.</p> <p>LO: To use features of a non-fiction text.</p> <p>LO: Use conjunctions to expand a simple sentence.</p> <p>SPaG Focus: Conjunctions Present tense</p>	<p>Non-fiction: Non-Chronological Report (Guinea Pigs)</p> <p>LO: To recall information from a text.</p> <p>LO: To group information into paragraphs.</p> <p>LO: To use features of a non-fiction text.</p> <p>LO: Use conjunctions to expand a simple sentence.</p> <p>SPaG Focus: Conjunctions Present tense</p>

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<p>MATHS</p> <p>(Linked to Curriculum Prioritisation document)</p>	<p>2G-1 2D and 3D Shape</p> <p>LO: To identify, describe and compare polygons/non-polygons through counting the number of vertices.</p> <p><u>Outcome</u> Children will be able to sort and discuss the different properties of 2D polygons.</p> <p>LO: TO find the lines of symmetry in a variety of 2D shapes</p> <p><u>Outcome</u> To draw, compare and discuss the different lines of symmetry.</p>	<p>2NPV-1 Standard and Non-standard Partitioning</p> <p>LO:To partition a two-digit number using standard partition.</p> <p><u>Outcome</u> Using a variety of resources children to partition 2 digit numbers into tens and ones.</p> <p>LO:To partition a two-digit number using non - standard partition.</p> <p><u>Outcome</u> Using a variety of resources children to partition 2 digit numbers into tens and ones (using non – standard partitioning).</p>	<p>2NPV-2 Linear number system and counting in multiples</p> <p>LO: To identify or place two-digit numbers on marked number lines.</p> <p><u>Outcome</u> Children will be able to place numbers on a variety of number lines and begin to express reasoning for position</p> <p>LO: To estimate the value or position of two-digit numbers on unmarked numbers lines, using appropriate proportional reasoning.</p>	<p>2AS-1 Addition and Subtraction</p> <p>LO:To carry out calculations mentally, using their fluency in complements to 10 and partitioning.</p> <p><u>Outcome</u> Children will confidently solve mental arithmetic problems to 10</p> <p>LO: Add and subtract within 100 by applying related one-digit addition and subtraction facts</p> <p><u>Outcome</u> Children will solve missing number and word problems using one digit and 2 digit numbers using variation of known facts</p>	<p>2AS-2 Wording of addition and subtraction problems- Difference, How many more...</p> <p>LO: To solve addition missing box problems</p> <p><u>Outcome</u> Children will solve missing number using one digit and 2 digit numbers using variation of known facts</p> <p>LO: To solve addition word problems</p> <p><u>Outcome</u> Children will solve missing number using one digit and 2 digit numbers using variation of known facts</p>	<p>2AS-4 Missing Number Problems- addition and subtraction</p> <p>LO: Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers</p> <p><u>Outcome</u> Children will add by partitioning both addends</p> <p><u>Outcome</u> Children will add by partitioning one addend</p> <p><u>Outcome</u> Children will subtract by subtracting the tens first</p> <p><u>Outcome</u> Children will subtract by</p>	<p>2MD-2 Missing Number Problems- Multiplication and Division</p> <p>LO: To solve multiplication/ division problems using the quotative or partitive (4 days)</p> <p><u>Outcome</u> Children will solve multiplication word problems through quotative (grouping)</p> <p><u>Outcome</u> Children will solve multiplication word problems through partitive (how many in each group)</p> <p><u>Outcome</u> Children will solve division word problems</p>

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	<p>LO: To identify, compare and discuss a variety of 3D shapes.</p> <p><u>Outcome</u> Children will be able to use acquired knowledge of vertices/faces etc to compare and discuss different 3D shapes.</p> <p>Power Maths Spring 2 Assessment</p>	<p>(2 days)</p>	<p><u>Outcome</u> Children will be able to place numbers on a blank number line and begin to express reasoning for position</p>	<p>LO: To solve calculations mentally and be able to demonstrate their reasoning either verbally or with manipulatives or drawings.</p> <p><u>Outcome</u> Children will solve missing number and word problems using one digit and 2 digit numbers using variation of known facts</p> <p>Power maths Summer 1 Assessment</p>	<p>LO: To solve subtraction missing box problems</p> <p><u>Outcome</u> Children will solve missing number using one digit and 2 digit numbers</p> <p>LO: TO recognise the subtraction structure of 'difference' and answer questions of the form, "How many more"</p> <p><u>Outcome</u> Children will solve subtraction word problems using specific vocab – 'difference' and 'how many more'</p>	<p>subtracting the ones first</p> <p>Power maths Summer 2 Assessment</p>	<p>through quotative (grouping)</p> <p><u>Outcome</u> Children will solve division word problems through partitive (how many in each group)</p>
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<p>Calculation (Links to year 2 statements)</p>	<p>Fractions (Recap)</p> <p>Ma2/2.4a LO: To recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity</p> <p><u>Outcome</u> Children will undertake practical and written fraction activities (2 days)</p> <p>Ma2/2.4b LO: To write simple fractions, for example $1/2 = 3/6$ and recognise the equivalence of $2/4$ and $1/2$</p> <p><u>Outcome</u> Children to simple fractions</p>	<p>LO: To recall appropriate doubles, near doubles and their corresponding halves.</p> <p><u>Outcome</u> Children will solve a variety of problems using knowledge of doubles and near doubles.</p> <p><u>Outcome</u> Children will solve problems using doubles and variation.</p>	<p>Mass, volume, length word problems (Recap)</p> <p>Ma2/3.1a choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g);</p> <p><u>Outcome</u> Children to solve word problems involving mass, weight, height,</p> <p>Ma2/3.1b compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$</p> <p><u>Outcome</u> Children to compare and order different lengths, weights,</p>	<p>Reading scales (Recap)</p> <p>Ma2/3.1a choose and use appropriate standard units to estimate and measure temperature ($^{\circ}\text{C}$); to the nearest appropriate unit, using rulers, scales, thermometers</p> <p><u>Outcome</u> Children to record different temperatures on thermometers using a variety of scales (2, 5 and 10)</p>	<p>Time (Recap)</p> <p>Ma2/3.1f LO: compare and sequence intervals of time</p> <p><u>Outcome</u> Children will solve word problems (practically)</p> <p>Ma2/3.1g LO: 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.</p> <p><u>Outcome</u> To use clocks to tell time to five minute intervals. (2 days)</p> <p>Ma2/3.1h LO: know the number of minutes in an</p>	<p>Secure in number facts to 10/20</p> <p>2NF-1 Secure fluency in addition and subtraction facts within 10, through continued practice</p> <p><u>Outcome</u> Through daily quick fire activities children solve addition and subtraction facts within 10</p>	
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			volumes using correct symbols and beginning to verbally reason.		hour and the number of hours in a day <u>Outcome</u> Children will begin to know how many minutes in an hour, hours in a day,		
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<p>SCIENCE Living Things and their habitats.</p> <p>Sc2/2.1b Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals.</p> <p>Sc2/2.1c Identify and name a variety of plants and animals in their habitats.</p> <p>Sc2/2.1d Describe how animals obtain their food using the idea of a simple food chain, and identify and name different sources of food</p>					<p>L.O. To understand the concept of food chains</p> <p>Outcome: Children can create a simple food chain</p>	<p>L.O. To describe habitats and identify animals within it</p> <p>Outcome: Children describe features of habitats and animal adaptations</p>	<p>L.O. To describe habitats and identify animals within it</p> <p>Outcome: Children describe features of habitats and animal adaptations</p>

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Subject	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>TOPIC Cross-curricular session covering art, DT and history.</p> <p>Painting</p> <p>Ar1/1.3 Develop a wide range of art and design 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>Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievement</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 techniques e.g. printing, drawing, painting etc.</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>Hi1/1.3</p> <p>LO: Generate questions about a topic.</p> <p>Outcome: Children will discuss what they already know/think they know about the GFL. They will then generate questions they wish to investigate.</p> <p>LO: To know how the GFL started.</p> <p>Outcome: Children create a short 3-4 sentence BREAKING NEWS report about the fire starting.</p> <p>LO: Place significant events in the order in which they happened. Outcome: Timeline of GFL and wider events.</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>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 Peyps.</p>	<p>DT2/1.1b DT2/1.2a DT2/1.4a</p> <p>L.O- To generate and develop ideas for a product design.</p> <p>Outcome: Children investigate and compare fire trucks throughout the ages and gather ideas for their design.</p>	<p>DT2/1.1b DT2/1.2a DT2/1.4a</p> <p>L.O- To generate and develop ideas for a product design.</p> <p>Outcome: Children will work in groups of 4 to design a fire truck.</p> <p>LO: Use a variety of tools to make a sturdy structure.</p> <p>Outcome: Children work in groups of 4 to make their fire truck.</p>	<p>DT2/1.1b DT2/1.2a DT2/1.4a</p> <p>L.O- To generate and develop ideas for a product design.</p> <p>Outcome: Children will work in groups of 4 to design a fire truck.</p> <p>LO: Use a variety of tools to make a sturdy structure.</p> <p>Outcome: Children work in groups of 4 to make their fire truck.</p> <p>LO: To evaluate the success of a project.</p> <p>Outcome: Children will identify what went well and what could be improved next time.</p>

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<p>DT2/1.1b Design: Own product-generate, develop, model and communicate their ideas through talking, drawing, templates</p> <p>DT2/1.3b Evaluate: Their product- evaluate their ideas and products against design criteria</p> <p>DT2/1.2a Make: Tools select from and use a range of tools and equipment to perform practical tasks</p> <p>DT2/1.4a Make: skills/ Techniques- build structures, exploring how they can be made stronger, stiffer and more stable</p>						
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Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>PE- Outdoor</p> <p>PE1/1.1a To master basic movements including, throwing and catching, To master as well as develop balance, agility and co - ordination, and begin to apply these in a range of activities</p> <p>PE2/1.1f Evaluating Performance Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>PE1/1.1c To perform dances using simple movement patterns.</p>	<p>PE1/1.1a PE2/1.1f</p> <p>Athletics</p> <p>LO: To jump for height.</p> <p>Outcome: Children bend their knees before take off, lean forward, swing arms to aid jump. use their arms and legs at the same time to jump as high as possible;</p>	<p>PE1/1.1a PE2/1.1f</p> <p>Athletics</p> <p>LO: To throw with accuracy.</p> <p>Outcome: Children bring their opposite leg forward as they bring their arm forward to release the ball; keep their eye on the target, to focus their aim;</p>	<p>PE1/1.1a PE2/1.1f</p> <p>Athletics</p> <p>LO: Run for speed</p> <p>Outcome: Children change direction using their foot to push off, without significantly losing pace; set off at a sustainable pace and switch back to this pace after running at their fastest;</p>	<p>PE1/1.1a PE2/1.1f</p> <p>Athletics</p> <p>LO: To jump for distance</p> <p>Outcome: Children bend their knees to take off; lean forward, swinging their arms back when jumping; swing their arms forward to propel themselves through the air;</p>	<p>PE1/1.1a PE2/1.1f</p> <p>Athletics</p> <p>LO: To throw for distance</p> <p>Outcome: Children bring their opposite leg forward as they bring their arm forward to release the ball;</p>	<p>PE1/1.1a PE2/1.1f</p> <p>Athletics</p> <p>LO: Run for distance</p> <p>Outcome: Children change direction using their foot to push off, without significantly losing pace; set off at a sustainable pace and switch back to this pace after running at their fastest;</p>

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<p>PE Indoor</p> <p>PE2/1.1d</p> <p>Dance</p> <p>Perform dances using a range of movement patterns</p>		<p>LO: Explore combining skills such as travelling and jumping, turning on different levels.</p> <p><u>Outcome</u> Describe how their body feels during different activities and explain what their body needs to keep healthy</p>	<p>LO: Explore combining skills such as travelling and jumping, turning on different levels.</p> <p><u>Outcome</u> Describe how their body feels during different activities and explain what their body needs to keep healthy</p>	<p>LO: Link 2 or more movements together to form a sequence. Remember the movement order and perform the sequence.</p> <p><u>Outcome</u> Use their imagination when creating actions and ideas.</p>	<p>LO: Link 2 or more movements together to form a sequence. Remember the movement order and perform the sequence.</p> <p><u>Outcome</u> Use their imagination when creating actions and ideas.</p>	<p>LO: Work with a partner or small group to copy start and end positions.</p> <p><u>Outcome</u> Demonstrate control over movements and show good co-ordination.</p>
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<p>RSHE Os3) Online strangers (Online safety Curriculum reference - P1)</p>	<p>Eyam Trip</p>	<p>LO: To understand what 'personal information' is.</p> <p>Outcome: Children come up with a list of personal information and discuss why it is important to not share it.</p> <p>Watch Hector Protector Episode 1- youtube</p>	<p>LO: To understand what information is safe and not safe to share.</p> <p>Outcome: Children sort information into two groups. Discuss as class whether they agree or disagree.</p>	<p>LO: To understand that anyone can put things online.</p> <p>RSHE Os3 Slide 1-12</p>	<p>LO: To recognise the difference between truth and fiction.</p> <p>A good website for strange but true stories is: BBC - Newsround - "Strange, Stranger, Strangest" https://www.bbc.co.uk/newsround/43245617</p> <p>RSHE Os3 Slide 13-24</p>	<p>LO: To recognise the internet can be both good and bad.</p> <p>RSHE Os3 Slide 25-26</p> <p>Outcome: Children create a list of good uses/things on the internet and bad uses/things on the internet.</p> <p>Discuss ways we can keep safe.</p>	<p>LO: Become more familiar with the term 'Fake News'.</p> <p>Outcome: Children create their own fake news items.</p>