

MEDIUM TERM PLANNING Summer 1

Marsh Green Primary School



Year 2	Summer Term 1					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Mission 5 Robot Mystery	Reading: - continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - read accurately words of two or more syllables that contain the same graphemes as above - read words containing common suffixes - read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - be introduced to non-fiction books that are structured in different ways - understand both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher, checking that the text makes sense to them as they read and correcting inaccurate reading - make inferences on the basis of what is being said and done, answering and asking questions, predicting what might happen on the basis of what has been read so far, participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say - using role play to generate and write lines of dialogue Writing: - writing and up-levelling: a formal letter to the National Robotics Institute, an extended alternative account (story) about the discovery of the mini-robot (using a clear narrative structure: beginning, middle, end / using paragraphs to organize and sequence), a retelling of a fairy story, a report for a newspaper about a robot that a boy found in a park, describing what the robot looks like and can do, a two-day diary extract (one from the day the robot was found, the other from the day it was decided to change the story about how the robot was found to keep the watches safe) OR two diary extracts by someone about an important event from learning in the wider curriculum - extending the range of subordinating conjunctions: as, while, after - linking and sequencing sentences using: soon, after, before, at last, the next day - using dialogue and speech punctuation - using speech verbs - up-levelling dialogue - using clear paragraphs - editing and polishing stories (consciously using vocabulary) - segment spoken words into phonemes and representing these by graphemes, spelling many correctly - learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones - learn to spell common exception words, words with contracted forms - distinguish between homophones and near-homophones - add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly - write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far Handwriting: - form lower-case letters of the correct size relative to one another - start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined - write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters - use spacing between words that reflects the size of the letters Revisit:					

MEDIUM TERM PLANNING Summer 1

Marsh Green Primary School



	• matching form and organization to purpose: simple letter structure • using subordinating connectives (conjunctions) to join words and clauses: when, if, because, that • using different sentence forms: statement, question, command, exclamation. -Using apostrophes for contraction • punctuating sentences: question mark, exclamation mark • linking and sequencing sentences using: first, next, then, soon, finally • using expanded noun phrases to describe and specify • using commas in a list					
Maths Position and Direction Number and Place Value Addition and Subtraction	Children will learn to: • 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) • order and arrange combinations of mathematical objects in patterns and sequences • use place value and number facts to solve problems • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems • solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot					
Science Super Scientists	To investigate the effect gravity has on everyday objects Children will learn to: • use their own knowledge to make predictions • observe patterns • use their observations to explain what they have found out Children will learn to work scientifically by: - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - using their observations and ideas to suggest answers to questions	To investigate what happens to light when it passes through different transparent objects. Children will learn to: • use their own experiences to make predictions • observe patterns • use their observations to explain what they have found out Children will learn to work scientifically by: - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - using their observations and ideas to suggest answers to questions	To investigate the wind Children will learn to: • use their own experiences to make predictions • ask questions and make observations • use their observations to explain what they have found out Children will learn to work scientifically by: - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - using their observations and ideas to suggest answers to questions			
Computing Robot Algorithms	To describe a series of instructions as a sequence Children will learn to: • follow instructions given by someone else • choose a series of words that can be enacted as a sequence	To explain what happens when we change the order of instructions Children will learn to: • create different algorithms for a range of sequences (using the same commands)	To use logical reasoning to predict the outcome of a program (series of commands) Children will learn to: • follow a sequence • predict the outcome of a sequence	To explain that programming projects can have code and artwork Children will learn to: • explain the choices they made for their mat designs • identify different routes around their mats	To design an algorithm Children will learn to: • explain what their algorithms should achieve • create algorithms to meet their goals • use their algorithms to create a program	To create and debug a program that I have written Children will learn to: • plan algorithms for different parts of a task • test and debug each part of the program • put together the different parts of their programs

MEDIUM TERM PLANNING Summer 1

Marsh Green Primary School



	give clear and unambiguous instructions	- use an algorithm to program a sequence on a floor robot - show the difference in outcomes between two sequences that consist of the same commands	compare their predictions to the program outcome	test their mats to make sure that they are usable		
History Famous Queens	To understand what a monarch is and where monarchs live Children will learn to: - explain what a monarch is - identify the difference between a palace and a normal house - name three queens of England	To explore Tudor life and Queen Elizabeth I Children will learn to: - explain who Queen Elizabeth I was - convey their understanding of who the Tudors were - identify differences between Tudor times and life now	To explore who Queen Victoria was Children will learn to: - explain who Queen Victoria was - convey their understanding of how Buckingham Palace was used - read information and answer questions based on the facts given	To explore the Victorian period Children will learn to: - explain what the Victorian period was - recognise that changes occur in history? - explain some of the changes that occurred, while Victoria ruled	To explore the life of Queen Elizabeth II Children will learn to: - explain who Queen Elizabeth II was - identify what a jubilee is and why it is celebrated - explain how events were celebrated in the past	To compare three significant queens across three major time periods Children will learn to: - recall facts about the queens of England - describe what is similar about the three queens - describe what is different about the three queens - explain what life was like in different time periods - identify similarities and differences between time periods - understand that things change over time
DT Vehicles	To investigate a variety of vehicles and their uses and features Children will learn to: - identify a variety of different types of vehicles - identify the main features of a variety of vehicles - identify the uses for a variety of vehicles	To investigate wheels, axles and chassis Children will learn to: - convey their understanding of what wheels, axles and chassis are used for - recognise that there are two different ways of attaching wheels to axles - experiment with a range of materials and techniques to combine wheels, axles and chassis	To investigate ways of creating and decorating the body of a vehicle Children will learn to: - choose materials to use as the body of a vehicle - identify different ways of combining materials to create the body of a vehicle - identify different ways of decorating the body of a vehicle, including the use of ICT	To design a vehicle Children will learn to: - design a vehicle to include wheels, axles, chassis and bodies - describe which materials and tools they will need to make their vehicles - discuss their designs and say what they think and feel about them	To make a vehicle, based on a design Children will learn to: - follow a design to create a vehicle - use a variety of materials and tools safely and effectively to create a vehicle - identify ways in which they could improve their products and amend them accordingly	To evaluate a finished product Children will learn to: - evaluate a finished product by identifying what they did well - evaluate a finished product by identifying what could be improved - identify ways in which they could improve their DT work in the future
RE Big Question:	Children will learn to: - explore what it means to forgive - retell what different religions and world views teach about forgiveness - make different points in a discussion about forgiveness					

MEDIUM TERM PLANNING Summer 1

Marsh Green Primary School



Can stories change people? Why is forgiveness important?	- identify what other people think about the important value of forgiveness - express our own ideas about forgiveness using writing, art and poetry					
PSHE Feeling Included	Children will learn to: - know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties - understand that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations			Children will learn to: - know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded - know the conventions of courtesy and manners		
Music Friendship Song	Children will learn to: - find the pulse in a pop song and choose how to respond - recognise that pulse is different to rhythm	Children will learn to: - copy and clap back rhythms whilst moving to music - clap name and colour rhythms in time with the music	Children will learn to: - identify high and low sounds when listening, singing or playing and know that this is pitch - know that we add pitch to pulse and rhythm when singing or playing tuned instruments - when listening, recognise and name some of the instruments/voices they hear (keyboard, drums, bass, a female singer, a glockenspiel)	Children will learn to: - sing a pop song in two parts, from memory and in time with the music - play instrumental parts in time and with accuracy using 1 or 2 notes (C or E + G) - when listening, recognise and name some of the instruments/voices they hear (keyboard, drums, bass, a female singer, a glockenspiel)	Children will learn to: - improvise using the note C - compose a simple melody using simple rhythms and perform it using up to 3 notes (C + D + E) - when listening, recognise and name some of the instruments/voices they hear (keyboard, drums, bass, a female singer, a glockenspiel)	Children will learn to: - improvise using the note C - compose a simple melody using simple rhythms and perform it using up to 3 notes (C + D + E) - comment on their own musical performances – say what they like/ don't like and how the music makes them feel
Sports Throwing and running	Children will learn to: - attempt a variety of throwing techniques in order to improve accuracy - know and understand how the position of the body affects throwing performance - develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of activities to extend their agility, balance and coordination - engage in competitive and cooperative physical activities in a range of increasingly challenging situations					
Gym Turning and spinning	Children will learn to: - plan and repeat simple sequences of actions; show contrasts in shape - perform a sequence that shows clear change of speed - perform the basic gymnastic actions with coordination, control and variety - recognise and describe how they feel after exercise - describe what their bodies feel like during gymnastic activity - describe what they and others have done					

MEDIUM TERM PLANNING Summer 1

Marsh Green Primary School



- | | |
|--|---|
| | <ul style="list-style-type: none">• say why they think gymnastic actions are being performed well• perform a sequence that flows |
|--|---|