

Year 2	Summer Term 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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:						

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	• 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 Measurement	Children will learn to: • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times • 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 • know the number of minutes in an hour and the number of hours in a day • compare and sequence intervals of time • compare and order lengths, mass, volume/ capacity and record the results using >, < and = • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels			
Science Super Scientists	To investigate whether sound can pass through materials 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 our senses and reflexes 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 how germs are transferred by touching things 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 electrical circuits to make a light bulb light up 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

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	ideas to suggest answers to questions					
Computing Introduction to Quizzes	To explain that a sequence of commands has a start Children will learn to: - identify the start of a sequence - identify that a program needs to be started - show how to run their programs	To explain that a sequence of commands has an outcome Children will learn to: - predict the outcome of a command sequence - match two sequences with the same outcome - change the outcome of a command sequence	To create a program using a given design Children will learn to: - tell the actions of a sprite in an algorithm - decide which blocks to use to meet the design - build the sequences of blocks they need	To change a given design Children will learn to: - choose backgrounds for the design - choose characters for the design - create a program based on the new design	To create a program using my own design Children will learn to: - choose the images for their own designs - create an algorithm - build sequences of blocks to match their designs	To decide how my project can be improved Children will learn to: - compare their projects to their designs - improve their projects by adding features - debug
Geography Who Lives Here?	To know where and how the Inuit people live Children will learn to: - describe what the climate is like in Greenland - discuss differences between the traditional and modern Inuit way of life - express their thoughts and opinions about the Inuit way of life	To find out about the Yanomami people of the Amazon Children will learn to: - discuss the way of life of the Yanomami people - identify differences between the way of life of the Yanomami people and their own - ask and answer questions about the Yanomami people	To understand and explore a nomadic way of life Children will learn to: - describe their understanding of what 'nomadic' means - describe how to get from one place to another, using compass points - identify some advantages and disadvantages of living a nomadic life	To learn about the Maasai people Children will learn to: - identify and describe where the Maasai live - discuss their understanding of the daily life of the Maasai people - identify some similarities and differences between the Maasai way of life and theirs	To learn about homes that are underground Children will learn to: - convey their understanding of why underground homes are suited to the Tunisian climate - describe how the Berber people make their homes - describe an aspect of the Berber way of life	To compare different homes around the world Children will learn to: - compare different homes around the world - contrast different homes around the world - express and explain their own opinions about these homes
Art Super Sculptures	To use simple shapes to make sculptures of the human form Children will learn to: - explain their personal responses to pieces of art - combine simple 2-D shapes to make a human form - use found objects and everyday materials to	To make a sculpture with a simple human form Children will learn to: - express personal responses to the works of well-known artists - create art showing the human form, using simple lines and shapes	To explore sculptures with 'inside' and 'outside' spaces Children will learn to: - describe and discuss their own responses to sculptures by well-known artists - create sculptures with contrasting inside/outside spaces	To create kinetic sculptures that move in the wind Children will learn to: - describe and discuss their own responses to sculptures by well-known artists - create kinetic sculptures that move in the wind - explain their own process and identify ways of improving their own art	To make a sculpture where light, shape and colour create an interesting effect Children will learn to: - describe and discuss their own responses to sculptures by well-known artists - make a colourful, shiny, curvy sculpture inspired by the work of Dale Chihuly - explain their own process and identify ways of improving their own art	

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	make a sculpture with human form	express personal responses to their own artwork and that of others	explain their own process and identify ways of improving their own art				
RE Big Question: Can stories change people? Where did the World come from and how should we look after it?	Children will learn to: - explore the meaning of the concept of Creation - explore stories that Jews and Christians tell about how the world began, including the story of Adam and Eve - identify how Christians try to look after the world - explore stories that Hindus tell about how the world began - represent a creation story creatively - explain how they think the world began						
PSHE Feeling Included	Children will learn to: - know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right - know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed - understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority			Children will learn to: know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs			
Music Royal Opera House Create and Dance	Children will learn to: - describe pieces of classical music using musical vocabulary - recognise and respond to features of pulse, rhythm and pitch in pieces of classical music by different composers and from different eras - describe how a piece of music makes them feel and say why - discuss whether they like a piece of music and say why	Children will learn to: - describe pieces of classical music using musical vocabulary - recognise and respond to features of pulse, rhythm and pitch in pieces of classical music by different composers and from different eras - describe how a piece of music makes them feel and say why - discuss whether they like a piece of music and say why	Children will learn to: - describe pieces of classical music using musical vocabulary - recognise and respond to features of pulse, rhythm and pitch in pieces of classical music by different composers and from different eras - describe how a piece of music makes them feel and say why - discuss whether they like a piece of music and say why	Children will learn to: - describe pieces of classical music using musical vocabulary - recognise and respond to features of pulse, rhythm and pitch in pieces of classical music by different composers and from different eras - describe how a piece of music makes them feel and say why - discuss whether they like a piece of music and say why	Children will learn to: - describe pieces of classical music using musical vocabulary - recognise and respond to features of pulse, rhythm and pitch in pieces of classical music by different composers and from different eras - describe how a piece of music makes them feel and say why - discuss whether they like a piece of music and say why	Children will learn to: - describe pieces of classical music using musical vocabulary - recognise and respond to features of pulse, rhythm and pitch in pieces of classical music by different composers and from different eras - describe how a piece of music makes them feel and say why - discuss whether they like a piece of music and say why	Children will learn to: - describe pieces of classical music using musical vocabulary - recognise and respond to features of pulse, rhythm and pitch in pieces of classical music by different composers and from different eras - describe how a piece of music makes them feel and say why - discuss whether they like a piece of music and say why

