

Year 2 - What is a monarch? / What is it like in Shanghai?
Medium Term Planning Summer 2024

Week	Literacy	Maths	History	Science	Computing	RE	D&T	PE	Music
1	<p>Letters Newspaper article Setting description</p> <p>I can write a letter to the King.</p> <p>Discussing their favourite words and phrases.</p> <p>Learning the possessive apostrophe (singular) [for example, the girl's book].</p> <p>Writing for different purposes.</p> <p>subordination (using when, if, that, or because) and</p>	<p>Calculations Position Time</p> <p>Place value & Addition and subtraction</p> <p>LO I can represent numbers in different ways</p> <p>LO I can flexibly partition 2 digit numbers</p> <p>LO I can use related facts</p> <p>LO I can use strategies to add and subtract</p>	<p>What is a monarch?</p> <p>LO I can describe what a monarch is.</p> <p>Design a crown with symbols and labels to represent what a monarch is.</p>	<p>Plants</p> <p>LO I can identify that most living things live in habitats to which they are suited.</p> <p>Identifying the features of a Beach food chain.</p>	<p>Coding</p> <p>LO I can create a computer program using an algorithm.</p> <p>Understanding and demonstrating that an algorithm are instructional steps.</p>	<p>Judaism</p> <p>LO I can explain what makes a good leader.</p> <p>Comparing and contrasting the differences between teachers and leaders.</p>	<p>Mechanisms: Making a moving dragon</p> <p>LO I can look at objects and understand how they move.</p> <p>Identify pivots in products displayed.</p> <p>Look at a selection of toys and sketch their favourite one.</p> <p>Explain</p>	<p>Dance</p> <p>LO I can remember, repeat and link actions to tell the story of my dance.</p> <p>Using counts of 8s to make sure we stay in step.</p>	<p>On this island British songs and sounds</p> <p>LO I can learn about the music of the British Isles.</p> <p>Sing and listen to music inspired by different parts of the British Isles. Use instruments to represent</p>

	<p>co-ordination (using or, and, or but).</p> <p>SPAG:</p> <p>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs.</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p>	<p>LO I can add and subtract two 2 digit numbers</p> <p>LO I can use the inverse to check my answers</p>					<p>why they like it and how it can be improved.</p>		<p>different sounds related to being at the seaside.</p>
2		<p>LO I can solve addition and subtraction word problems</p> <p>LO I can problem solve</p>	<p>LO I can explain why coronations take place.</p> <p>Draw and label the 4 parts of a coronation.</p> <p>Act out a coronation</p>	<p>LO I can observe and describe how seeds and bulbs grow into mature plants.</p> <p>Growing a variety of seeds and thinking about where best they would flourish.</p>	<p>LO I can create a program using a given design.</p> <p>Planning an algorithm that includes a collision event.</p>	<p>LO I can explain why Abraham is important to Jewish people and Christians.</p> <p>Creating a factfile about Abraham.</p>	<p>LO I can look at objects and understand how they move.</p> <p>Explore making linkage systems which they can use when making their dragon.</p>	<p>LO I can develop an understanding of dynamics and how they can show an idea.</p> <p>Thinking about how we perform each step of our dancing.</p>	<p>LO I can learn about music of the British Isles and create music of our own.</p> <p>Learn the song 'Lavendar's blue'</p> <p>Make a soundscape of sounds heard in the countryside.</p>

3		<p>Position</p> <p>LO I can use language of position</p> <p>LO I can describe movement</p> <p>LO I can describe turns</p> <p>LO I can describe movement and turns</p> <p>LO I can make shape patterns with turns</p>	<p>LO I can explain how William the Conqueror became King of England.</p> <p>Sort Bayeux images in order to show how he became King.</p>	<p>LO I can observe and describe how seeds and bulbs grow into mature plants.</p> <p>Undertaking a sequence activity showing how a bulb grows.</p>	<p>LO I can understand that algorithms follow a sequence.</p> <p>Creating a set of events that includes a timer block.</p>	<p>LO I can explain what sort of leader Moses was.</p> <p>Listing features of what kind of leader that Moses was.</p>	<p>LO I can explore different design options.</p> <p>Design two possible moving dragon ideas. Reflect upon and evaluate designs to choose final design.</p>	<p>LO I can copy, remember and repeat actions using facial expressions to show different characters.</p> <p>Adding facial expressions to use our whole body when expressing ourselves in dance.</p>	<p>LO I can learn about music of the British Isles and create music of my own.</p> <p>Sing 'London bridge is falling down'. Create a city soundscape. Play sounds simultaneously to create a layered effect.</p>
4	<p>I can write a newspaper article about</p>		<p>LO I can explain how William the Conqueror</p>	<p>LO I can observe and describe how seeds</p>	<p>LO I can understand what different</p>	<p>LO I can learn why people would</p>	<p>LO I can make a moving dragon.</p>	<p>LO I can explore pathways and level.</p>	<p>LO I can compose a piece of music as</p>

	<p>William the Conqueror.</p> <p>Distinguishing between homophones and near-homophones.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Writing about real events.</p> <p>SPAG:</p>		<p>built castles while ruling England.</p> <p>Label Motte and Bailey Castles and Stone Keep Castles.</p> <p>Identify similarities and differences.</p>	<p>and bulbs grow into mature plants.</p> <p>Observing our bulb's growth so far, drawing a still life image and making technical observations.</p>	<p>events do in code.</p> <p>Modifying the properties of different objects in coding.</p>	<p>follow Jesus.</p> <p>Drawing a picture of one of the scenarios in which Jesus led people.</p>		<p>Using different balances to explore level during dance.</p>	<p>part of a group.</p> <p>Use a chosen environment as inspiration for a composition they will create with their group using instruments.</p>
5	<p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p> <p>Correct choice and consistent use of present tense and past tense</p>	<p>Time</p> <p>LO: I have a sense of the length of a minute.</p> <p>LO I know how many minutes are in an hour and how many hours are in a day.</p>	<p>LO I can identify features of a castle that would be effective when defending against attacks.</p> <p>Design a castle with</p>	<p>LO I can find out about a famous botanist.</p> <p>Researching and reporting on the life of Captain Cook.</p>	<p>LO I can understand the function of buttons in a program.</p> <p>Creating a computer program that includes</p>	<p>LO I can learn what kind of leader Jesus is.</p> <p>Completing a cloze story listing important parts of Jesus' life.</p>	<p>LO I can make a moving dragon.</p> <p>Construct and assemble their moving dragon.</p>	<p>LO I can copy, repeat and create actions in response to a stimulus.</p> <p>Choosing actions that show clear</p>	<p>LO I can perform my composition with my group.</p> <p>Perform their composition from the</p>

	<p><i>throughout writing.</i></p>	<p>LO I can order the days of the week and months of the year.</p>	<p>strong defences.</p>		<p>different object types.</p>			<p>changes in speed.</p>	<p>previous week to the rest of the class.</p>
6	<p>I can write a description of a castle.</p> <p>Recognising simple recurring literary language in stories and poetry.</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Evaluating their writing with the teacher and other pupils.</p> <p>SPAG:</p>	<p>LO: I can read time to the hour and to the half hour.</p> <p>LO: I can order time to the half hour.</p> <p>LO: I can tell the time past the hour.</p> <p>LO: I can tell the time to the hour.</p> <p>LO: I can read time on analogue clocks to the quarter hour.</p> <p>LO: I can begin to tell</p>	<p>LO I can suggest what a monarch was like in the past.</p> <p>Draw the next part of the Bayeux tapestry and add labels and speech bubbles to describe what type of monarch William the Conqueror was.</p>	<p>LO I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>To compare results of investigations from this half term. Which plants grew best? What does this tell you about the needs of plants?</p>	<p>LO I know what debugging means.</p> <p>Working through a set of challenges debugging broken pieces of code as we move along.</p>	<p>LO I recognise, name and describe religious artefacts, places and practices by understanding that there are different religions. Naming and listing the different religious believers.</p>	<p>LO I can add detail to my moving dragon.</p> <p>Complete creating moving dragon. Add, colour, patterns and details to their moving dragon.</p>	<p>LO I can copy, create and perform actions considering dynamics.</p> <p>Using dynamics to change how an action is displayed.</p>	<p>LO I can evaluate and improve a group composition</p> <p>Combine everything learnt so far to compose a piece of music that takes us on a journey through Britain.</p>

7	<p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>Adverbs.</p>	<p>the time 5 minutes.</p>	<p>Assessment</p> <p>Complete unit quiz. Talk through answers together.</p>	<p>Assessment Big Question:</p> <p>What should I do to grow a healthy plant?</p>	<p>LO I can create my own code.</p> <p>Using what we have learnt so far to display our own coding skills with our own creations.</p>	<p>LO I can identify what kind of leader I would be.</p> <p>Completing a self-portrait of ourselves as a leader and our best features.</p>	<p>LO I can evaluate my moving dragon.</p> <p>Evaluate their moving monster, reflecting upon whether it matches their design, what went well, what they would do to improve it next time.</p>	<p>LO I can create a short dance phrase with a partner showing clear changes of speed.</p> <p>Using unison to move in the same way as a partner.</p>	<p>Assessment</p> <p>Complete unit quiz and go through answers together</p>
Half Term									

Wk	<p>Literacy</p> <p>Character description Narrative Instruction writing</p>	<p>Maths</p> <p>Multiplication Division Money Fractions Shape</p>	<p>Geography</p> <p>What is it like to live in Shanghai?</p>	<p>Science</p> <p>Animals (Including Humans)</p>	<p>Computing</p> <p>Creating Pictures</p>	<p>PSHE</p> <p>Change</p>	<p>Art</p> <p>Drawing: Tell a story</p>	<p>PE</p> <p>Team Building</p>	<p>Music</p> <p>Musical Vocabulary (Under the sea)</p>
8	<p>I can write a description of a dragon.</p> <p>Discussing the sequence of events in books and how items of information are related</p> <p>Explain and discuss their understanding of books, poems and other material, both</p>	<p>Multiplication and division</p> <p>LO I can multiply by 2, 5 and 10</p> <p>LO I can divide by 2, 5 and 10</p> <p>LO I can recognise the relationship between</p>	<p>LO I can recognise physical and human features.</p> <p>Walk around the local area. Sketch physical and human features they see.</p>	<p>LO I can observe closely using simple equipment.</p> <p>Using magnifying glasses, closely observe feathers and eggs and drawing what we see.</p>	<p>LO I can describe the main features of impressionist art.</p> <p>Looking at the work of impressionist artists and recreate them using the</p>	<p>LO I can explore family life in different countries and say how it is the same as mine and how it is different.</p> <p>Creating an image of our</p>	<p>LO I can develop a range of mark making techniques.</p> <p>Use charcoal in different ways to express meanings of words.</p>	<p>LO I can follow instructions and work with others.</p> <p>Listening carefully to instructions and thinking them through before acting</p>	<p>LO I can learn the musical vocabulary: pulse and tempo.</p> <p>Use tempo and movement to tell a story about a busy day on the water.</p>

	<p>those that they listen to and those that they read for themselves.</p>	<p>5 and 10 x tables.</p>			<p>impressionism template.</p>	<p>own growing hearts.</p>		<p>upon them.</p>	
<p>9</p>	<p>Learning the possessive apostrophe.</p> <p>SPAG:</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>Adjectives.</p>	<p>LO I can understand division as the inverse of multiplication</p> <p>LO I understand doubling and halving as inverses</p> <p>LO I can solve word problems using multiplication or division</p>	<p>LO I can draw a sketch map.</p> <p>Draw a map using an ariel photograph.</p>	<p>LO I can notice that animals, including humans, have offspring which grow into adults.</p> <p>Make a timeline using photographs or cut out pictures of babies, young children, adults and elderly people.</p>	<p>LO I can explain what pointillism is.</p> <p>Working to recreate pointillist art using the Pointillism template.</p>	<p>LO I can discuss homes and home life from around the world and say how they are the same as mine and how they are different.</p> <p>Completing a similarities and differences poster between our country and another.</p>	<p>LO I can explore and experiment with mark making to make different textures.</p> <p>Use different materials and surfaces to recreate textures in an image.</p>	<p>LO I can co-operate and communicate in a small group to solve challenges.</p> <p>Ensuring that all team members are able to contribute ideas.</p>	<p>LO I can explain what dynamics and timbre are.</p> <p>Select instruments to represent sparkling, colourful fish.</p> <p>Children experiment with timbre and dynamics making a peice of music a class.</p>

I can write a narrative based around going on a journey.

Planning or saying out loud what they are going to write about.

Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

Making inferences on the basis of what is being said and done.

SPAG:

Money

LO I can choose notes and pounds.

LO I can make the same amount.

LO I can use coins to make amounts

LO I can add two amounts of money. I can find change.

LO I can solve problems involving money

LO I can name and locate some continents on a world map.

Locate and label Asia and China on a world map.

LO I can describe the importance for humans of exercise, eating the right amounts of different types of food.

Create a desert island in the classroom!

Imagine being stranded on the island. What would make you happy? What would your needs be? Send letters in bottles across the material sea, asking for

LO I can use 2Paint a Picture to art based upon a particular style.

Recreating the artwork of Piet Mondriam using computer programs.

LO I can explain what it is like to go to school in other countries and say how it is the same as or different from my school.

Creating a collage of our own homes.

LO I can develop observational drawing.

Draw a toy using HB pencils.

LO I can create a plan with a group to solve the challenges

Reflecting on what we did as a team and how we could improve in the future.

LO I can explain what pitch and rhythm are.

Add pitch and rhythm to their whole-class music by adding a new character.

	Expanded noun phrases to describe and specify [for example, the blue butterfly]			essential provisions.					
11	Sentences with different forms: statement, question, exclamation, command.		<p>LO I can identify physical and human features of a non-European country.</p> <p>Write a postcard describing features they have seen.</p>	<p>LO I can describe the importance for humans of exercise, eating the right amounts of hygiene.</p> <p>Carousel around different physical activities, observe the effects and answer questions in pairs.</p>	<p>LO I can combine more than one effect in 2Paint a Picture to enhance patterns.</p> <p>Researching surrealist art and creating our own using the eCollage function in 2Paint A Picture.</p>	<p>LO I can explore places where people live which are different from where I live.</p> <p>Writing a small passage about how we would survive in different environments.</p>	<p>LO I can understand how to apply expressions to illustrate a character.</p> <p>Make a quick sketch of each other.</p>	<p>LO I can communicate effectively and develop trust.</p> <p>Using short, clear instructions when guiding a partner through challenges.</p>	<p>LO I can explain what texture and structure are.</p> <p>Children use layering to imitate different textures of coral reef.</p>
12	Assessment week	<p>LO I can describe what it is like in Shanghai.</p> <p>Create a poster with pictures and</p>	<p>LO I can identify different types of healthy foods.</p> <p>Designing a mat to fit in the</p>		<p>LO I can think about how people use things from the earth and what problems</p>	<p>LO I can understand how to apply expressions to illustrate a character.</p>	<p>LO I can use teamwork skills to work as a group to solve problems.</p>	<p>LO I can perform a piece of music demonstrating different musical terms.</p>	

			descriptions of features in Shanghai.	bottom of our lunchboxes divided into the different food groups needed for healthy living.		this can cause. Creating a mind map of how we can protect our planet.	Using sketches from previous lesson, use tracing paper draw over the sketch to transform it.	Using positive language when communicating with teammates.	Perform whole-class music piece ensuring to include each skill learnt in previous weeks.
13	<p>I can write instructions to make Chinese Sponge cake.</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Learning to spell more words with contracted forms.</p>	<p>Fractions</p> <p>LO I can recognise non-unit fractions</p> <p>LO I can recognise the equivalence of half and two quarters</p> <p>LO I can recognise and find three quarters</p> <p>LO I can count in</p>	<p>LO I can compare Shanghai to a small area in the UK.</p> <p>Draw a view from a window in the UK and a view from a window in Shanghai. Compare the two.</p>	<p>LO I can find out about a famous scientist.</p> <p>Researching and reporting on the life of Steve Irwin.</p>	<p>LO I can use art programs on computers for a purpose.</p> <p>Creating a range of artwork using digital media apps.</p>	<p>LO I can say why it is important to care for the earth and identify how I can help protect it.</p> <p>Illustrating poetry based around looking</p>	<p>LO I can develop illustrations to tell a story.</p> <p>Make a concertina book and draw four scenes using character from previous lesson.</p>	<p>LO I can work as a group to copy and create a basic map.</p> <p>Working in small teams to create basic maps to send another</p>	<p>LO I understand key musical vocabulary.</p> <p>Match definitions of key vocabulary to words.</p>

	<p>Encapsulating what they want to say, sentence by sentence.</p>	<p>fractions up to a whole</p>				<p>after nature.</p>		<p>group on a treasure hunt.</p>	
<p>14</p>	<p>SPAG:</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>Sentences with different forms: statement, question, exclamation, command.</p>	<p>3D Shape</p> <p>LO I can name 3D shapes</p> <p>LO I can describe 3D shapes, counting vertices, edges and faces</p> <p>LO I can sort 3D shapes</p> <p>LO I can make patterns with 2D and 3D shapes</p>	<p>Assessment</p> <p>Complete end of unit quiz and discuss answers.</p>	<p>Assessment Big Question:</p> <p>Do living things change or stay the same?</p>		<p>LO I can support and understand a change. Completing an afternoon in KS2 and enjoying a range of different activities.</p>	<p>LO I can develop illustrations to tell a story.</p> <p>Complete and evaluate concertina books.</p>		<p>LO I understand key musical vocabulary.</p> <p>Use instruments to demonstrate musical terms.</p>