

Year 2, Summer Term 24-25 Medium Term Planning (1) What is a monarch? (2) What is it like to live by a coast?									
Week:	Literacy:	Maths:	History: What is a monarch?	Science: Use of Everyday Materials	Computing: Creating Pictures	D & T Mechanisms: Making a moving monster	RE Belonging to a Community	PE: Dance	Music: On this Island
1:	Chosen text: Kings and Queens by Marcia Williams Genre: Letter LOS I can identify features of a formal letter & can compare formal and informal letters. I can research the king. I can plan a letter. I can write a letter to the king. SPAG: STA assessment Guided Reading: I can read most words quickly and accurately, without overt sounding and blending.	Calculations LOS I can add pairs of 2-digit numbers by partitioning. I can add pairs of 2-digit numbers by counting on. I can subtract by counting up or counting back. I can subtract by finding a difference.	LO I can describe what a monarch is & explain how a coronation takes place. Design a crown with symbols and labels to represent what a monarch is.	LO I can recognise that objects are made from materials that suit their uses. Sorting a range of items and images of items using different scientific criteria.	LO I can explore artistic tools. Using 2Paint a picture to recreate an impressionist piece of art.	LO I can look at objects and understand how they move. Identify pivots in products displayed. Look at a selection of toys and sketch their favourite one. Explain why they like it and how it can be improved.	LO I can consider what makes a place special to people Creating a word cloud based around what it would be like to have a communal place or worship.	LO I can remember, repeat and link actions to tell the story of my dance. Completing a whole class dance based around "The Seret Carden"	LO I can learn to sing a British folk song. Practicing different vocal warmups linked to the British isles.
2:	Chosen text: Kings and Queens by Marcia Williams Genre: Newspaper LOS I can identify features of a newspaper report. I can ask questions to inform my writing. I can compile facts into sentences. SPAG: I can identify word classes. Guided Reading: I can identify non-fiction books that are structured in different ways	Calculations LOS I can add two two-digit numbers not crossing 10. I can subtract two two-digit numbers not crossing the 10. I can identify and represent numbers on a number line. I can solve addition and subtraction word problems.	LO I can explain how William the Conqueror became King of England. Sort Bayeux images in order to show how he became King.	LO I can recognise that the shape of some solid objects can be changed. Completing an experiment to see the stretchiness of different items!	LO I can recreate pointillist art using a template. Looking at the work of pointillist artists such as Seurat and creating art based on this style.	LO I can look at objects and understand how they move. Explore making linkage systems which they can use when making their dragon.	LO I can explore what it is like to visit a mosque Creating a booklet named "A guide to visiting a Mosque"	LO I can develop an understanding of dynamics and how they can show an idea. Introducing dynamics to our dance to help support us in telling a story.	LO I can practise and perform a song relating to the countryside. Singing simple songs from memory and practicing our breathing techniques.
3:	Chosen text: Kings and Queens by Marcia Williams Genre: Newspaper LOS	Shape / Position LOS I can complete a 3d shape sequence.	LO I can explain how William the Conqueror built castles while ruling England.	LO I can test the strength of different materials. Using non-standard units to measure	LO I can recreate lines-based artwork using a template. Describing the main features of	LO I can explore different design options. Design two possible moving dragon ideas. Reflect upon	LO I can explore what it is like to visit a gurdwara Completing a close activity thanking our friend Hardeep	LO I can use counts of 8 to help you stay in time with the music.	LO I can practise and perform a song relating to the city. Using different vocal sounds and effects to sing "London

	<p>I can use conjunctions to join clauses.</p> <p>I can plan a newspaper report (5Ws).</p> <p>I can write a newspaper report.</p> <p>I can edit and improve my writing.</p> <p>SPAG: I can use apostrophes for possession.</p> <p>Guided reading: I can ask and answer questions on a given text.</p>	<p>I can describe turns.</p> <p>I can describe quarter and half turns.</p> <p>I can identify right angles.</p>	<p>Label Motte and Bailey Castles and Stone Keep Castles.</p> <p>Identify similarities and differences.</p>	<p>and compare which paper fold makes the strongest bridge and recording data in a block graph.</p>	<p>Piet Mondrian's work and then using 2Paint a Picture to create art based upon his style.</p>	<p>and evaluate designs to choose final design.</p>	<p>for letting us visit their gurdwara.</p>	<p>Mirroring our dance partner with a friend as part of our dance.</p>	<p>Bridge is Falling Down."</p>
4:	<p>Chosen text: Kings and Queens by Marcia Williams</p> <p>Genre: Poetry</p> <p>LOS</p> <p>I can perform poetry, with the correct intonation to express the poet's meaning.</p> <p>I can identify rhyming words.</p> <p>I can express my views an opinion on poetry.</p> <p>I can write a poem.</p> <p>SPAG: I can use past and present tense correctly.</p> <p>Guided reading: I can listen to, discuss and express views about a wide range of contemporary and classic poetry.</p>	<p>Time</p> <p>LOS</p> <p>I can identify quarter to on an analogue clock.</p> <p>I can identify quarter past on an analogue clock.</p> <p>I can tell time at five minutes intervals past the hour.</p> <p>I can tell time at five minute intervals to the hour.</p>	<p>LO I can identify features of a castle that would be effective when defending against attacks.</p> <p>Design a castle with strong defences.</p>	<p>Assessment</p> <p>How do we choose the best material?</p>	<p>LO I can look at some surrealist art and create my own.</p> <p>Using the eCollage function in 2Paint a Picture to create surrealist art using drawing and clipart.</p>	<p>LO I can make a moving dragon.</p> <p>Construct and assembly their moving dragon.</p>	<p>LO I can discuss the shape of Buddhist temples.</p> <p>Drawing and designing our own Buddhist temple including lots of shapes.</p>	<p>LO I can copy, remember and repeat actions using facial expressions to show different characters.</p> <p>Creating a dance with our partners based around "The Secret Dance" music using the skills that we have learnt.</p>	<p>LO I can create symbols to represent sounds.</p> <p>Listening to music and mark making symbols to reflect what we have heard.</p>
Half Term									
Week:	Literacy	Maths	Geography What is it like to live by the coast?	Science Plants	Computing Making Music Presenting Ideas	Art Sculpture and 3D: Clay houses	PSHE Transition Safety	PE Team Building / Athletics	Music Dynamics / Timbre
5:	<p>Chosen text: Film unit The Little Boat</p> <p>Genre: Setting Description</p> <p>https://www.literacyshed.com/little-boat.html</p> <p>LOS</p> <p>I can create a word bank of adjectives.</p>	<p>Multiplication and Division</p> <p>LOS</p> <p>I know the two-times table.</p> <p>I can divide by two.</p>	<p>(completing Monarchs unit)</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.</p>	<p>LO I can recognise that seeds need certain conditions to grow.</p> <p>Planning comparative tests to find out the condition that seeds need to grow.</p>	<p>LO I can explore, edit and combine sounds.</p> <p>Exploring how to modify the speed of different sounds.</p>	<p>LO I can use my hands as a tool to shape clay.</p> <p>Children to explore working with clay, trying three skills (smoothing, shaping and marking)</p>	<p>LO I can understand what the internet is and how it can help anyone that uses it.</p> <p>Comparing what life used to be like with images of before the internet.</p>	<p>LO I can follow instructions and work with others.</p> <p>Taking it in turns to listen or read instructions to a partner and then making sure they are carried out carefully.</p>	<p>LO I can create a simple soundscape using dynamic changes.</p> <p>Going on a voyage to Outerspace and then creating a soundscape plan.</p>

	<p>I can use expanded noun phrases.</p> <p>I can use the 5 senses to begin to describe a setting.</p> <p>I can use subordinating conjunctions.</p> <p>SPAG: I can use pronouns (recap)</p> <p>Guided reading: I can ask and answer questions.</p>	<p>I can double and half to 24.</p> <p>I can identify odd and even numbers.</p>	<p>Labels and speech bubbles to describe what type of monarch William the Conqueror was.</p> <p>End of unit quiz.</p>						
6:	<p>Chosen text: Film unit The Little Boat</p> <p>Genre: Setting Description</p> <p>LOS</p> <p>I can use different sentence types.</p> <p>I can uplevel sentences.</p> <p>I can write a setting description.</p> <p>I can evaluate and edit my writing.</p> <p>SPAG: I can form nouns using -er</p> <p>Guided reading: I can make inferences on the basis of what is being said and done</p>	<p>Multiplication and Division</p> <p>LOS</p> <p>I know the ten-times table.</p> <p>I can divide by ten.</p> <p>I know the five-times table.</p> <p>I can divide by five.</p>	<p>LO I can locate seas and oceans surrounding the UK.</p> <p>Label the four countries & four capital cities of the UK on a map.</p> <p>Label the surrounding seas and oceans on the map.</p>	<p>LO I can recognise that seeds and bulbs contain what they need to grow into a plant.</p> <p>Observing seeds and bulbs and measuring the length of a shoot in centimetres.</p>	<p>LO I can think about how music can be used to express feelings and create tunes which depict feelings.</p> <p>Creating and depicting two tunes that depict two distinct feelings.</p>	<p>LO: I can shape a pinch pot and join clay shapes as decoration</p> <p>Children to follow given techniques to create a pinch pot. Decorations to be added using joining techniques</p>	<p>LO I can understand how to stay safe when using the internet.</p> <p>Creating posters of how we know how to stay safe online at Stokesay Primary School.</p>	<p>LO I can co-operate and communicate in a small group to solve challenges.</p> <p>Playing a team game where children are each given an animal title and they need to find friends with the same title.</p>	<p>LO I can listen to music and respond creatively, considering how dynamics can be represented.</p> <p>Listening to space-inspired music and responding to its dynamics, instruments and mood through drawing.</p>
7:	<p>Chosen text: The proudest blue by Ibtihaj Muhammad</p> <p>Genre: Narrative</p> <p>LOS</p> <p>I can sequence events in a narrative.</p> <p>I can identify features of a main character.</p> <p>I can describe how a character may be feeling.</p> <p>I can link my own life experiences to a story.</p> <p>SPAG: I can use the progressive tense.</p>	<p>Money</p> <p>LOS</p> <p>I can compare amounts of money.</p> <p>I can calculate with money.</p> <p>I can find change.</p> <p>I can solve two-step money problems.</p>	<p>LO I can explain what the coast is</p> <p>Locate and label named UK coasts on their maps, using Google Earth.</p> <p>Shade the 5 different coasts on the map.</p>	<p>LO I can describe what seeds need to germinate.</p> <p>Gathering and recording test results in a table and comparing the data to find out what seeds need to germinate.</p>	<p>LO I can upload a sound from a bank of sounds to experiment with.</p> <p>Creating our own tunes using sounds which we have added to the Sounds section.</p>	<p>LO I can use impressing and joining techniques to decorate a clay tile.</p> <p>Using taught techniques, create a tile and practise decorating using impressing and joining techniques</p>	<p>LO I can understand the difference between secrets and surprises.</p> <p>Completing a framing activity that represents how we feel about secrets compared to surprises.</p>	<p>LO I can create a plan with a group to solve the challenges.</p> <p>Playing "Pass the Ship" as two small teams.</p>	<p>LO I can compare two pieces of music.</p> <p>Comparing two pieces of music by the same composer, using musical vocabulary to explain differences in tempo and dynamics.</p>

	Guided reading: I can become increasingly familiar with and retelling a wider range of stories								
8:	<p>Chosen text: The proudest blue by Ibtihaj Muhammad Genre: Narrative</p> <p>LOS</p> <p>I can write in first person.</p> <p>I can plan a narrative.</p> <p>I can write a narrative (2 days)</p> <p>I can edit and improve my work.</p> <p>SPAG: I can use apostrophes for contractions (recap)</p> <p>Guided reading: I can discuss the sequence of events in books and how items of information are related.</p>	Assessment Week	<p>LO I can identify the physical features of the Jurassic Coast.</p> <p>Looking at photographs, label the physical feature they can see on the Jurassic Coast.</p>	<p>LO I can describe the effect of light on plant growth.</p> <p>Exploring what plants need for healthy growth with drama, using a ruler to measure stem growth and recording data in a plant diary.</p>	<p>LO I can explore how a story can be presented in different ways.</p> <p>Examining a traditional tale and then presenting it as a mind map.</p>	<p>LO I can identify features of a 3D model.</p> <p>Look at different house designs and identify the features we may include on our house tile. Children to work in groups to sketch different features of a house.</p>	<p>LO I can understand the concept of privacy and the correct vocabulary for body parts.</p> <p>Labelling a boy and girl using the correct language.</p>	<p>LO I can communicate effectively and develop trust.</p> <p>Trusting, being led by a friend whilst wearing a blindfold!</p>	<p>LO I can create a short pitch pattern to represent a planet.</p> <p>Creating and playing pitch patterns (short sequences of sound); notating or writing down compositions.</p>
9:	Assessment Week	<p>Shape</p> <p>LOS</p> <p>I can count faces on 3d shapes.</p> <p>I can count edges on 3d shapes.</p> <p>I can count vertices on 3d shapes.</p> <p>I can sort 3d shapes.</p>	<p>LO I can identify the human features of the Jurassic Coast.</p> <p>Investigate the town of Weymouth. Sort physical and human features of the town into a table.</p>	<p>LO I can identify stages of a plant's life cycle.</p> <p>Recognising the sequence of a plant's life cycle in an outdoor team game and drawing diagrams to represent each stage.</p>	<p>LO I can make a quiz.</p> <p>Making a quiz based around our class story.</p>	<p>LO I can use drawing to plan the features of a 3D model.</p> <p>Share images of home. Discuss different features that would be shown on their tile i.e. doors, windows, chimneys etc. Children and design their tile, labelling which features will be joined or impressed.</p>	<p>LO I can understand safe and unsafe touches.</p> <p>Talking about the PANTS rule and going through the NSPCC video together.</p>	<p>LO I can use teamwork skills to work as a group to solve problems.</p> <p>Completing the "Elephant Walk" race activity in small groups of four!</p>	
10:	<p>Chosen text: The proudest blue by Ibtihaj Muhammad Genre: Balanced Argument</p> <p>LOS</p> <p>I can identify features of a balanced argument.</p> <p>I can research facts.</p>	<p>Fractions</p> <p>LOS</p> <p>I can recognise non-unit fractions</p> <p>I can recognise the equivalence of half and two quarters</p>	<p>LO I can investigate how people use the local coast.</p> <p>Fieldwork</p> <p>Visit a coastal area or town which attracts tourists - keep a tally of</p>	<p>LO I can recognise what plants need for healthy growth.</p> <p>Recalling what plants need for healthy growth and recognising the positive and negative impact that humans have on</p>	<p>LO I can make a fact file on a non-fiction topic.</p> <p>Creating a fact file using Purple Mash based around plants.</p>	<p>LO I can make a clay tile from a drawn design.</p> <p>Use the house design from last lesson to create clay tile house. Discuss the making process, equipment needed, skills etc.</p>	<p>LO I can know my body is important and belongs to me.</p> <p>Discussing as a whole class different close contact scenarios.</p>	<p>LO I can work with a group to copy and create a basic map.</p> <p>All members of the team to listen to and share with each other ideas to ensure we create a working</p>	<p>LO I can perform a pitch pattern representing a planet, using vocal and instrumental sounds and changes in dynamics.</p> <p>Combining soundscapes and</p>

	<p>I can use fronted adverbials.</p> <p>I can use conjunctions to justify my argument.</p> <p>SPAG: I can uplevel sentences.</p> <p>Guided reading: I can recognise simple recurring literary language in stories.</p>	<p>I can recognise and find three quarters.</p> <p>I can count in fractions up to a whole.</p>	<p>human features seen there.</p>	<p>plants in the environment.</p>				<p>map for others to copy.</p>	<p>pitch patterns created in previous lessons to create and perform a longer piece of music.</p>
11:	<p>Chosen text: The proudest blue by Ibtihaj Muhammad</p> <p>Genre: Balanced Argument</p> <p>LOS</p> <p>I can orally form a balanced argument.</p> <p>I can plan a balanced argument.</p> <p>I can write a balanced argument.</p> <p>I can share and evaluate my balanced argument.</p> <p>SPAG: I can answer SPAG questions.</p> <p>Guided reading: I can draw on what I already know or on background information and vocabulary provided by the teacher.</p>	<p>Additions and Subtractions</p> <p>LOS</p> <p>I can add and subtract two 2-digit numbers.</p> <p>I can use the inverse to check my answers.</p> <p>I can solve addition and subtraction word problems.</p> <p>I can problem solve.</p>	<p>LO I can present findings on how people use the local coast.</p> <p>Present findings from previous week into a pictogram.</p>	<p>Assessment</p> <p>What should I do to grow a healthy plant?</p>	<p>LO I can make a presentation.</p> <p>Using an app on the Purple Mash software to present information to the rest of the class in a preferred manner.</p>	<p>LO I can evaluate my tile.</p> <p>Children evaluate their tile, identifying what they did well and what they would do differently next time.</p>	<p>LO I can understand that change can cause mixed feelings.</p> <p>Discussing and expressing how the upcoming class change will make us feel.</p>		