



Fairview Community Primary School
Medium Term Planner

At Fairview, our school values underpin everything we do and are core to the ethos of our school. Our aim is to develop a community of **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, **respect** and **honesty** towards one another.

Year Group: 2
Terms: 3 & 4

Curriculum focus:
Great Fire of London

Critical Enquiry Question: Could the Great Fire of London happen again now in 2025? Why?

End of Unit Assessment Activity: A class debate on our critical question. For and against if a Great Fire could happen again.

Wow moments: A Walk in Rochester trip, VR Workshop – Science and GFoL theme day.

Term 3					
	Week 1	Week 2	Week 3	Week 4	Week 5
English	Ll: to ask a range of questions Ll: to use command sentences to give advice. Ll: to use a range of sentence types to create a poster. Ll: To write a setting description.	Ll: to sequence and caption events in past tense. Ll: to recognise past and present tense. Ll: to use past tense to write a postcard. Ll: to record a range of questions.	Ll: to write about real events in a diary entry. Ll: to record factual statements. Ll: to research a local historical town. Ll: to use conjunctions to include opinions in their writing.	Educational Visit – A Walk in Rochester Ll to plan a local walking guide Ll: to use adjectives to describe landmarks. Ll: to use the suffix -ly to create adverbs.	Ll: to use a range of different sentence types to write an introduction. Ll: to use the present tense to continue to write a walking tour guide. Ll: to use thoughtful adjectives to continue to write a walking tour guide. Ll: to use a range of different sentence types to write a conclusion.
Reading	Retrieval, vocabulary, inference, 1-1 reading	Retrieval, vocabulary, inference, 1-1 reading	Retrieval, vocabulary, inference, 1-1 reading	Retrieval, vocabulary, inference, 1-1 reading	Retrieval, vocabulary, inference, 1-1 reading
Maths	Money Ll: To know how to count money in pence. Ll: To know how to count money in pounds. Ll: To be able to count money in pounds and pence. PPA	Money Ll: To know how to pick notes and coins to make a given amount. Ll: To know how to make an amount using pounds and pence. Ll: To know how to compare amounts. Ll: To know how to calculate the total or difference with money. Arithmetic	Money Ll: To understand how to make £1. Ll: To know how to find change. Ll: To know how to solve 2 step word problems with money. Multiplication Ll: To identify equal groups. PPA	Multiplication Rochester Trip Ll: To know how to add equal groups Ll: To understand the multiplication symbol. Ll: To know how to write multiplication number sentences. Arithmetic	Multiplication Ll: To know how to use and describe arrays. Ll: To know how to make equal groups by grouping. Ll: To know how to make equal groups by sharing Ll: (NSPCC number day activities) PPA Week 6 Multiplication Ll: To know how to multiply by 2. Ll: To know how to divide by 2. Great Fire of London Workshop Ll: To understand how to double and halve numbers. Arithmetic
Science Materials	Ll: To be able to identify materials and their uses.	Ll: To understand how to select the right materials to build a bridge	Ll: To test the stretchiness of materials.	Ll: To understand that materials can change their shape by twisting, bending, squashing or stretching.	Ll: To learn about Charles MacIntosh and explore how materials are suitable for different purposes.
History Great Fire of London	Ll: To explore what we already know about the Great Fire of London and what questions we would like to find the answer to.	Ll: To describe some of the ways we live now and how these are similar and different to 1666.	Ll: To know and understand why the Great Fire of London Started.	Ll: To identify the sequence of events of the Great Fire of London.	Ll: To write in first person as a historic figure. Ll: To understand how we know about the Great Fire of London.
Art	Ll: To develop knowledge of colour mixing.	Ll: To know how texture can be created with paint.	Ll: To use paint to explore texture and pattern.	Ll: To compose a collage, choosing and arranging materials for an effect.	Ll: To evaluate and improve artwork.
Music Sing Up- Play Percussion- Time	Ll To listen to music, paying close attention. Ll To understand why a piece of music has been written.		Ll To begin to recognise notation for quavers, crotchets, minims and a crotchet rest . Ll To create rhythmic chants using written notation.		Ll To match dot notation with the pitch of 3 notes. Ll To compose simple melodies using 3 notes.

Computing	Internet safety To be able to identify kind and unkind behaviour online.	Ll: To understand what a spreadsheet looks like. Ll: To add images to a spreadsheet.	Ll: To use clipart images in a spreadsheet. Ll: To use 2Calculate to solve a simple puzzle.	Ll: To open and explore PowerPoint.	Ll: To edit and save a PowerPoint presentation.
RE	Theme: Prayer at home Key Question: Does praying at regular intervals help a MUslim in his/her everyday life? Religion: Islam Ll: To understand the commitment needed to do something 5 times a day and the effect it has on your life.	Ll: To understand how Muslims pray.	Ll: To know the name of some of the prayer movements and to know what they mean.	Ll: To be able to explain how praying at regular intervals helps a Muslim in his/her daily life.	Ll: To understand the importance of commitment in our lives and to know how it can help us to achieve our goals.
PSHE	Ll: To set myself a realistic goal and consider how to achieve it.	L.I. to persevere to reach my goal.	L.I. to understand how working with other people can help me to learn.	Ll- To understand what makes a good team.	Ll: To consider whether I have achieved my goal.
PE	Hit, Run Catch Unit 2 Ll:To work as a team to return a ball to a base. Run, jump Throw Unit 1 Ll: To have an awareness of others when running.	Hit, Run Catch Unit 2 Ll: To use a variety of kicking techniques to send a ball. Run, jump Throw Unit 1 Ll: Too create power with your legs to turn.	Hit, Run Catch Unit 2 Ll: To kick a bowled ball in a variety of ways. Run, jump Throw Unit 1 Ll: To participate in an obstacle relay.	Hit, Run Catch Unit 2 Ll: To recognise the role of wicket keeper. Run, jump Throw Unit 1 Ll: To use a variety of different throws.	Hit, Run Catch Unit 2 Ll: To recognise the role of backstop. Run, jump Throw Unit 1 Ll: To copy and complete actions with accuracy.
Forest School	Safely building free standing shelters		Creating a waterproof shelter		Safely creating and taking down shelters- understanding the order in which to take it down

Term 4						
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English	Ll: To research information about London landmarks. Ll: To write in present tense to create a Poster. Ll: To use past tense to write about old London.	Ll: To use command sentences in a warning poster. Ll: To use different sentence types to create speech Bubbles.	Ll: To use simple past tense to write a diary entry. Ll: To use present progressive tense in a speech.	Ll: To continue my speech and give advice. Ll: To use conjunctions to give reasons.	Ll: To use adverbials to express time. Ll: To plan a fact file. Ll: To write a fact file in present tense.	Ll: To continue a fact file about a topic. Ll: To edit and publish my fact file.
Maths	Multiplication/ Division Theme days Ll: To know how to identify if a number is odd or even. Ll: To know how to multiply by 10.	Ll: To know how to divide by 10. Ll: To know how to multiply by 5. Ll: To know how to divide by 5. World Book Day Arithmetic	Assessment week Ll: To understand the relationship between the 5 and 10 times tables. Length and Height Ll: To know how to measure length in centimetres. Ll: To know how to measure length in metres.	Ll: To know how to compare lengths and heights. Ll: To know how to order lengths and heights. Ll: To know how to solve length and height calculations with the four operations. Mass, Capacity and Temperature Ll: To know how to compare masses. Arithmetic	Ll: To know how to measure in grams. Ll: To know how to measure in kilograms. Ll: To know how to solve problems using the four operations with mass. Ll: To know how to compare volume and capacity.	Ll: To know how to measure in millilitres. Ll: To know how to measure in litres. Ll: To know how to solve problems using the four operations with volume and capacity. Ll: To know how to measure temperature. Arithmetic
Science Living Things and Their Habitats	Ll: To compare the differences between things that are living, dead and have never been alive.	Ll: To identify and name a variety of plants and animals in a microhabitat.	Ll: To design a suitable microhabitat where living things could survive.	Ll: To know and find out what animals eat to survive in their habitat.	Ll: To understand food chains.	Ll: To understand the journey food makes from the farm to the supermarkets.
Reading	Retrieval, vocabulary, inference, 1-1 reading	Retrieval, vocabulary, inference, 1-1 reading	Retrieval, vocabulary, inference, 1-1 reading	Reading Assessments	Retrieval, vocabulary, inference, 1-1 reading	Retrieval, vocabulary, inference, 1-1 reading
History Great Fire of London	Great Fire of London Workshop	Ll: To find out what London was like after the Great Fire.	Ll: To explain how London was rebuilt after the Great Fire.	Ll: To understand the impact The Great Fire of London had on our rescue services.	Ll: To show what I have learned about the Great Fire of London and the changes it made to society.	Ll: To explain my reasons to a question using factual information.
DT Healthy Wraps	Ll: To recognise foods and their food groups.	Ll: To identify the balance of food groups in a meal.	Ll: To identify an appropriate piece of equipment to prepare a given food.	Ll: To select balanced combinations of ingredients.	Ll: To design based on criteria.	Ll: To evaluate a dish based on design criteria.
Music	Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo.		Walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato). Know the difference between left and right to support coordination and shared movement with others. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.		Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point. Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.	

					Create / perform chanted rhythm patterns with stick notation.	
Computing	Ll: To understand how people can communicate online.	Ll: To create a computer program using an algorithm.	Ll: To understand the collision detection event.	Ll: To design an algorithm that follows a sequence.	Ll: To understand what different events do in a code.	Ll: To understand the function of buttons in a program.
RE	<p>Year 2 Spring 2 Theme: Easter – Resurrection Key Question: How important is it to Christians that Jesus came back to life after his crucifixion? Religion: Christianity</p> <p>Ll: To understand that all living things die.</p>	L.I To know that Christians believe Jesus died when he was crucified and Christians remember this on Good Friday.	L.I to be able to explore different Christian beliefs about the resurrection.	Ll: To recognise the importance of the Easter Story for Christians	Ll: To express my own opinions of the Easter story.	<p>L.I. To know why Christians celebrate Easter with symbols of new life.</p> <p>- Create Easter cards</p>
PSHE	Ll: I know what I need to keep my body healthy	<p>Ll: To be able to tell you when a feeling is weak or strong.</p> <p>Ll: I know things I can do to help me relax.</p>	Ll: I understand how medicines work in my body and how important it is to use them safely	Ll: To be able to sort foods into the correct food groups and know which foods my body needs	Ll: To decide which foods to eat to keep my body healthy. (Link to DT healthy wraps)	
PE	Attack Defend Shoot Unit 2 Dance Unit 1	Attack Defend Shoot Unit 2 Dance Unit 1	Attack Defend Shoot Unit 2 Dance Unit 1	Attack Defend Shoot Unit 2 Dance Unit 1	Attack Defend Shoot Unit 2 Dance Unit 1	Attack Defend Shoot Unit 2 Dance Unit 1
Forest School	<p>Designing and building a bug hotel</p> <p>Looking for and identifying different insects</p>		<p>Maintaining the bug hotel</p> <p>Looking for insects that might be using it</p> <p>Researching how to attract the bugs to the hotel</p>		Creating a fact file about different insects (for our Forest School book)	