



**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**  
**Term: 3 and 4**

**Curriculum focus:**  
Great Fire of London

**Critical Enquiry Question:** Could the Great Fire of London happen again now in 2024? 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 Wigmore trip, Kent Life Trip

**Term 3**

	Week 1	Week 2	Week 3	Week 4	Week 5
<b>English</b>	Ll: To use different sources to research information about London. Ll: To write in the present tense. Ll: To use the past tense. Ll: To use command sentences. Ll: To use contractions in speech.	Ll: To use simple past tense for a newspaper. Ll: To use conjunctions to give reasons. Ll: To use adverbials to express time. Ll: To identify the features of a non-fiction text.	Ll: To plan a non-fiction text. Ll: To write and edit a fact file. Ll: To write and edit a fact file. Ll: To write and edit a fact file.	Ll: To ask a range of questions. Ll: To write a setting description. Ll: To sequence and caption events in the past tense. Ll: To use past tense to write a postcard.	A Walk in Wigmore (Local Walk) Ll: To plan a recount. Ll: To write a recount in the past tense. Ll: To write a recount in the past tense.
<b>Reading</b>	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
<b>Maths</b>	Money Ll-To recognise the value of each British coin and use this to work out amounts. (pence) and (pounds) Ll-To be able to add coins together to find an amount Ll-To be able to choose an amount using notes and coins	Money Ll-To be able to choose an amount using notes and coins Ll: To compare different amounts of money Ll: To calculate amounts using pounds and pence Ll: To be able to make £1	Money and Multiplication Ll: To be able to find change Ll: To solve two step problems involving money Ll: To be able to use inverse Ll: To recognise and make equal groups	Multiplication Ll: To be able to add equal groups Ll: To recognise and apply the multiplication symbol Ll: To be able to write multiplication sentences Ll: To be able to use arrays	Multiplication and Division Ll: To make equal groups (grouping) Ll: To make equal groups (Sharing) Ll: To be able to use the 2 times table Ll: To be able to divide into 2 groups
<b>Science Materials</b>	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 explore and 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.
<b>History Great Fire of London</b>	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.	Kent Life Trip
<b>Art</b>	Ll: To know about the work of a range of artists and make links to my own work	Ll: To use Line, shade, tone and texture to create effects.	Ll: To be able to use line and tone through the medium of pencil to create a detailed sketch.	Ll: To be able to use water colours to create my desired effect.	Ll: To recognise expressive art. Ll: To combine a range of techniques to create a final piece.
<b>Music</b>	<ul style="list-style-type: none"><li>Find out about Carnival of the Animals.</li><li>Listen to the music, identifying instruments and talking about the character of the music and the kind of animals it represents.</li><li>Show the character of the music through movement.</li></ul>		<ul style="list-style-type: none"><li>Get moving and warmed up with <i>I once saw an elephant</i>.</li><li>Listen to two movements from <i>Carnival of the Animals</i> – 'Fossils' / 'The swan'. Identify how choices of instruments create character. Respond to the character of the piece.</li><li>Listen to an extract from <i>Danse macabre</i>.</li></ul>		
<b>Computing</b>	Internet safety To be able to identify kind and unkind behaviour online.	Ll: To open and explore PowerPoint.	Ll: To edit and save a PowerPoint presentation.	Ll: To reopen and add images to a PowerPoint presentation.	Ll: To reopen and edit a PowerPoint presentation.
<b>RE</b>	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.

<b>PSHE</b>	Ll: To set myself a realistic goal and consider how to achieve it.	L.l. to persevere to reach my goal.	L.l. 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.
<b>PE</b>	Hit, Run Catch Unit 2 Run, jump Throw Unit 1	Hit, Run Catch Unit 2 Run, jump Throw Unit 1	Hit, Run Catch Unit 2 Run, jump Throw Unit 1	Hit, Run Catch Unit 2 Run, jump Throw Unit 1	Hit, Run Catch Unit 2 Run, jump Throw Unit 1

Term 4						
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>English</b>	Ll: To be able to use positional language. Ll: To be able to use prepositions in descriptive sentences. Ll: To be able to include words with the prefixes un and in, in sentences. Ll: To be able to use commands to give advice. Ll: To be able to record information using a range of sentences.	Ll: To write a descriptive sentence. Ll: To use noun phrases in a list. Ll: To describe movement. Ll: To create a story plan.	<i>World Book Day</i> <i>Science Day</i>  <i>Ll: To be able to write the beginning, middle and end of a fictional narrative. (over 3 days)</i>	Ll: To use conjunctions to make predictions about characters in a text. Ll: To use noun phrases to write a character description. Ll: To use the present tense to write a diary entry. Ll: To use command sentences to write instructions.	Ll: To use prepositions to describe my ship. Ll: To use past tense to write a postcard. Ll: To describe my own fantasy setting. Ll: To plan my story. Ll: To use noun phrases to write the beginning of the story.	Ll: To use past tense to write the middle of the story. Ll: To use noun phrases to write the ending to my story.
<b>Maths</b>	Multiplication/ Division Ll: To be able to double and half amounts. Ll: To be able to recognise odd and even numbers Ll: To be able to use the 10 times table Ll: To be able to divide by 10	Multiplication/ Division Length/Height Ll: To be able to use the 5 times table Ll: To be able to divide by 5 Ll: To be able to measure in centimetres Ll: To be able to measure in meters	Assessment week <i>World Book Day</i> <i>Science Day</i>	Length/ Height/ Mass Ll: To be able to compare lengths and heights. Ll: To order lengths and heights Ll: To be able to use the four operations using heights and lengths. Ll: To be able to compare mass	Capacity / Volume Ll: To be able to measure in grams. Ll: To be able to measure in kilograms. Ll: To compare volume and capacity Ll: To be able to measure in millilitres	Capacity / Temperature Ll: To be able to measure in litres Ll: To be able to read temperatures
<b>Science</b> Habitats around the world	Ll: To be able to identify which animals might live in a range of habitats.	Ll: To understand that habitats are constantly changing and know what you can do to care for a habitat.	Science day	Ll: To know about different ocean life and understand an ocean habitat.	Ll: To identify the differences between the arctic and Antarctic and know some animals that live in each polar habitat.	Ll: To understand what animals are best suited to live in desert, underground and ocean habitats.
<b>Reading</b>	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
<b>History</b> Great Fire of London	L.l To find out what London was like after the Great Fire.	L.l To find out how London was re-built after the Great Fire.	Ll: To understand the impact The Great Fire of London had on our rescue services	L.l To show what I have learned about the Great Fire of London and the changes it made to society.	L.l To show what I have learned about the Great Fire of London and the changes it made to society.	Great Fire of London Day Workshop
<b>DT</b> Cereal bars	L.l To explore and evaluate a range of cereal bars.	L.l To explore food by taste and texture.	L.l To design informative packaging.	L.l To make a cereal bar and to use tools safely and effectively.		L.l To evaluate the finished product.
<b>Music</b>	Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece		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		Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.	

[illegible]