



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: 5

Curriculum focus:
Australia

Critical Enquiry Question:
What are the differences between Australia and the UK?

End of Unit Assessment Activity:
Non- Fiction Leaflet about Australia

Wow moments:
VR Australia experience, Australia Fun Day, Aboriginal music sessions

Term 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English We are water protectors	To be able to write a simple sentence using a capital letter and full stop. To identify nouns and verbs To create a list poem. To be able to use conjunctions to extend sentences.	To understand that sentences have different forms. To create a poster using different sentence types. To identify the features of a non fiction text. To create a fact file using the present tense.	To gather adjectives to describe a character. To use expanded noun phrases to describe and specify. To write a non- chronological report. To write a chronological report.	To research information in order to be accurate. To edit and improve my writing. To understand that sentences have different forms.	To plan to write for different purposes. To write an environmental campaign. To write an environmental campaign. To edit and improve my writing. To write up and publish my work.	To be able to write sentences that have been dictated to me. To be able to write a recount.
Reading	To understand the vocabulary used in a text. To be able to retrieve information from a text. To be able to make inferences about what I have read.	To understand the vocabulary used in a text. To be able to retrieve information from a text. To be able to make inferences about what I have read. To be able to sequence the events from the story.	To understand the vocabulary used in a text. To be able to retrieve information from a text. To be able to make inferences about what I have read.	To understand the vocabulary used in a text. To be able to retrieve information from a text. To be able to make inferences about what I have read. To be able to sequence the events from the story.	To understand the vocabulary used in a text. To be able to retrieve information from a text. To be able to make inferences about what I have read.	To understand the vocabulary used in a text. To be able to retrieve information from a text. To be able to make inferences about what I have read. To be able to sequence the events from the story.
Maths	To identify the parts and the whole. To recognise equal and unequal parts. To identify half of shapes. To identify half of a number. To recognise $\frac{1}{4}$.	To find a quarter of a number. To recognise a third. To find $\frac{1}{3}$ of a number. To recognise unit fractions.	To recognise non-unit fractions. To identify that one half and two quarters are equal. To find three quarters. To count in fractions. Arithmetic.	To know how to tell the time using o'clock and half past. To know how to tell the time using quarter past and quarter to. To know how to tell the time using quarter past and quarter to.	To know how to tell the time past the hour. To know how to tell the time to the hour. To know how to tell the time to the nearest 5 minutes. To know how to tell the time to the nearest 5 minutes. Arithmetic	To know how many minutes are in an hour. To know how many hours are in a day. Practical time.
Science Habitats	To compare the differences between things that are living,	To identify and name a variety of plants and animals in a microhabitat.	To design a suitable microhabitat where living things could survive.	To know and find out what animals eat to survive in their habitat.	To understand food chains.	To understand the journey food makes from the farm to the supermarket.

	dead, and things that have never been alive.					
Geography	To think about what we know and what we want to find out about Australia	To identify key physical features of Australia	To identify key human features of Australia	To identify key Physical and human features of the UK	To compare physical and human features of the UK and Australia.	Virtual Aboriginal workshop day.
DT Bridges	To explore and evaluate a range of river crossing points.	To explore materials and Joining techniques for a specific purpose.	To design a river crossing point which is strong and permanent.	To choose, cut, join and shape materials with consideration	To choose, cut, join and shape materials with consideration	To evaluate my product.
Music	To recognise changes in pitch. To listen actively.		To listen actively to music, identifying some common instruments. To sing and play keeping to a steady beat. (Sailor, Cape Cod, Waltzing Matilda) To contribute ideas to a class composition.		To vary tempo and dynamics to create an effect. To understand and use a graphic score.	
Computing	To understand sources of help if something online makes you feel sad, frightened or uncomfortable.	To use simple key words on the internet to find information.	To be able to understand that information put online leaves a digital footprint or trail.	To explore, edit and combine sounds.	To explore how music makes us feel. To create two tunes to demonstrate this. To add sounds to an existing tune. To speed up and slow down sounds and change the volume.	To record and upload a sound and add to a tune. To choose a pre-recorded sound and add to their tune. To record their own sound and upload. To add their recorded sound to their tune
RE Islam	To be able to identify where we feel a sense of belonging.	To be able to identify the key features of a mosque.	To understand the Muslim washing ritual (Wudu).	To investigate all the places Muslims may pray.	To understand the importance of feeling a sense of belonging.	To understand the importance of feeling a sense of belonging.
PSHE Relationships	To know why it is important to share and cooperate with my family.		To understand that some secrets are good and some are bad.		To know which people can help me at home, school and in the community.	To know how to express and accept tokens of appreciation.
PE	Quidditch Athletics	Quidditch Athletics	Quidditch Athletics	Athletics Dance	Athletics Dance	Athletics dance

Term 6							
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
English	Hook- Picnic day 1 LI: To plan a recount. LI: To write a recount. LI: To edit and improve my writing.	LI: To use subordinating conjunctions to make predictions about a story. LI: To create noun phrases to write a list. LI: To use conjunctions to explain. LI: To create adjectives using –ful and –less.	Assessment week Sports day	LI: To write a letter using contractions. (2 days) LI: To use capital letters for names and possessive pronouns in a diary entry. (2 days)	LI: To ask questions. LI: To use the past progressive tense LI: To use words with the prefix un- to write a set of commands. LI: To create banks of rhyming verbs and nouns.	LI: To use rhyming words to create an innovated version of a poem. LI: To edit ensuring verbs are in the same tense agreement.	Transition writing.
Maths	LI: To interpret tally charts. LI: To collect data and create a tally chart. LI: To know how to draw a 1-1 pictogram.	LI: To interpret a 1-1 pictogram. LI: To draw a pictogram. LI: To interpret all pictograms. LI: To draw and interpret block diagrams.	Assessment week	Assessment week and revising answers to test questions	Revisiting test papers x2 LI: To know how to use different words to describe position. LI: To know how to describe movement. LI: To know how to describe turns.	LI: To know how to describe movement and turns. LI: To know how to describe movement and turns. LI: To know how to make shape patterns using turns. Practical position and direction.	LI: To know how to make shape patterns using turns. Practical position and direction.
Science Plants	LI: To know the difference between seeds and bulbs	LI: To design an experiment to find out what plants need to grow	LI: To describe what plants need to grow and stay healthy	LI: To describe the life cycle of a plant	LI: To observe and record the growth of plants over time		Science Assessment
Reading	LI: To understand the vocabulary used in a text LI: To be able to retrieve information from a text LI: to be able to make inferences about what I have read	LI: To understand the vocabulary used in a text LI: To be able to retrieve information from a text LI: to be able to make inferences about what I have read LI: To be able to sequence the events from the story	LI: To understand the vocabulary used in a text LI: To be able to retrieve information from a text LI: to be able to make inferences about what I have read	LI: To understand the vocabulary used in a text LI: To be able to retrieve information from a text LI: to be able to make inferences about what I have read LI: To be able to sequence the events from the story	LI: To understand the vocabulary used in a text LI: To be able to retrieve information from a text LI: to be able to make inferences about what I have read	LI: To understand the vocabulary used in a text LI: To be able to retrieve information from a text LI: to be able to make inferences about what I have read LI: To be able to sequence the events from the story	LI: To understand the vocabulary used in a text LI: To be able to retrieve information from a text LI: to be able to make inferences about what I have read
Geography	LI: To understand some of the ways of life of Aboriginal populations in Australia.	LI: To compare life in an Aboriginal village with city life in Sydney.	LI: To identify animals which are native to Australia and compare with animals found in the UK.	LI: To plan a travel brochure including key information about Australia.	LI: To create a travel brochure including key information about Australia.	LI: To create a travel brochure including key information about Australia.	LI: To create a travel brochure including key information about Australia.
Art	LI- To look at and describe Aboriginal art and consider the similarities and differences to art we have seen before.	LI- To investigate how colour, texture and shape is used in Aboriginal art pieces.	LI- To use pointillism to create an Aboriginal themed painting.		LI- To use pointillism to create a contrasting Aboriginal painting.		LI- To evaluate and appraise our paintings
Music	LI: Listen to, sing and play pieces with a more challenging pitch range LI: Listening = an octave or more (Waltzing Matilda, Botany Bay and other Australian traditional music including didgeridoo music, Impatua and Numbakulla) LI: Singing = exceeding a fifth (singing Waltzing Matilda) LI: Playing = exceeding a third, playing a drone accompaniment for Waltzing Matilda, of C and G, on ukuleles and keyboards LI: Identify, recognise and perform crotchets and a crotchet beat at different tempi.						
Computing	Internet Safety Lessons Focus Area: Privacy and Security General discussion on the internet safety. Start with Smartie the Penguin(1),(2) Also use	Programming L.I to be able to understand that algorithms are used on digital devices	Programming L.I To be able to write a simple program and test it. LI: To use a range of programming devices; beebots/on screen	Programming L.I To be able to find errors and de-bug by testing and amend a set of instructions. LI: To use a range of programming devices;	Programming L.I To be able to open amend and save a document.	Programming L.I To be able to open amend and save a document.	Programming L.I To be able to open amend and save a document.

	Education City resource 'Don't Bug Me'	Ll: To understand that devices require precise instructions	beebots, Espresso Coding and Purple Mash	beebots/on screen beebots, Purple Mash, Espresso Coding			
RE Does completing Hajj make a person a better Muslim?	Ll: To be able to describe a special journey that I have been on and describe why it was important to me.	Ll- To be able to describe the five pillars of Islam.	Ll- To explain and understand the journey of Hajj.	Ll- To understand what the journey of Hajj means to a Muslims.	Ll- To explain the reasons Muslims feel they must complete Hajj.	Ll- To be able to describe a special journey I'd like to go on and explain why it would be so special to me - Postcard to Sofia the owl.	
PSHE	Ll- To recognise cycles of life within nature	Ll: To appreciate and respect elderly members of our community.	Ll: To recognise how my body has changed since I was a baby and what changes will happen as I get older.	Ll: To recognise the physical differences between boys and girls, use the correct names for parts of the body and know that some parts of my body are private	Transition activities for year 3 with new teacher.	I understand there are different types of touch and can tell you which ones I like and don't like	I can identify what I am looking forward to when I am in Year 3
PE	Team Games and Athletics Sports Day practise	Team Games and Athletics Sports Day practise	Team Games and Athletics Sports Day practise	Sports Day	Team Games and Athletics	Team Games and Athletics	Team Games and Athletics