



**Fairview Community Primary School**  
**Medium Term Planner**

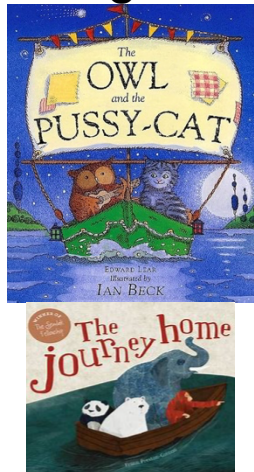
At Fairview, our school values underpin everything we do and are core to the ethos of our school. Our aim is to develop a community of **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, **respect** and **honesty** towards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

**Critical Enquiry Question:**  
Why is our world wonderful?

**Wow moments:**  
Trip to Soar and Durham Woods

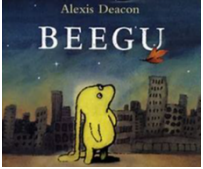
**Year Group: 2**  
**Term: 1 & 2**

**Curriculum focus:**  
Geography

Term 1							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>English</b> 	To be able to write on the line.  To use common exception words in a sentence.  To use capital letters and full stops.	The Owl and the Pussycat  To use subordinating conjunctions to make predications about a story theme.  To create noun phrases to write a list.  To create adjectives using the suffixes -ful and -less.  To write a letter using contractions.  To write a letter using contractions.	The Owl and the Pussycat  To use capital letters for names and possessive pronouns in a diary entry.  To use capital letters for names and possessive pronouns in a diary entry.  To use the past progressive tense.  To use words with the prefix un- to write a set of commands.	The Owl and the Pussycat  To create banks of rhyming verbs and nouns.  To use rhyming words to create an innovated version of a poem.  To use rhyming words to create an innovated version of a poem.  To edit ensuring verbs are in the same tense agreement.	The Journey Home  To create noun phrases.  To begin to use the four grammatical forms of a sentence.  To identify the difference between questions, statements, commands and exclamations.  To use statements for facts and exclamations for opinions.	The Journey Home  To use command sentences to give advice.  To convert verbs from simple present to simple past.  To know when to use -s or -es on the end of animal names.  To begin to infer and write in role.  To use a variety of different sentence types to create a poster.	The Journey Home  To use adjectives to create noun phrases about a setting.  To write a persuasive piece for a campaign.  To write consistently in present tense.  To present their campaigns on endangered animals to an audience.
<b>Reading</b>	Individual Readers – Pre- assessment	Individual Readers – Pre- assessment	To retrieve information from a picture.  To retrieve information from a video.  To retrieve information from a story.  Reading for pleasure (2 days)	To predict from a picture.  To predict from a picture.  To predict from a video. Reading for pleasure (2 days)	To infer from a picture.  To infer from a picture.  To infer from a video. Reading for pleasure (2 days)	Grandads Island  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.	Grandads Island  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.
<b>Maths</b>  <b>Number</b>	To recall number bonds to 10.  To be able to write in numerals from 1-100  To be able to write numbers to 100 in words.	To recognise numbers forwards and backwards within 20.  To be able to count objects to 100 by making tens.  To be able to count and recognise tens and ones to 100.  To know how to represent numbers on a place value chart.	To partition numbers 0-100 into tens and ones using a part whole model.  To count and record numbers 0-100 in numerals and words.  To be able to order numbers on a number line.  To be able to order multiples of ten on a number line.	Place Value To be able to estimate numbers on a number line.  To compare objects using the more that, less than or equal to sign.  To compare numbers to 100 using greater than, less than and equal to.  To order objects and numbers from 0-100 To count in twos forwards and backwards to 20.	Addition/ Place value Place Value To count in tens forwards and backwards to 100  To count in 5's forward and backward to 50.  To count in multiples of three up to at least 30.  To know number bonds for numbers up to 10.	Addition To recall number bonds to 10 and use them to calculate number bonds to 20.  To compare number sentences within 20.  To use related number facts  To find and use addition facts to 100 (tens).	To be able to add by making 10.  To add 3 one digit numbers using an effective method.  To add a one digit number to a two digit number crossing 10.  To subtract a one digit number from a two digit number crossing 10.

		To represent numbers 0-100 in a part whole model.				To be able to add and subtract ones.	
<b>Science</b>  Animals, including Humans 1 – Growth	To identify what I already know.	To describe the needs of humans, for survival.	To describe the needs of humans, for survival.	To explore the importance of eating the right food.	To describe what a healthy, balanced diet looks like.	To investigate the impact of exercise on our bodies.	To investigate the importance of hygiene.
<b>Geography</b>  Oceans and Continents	To name and locate the seven continents.	To locate the North and South Poles.	To locate the Equator on a world map.	To compare the UK and Kenya.	To investigate local weather conditions.	To identify key features of hot and cold places.	<b>Check Point:</b> Why is our world wonderful?
<b>Art</b>	To investigate maps as a stimulus for drawing.	To learn and apply the steps of the felt-making process.	To experiment with the craft technique to develop an idea.	To develop ideas and apply craft skills when print making.	To develop ideas and apply craft skills when print making.	To present artwork and evaluate it against a design brief.	
<b>Music</b>			To understand the story of a piece of music. To identify instruments.		To respond to music through movement. To compare the character of pieces of music.		To identify and compare rhythms. To listen with attention to detail. To create a soundscape.
<b>Computing</b>	<b>Internet safety</b> To know how to use ICT safely at Fairview	<b>Internet safety</b> To understand that information I put online leaves a digital footprint	To understand that text can be typed in to a document to communicate Information.	To understand how to save and retrieve their Work.	To understand that ICT can be used to improve text.	To alter font type, size etc and emphasis and effect.	To understand how to combine graphics and Text.
<b>RE</b>  Christianity  What did Jesus teach? <i>In provision so only 5 lessons</i>	To be able to retell a story Jesus told about being kind.	To be able to retell a story Jesus told about being kind.	To consider what the character's in one of Jesus' stories might say.	To be able to give a justified opinion on how Christians, and myself, can show kindness.	To be able to give a justified opinion on how Christians, and myself, can show kindness.		
<b>PSHE</b>  Being me in my world <i>In provision so only 4 lessons</i>	To recognise when I feel worried and to know who to ask for help when I do.	To understand the rights and responsibilities for being a member of my class and school	To listen to other people and contribute my own ideas about rewards and consequences.	To understand how following the learning charter will help myself and others learn.			
<b>PE</b>  Outdoor- attack, defence, shoot- Indoor - Gymnastics	No PE this week	<b>Outdoor</b> To kick the ball over long and short distances.  <b>Indoor</b> To perform with control and consistency basic actions at different speeds and levels.	<b>Outdoor</b> To stop the ball with control using the foot.  <b>Indoor</b> To develop strength and flexibility.	<b>Outdoor</b> To work as a team to keep the ball.  <b>Indoor</b> To perform a simple sequence that is judged using simple scoring.	<b>Outdoor</b> To bounce a ball with a partner  <b>Indoor</b> To develop body management through a range of floor exercises.	<b>Outdoor</b> To bounce the ball while we are moving(dribbling)  <b>Indoor</b> To develop core strength in back support and half twist.	<b>Outdoor</b> To pass the ball forward in a game.  <b>Indoor</b> Use rhythm whilst performing a sequence.

Forest School			Natural printing using material and mallets		Clay faces/ models		Whittling sticks using peelers
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Term 2							
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13/ 14
<b>English</b> 	Beegu LI: To use question marks to correctly punctuate question sentences. LI: To generate questions using question words. LI: To infer a character's feelings. LI: To ask a range of questions to investigate. PPA	Beegu LI: To make predictions by writing question sentences with a question mark. LI: To use adjectives to create expanded noun phrases. LI: To use commas and the conjunction and to make a list. LI: To use adjectives to describe Trip	Beegu LI: To use imperative verbs LI: To write a set of instructions using command sentences LI: To use adverbs of manner to give advice LI: To match rhyming words PPA	Assessment Week Beegu LI: To use rhyming words to write a poem. LI: To create a simple dictionary LI: To use the -ing suffix to create adjectives	Beegu LI: To create a description using adjectives LI: To identify key features of a non-fiction report LI: To plan a non-fiction report LI: To write a non-fiction report PPA	Beegu LI: To write a non-fiction report (3 days) LI: To edit to improve vocabulary LI: To publish a non-fiction report	Christmas performance  Christmas activities: LI: To write a recount LI: To give opinions using the conjunction because LI: To publish a letter PPA  LI: To write an acrostic poem LI: To write a winter poem LI: To perform poetry LI: To create a word search
<b>Maths</b>	Li: To calculate 10 more and ten less from a 2 digit number Li: To add multiples of 10 to two digit numbers. Li: To subtract multiples of 10 from a two digit number.	Li: To add two digit numbers without crossing tens using manipulative. Li: To add two digit numbers using column method without crossing tens. Li: To add two digit numbers crossing tens practically. Li To add two digit numbers using column method including crossing tens.(Pictorial) Li: to add two digit numbers using column method including crossing tens.	Li: To subtract two digit numbers without crossing tens using manipulatives. Li: to subtract two digit numbers using column method. Li: To subtract two digit numbers practically including crossing tens. Li:To subtract two digit numbers using column method including crossing tens.	5 Li: To be able to add and subtract two digit numbers using column method. Li: To be able to compare number sentences using more than, less than and equal to signs. Li: To use the inverse to solve missing number problems.	4 Li To recognise 2D and 3D shapes. Li: To describe the properties of 2D shapes (sides and (vertices) Li: to be able to draw 2D shapes. li: To identify and draw lines of symmetry on 2D shapes.	5 Li: To use lines of symmetry to complete 2D shapes. Li: To be able to sort 2D shapes based on their properties. Li: To count the faces on 3D shapes. Li: To count the edges of 3D shapes. Arithmetic Friday- Li: To subtract two digit numbers using column addition including crossing tens.	Li: to count the vertices of 3D shapes. Li: to sort 3D shapes based on their properties. Li: to be able to make patterns using 2D and 3D shapes.
<b>Science</b>  Animals, including humans 2 – Lifecycles	LI: To order the stages of the human life cycle.	LI: To describe the stages of life from adulthood to old age.	LI: To learn how to match offspring to their parent.	LI: To explore the life cycle of a chicken.	LI: To describe the life cycle of a butterfly.	LI: To explore the life cycle of a frog.	Science Assessment
<b>Reading</b>	Observe, Wonder Infer, Read and discuss, Inference 1-1 Reading	Retrieval, Vocabulary, Prediction, 1-1 Reading	Read and discuss, Vocabulary, Sequencing, 1-1 Reading	Retrieval, vocabulary, inference, 1-1 reading	Retrieval, vocabulary, inference, 1-1 reading	Retrieval, vocabulary, inference, 1-1 reading	1-1 reading
<b>Geography</b>	To identify geographical characteristics of the UK.	To locate some of the world's most amazing places.	To know the names of the five oceans and locate them on a map.	To understand how to draw human and physical features on a sketch map.	To investigate local habitats and record findings.	To understand how to present findings in a bar chart.	
<b>DT</b>	To explore the concept and features of structures and the stability of different shapes.	To understand that the shape of the structure affects its strength.	To make a structure according to design criteria.	To produce a finished structure and evaluate its strength, stiffness and stability.			
<b>Music</b>		To create short musical ideas using voices and body percussion. To follow a conductor. Preparation for Christmas Performance		Preparation for Christmas Performance. To create short musical ideas using percussion instruments. To think about how a piece of music is structure.		Preparation for Christmas Performance. To listen with attention to detail. To improvise musical ideas with an accompaniment.	

<b>Computing</b>	L.I To use the internet safely and recognise where to seek help if needed.  Internet Safety	L.I To understand what an algorithm is and to debug simple algorithms.	L.I To understand what an algorithm is and to debug simple algorithms.	L.I To understand what an algorithm is and to debug simple algorithms.	L.I To understand what an algorithm is and to debug simple algorithms.	L.I To open, save and print from simple known programs (colour magic) Beegu artwork	L.I To understand what an algorithm is and to debug simple algorithms.
<b>RE</b> Jesus as a gift from God -Christmas	LI: To identify how to help the world.	LI: To recognise that Christians believe that God sent Jesus to help save the world.	LI: To be able to retell the Christmas story.	LI: To know the importance of kindness.	LI: To know the importance of kindness. Continued from lesson 4.	Christmas performance	Christmas performance
<b>PSHE</b>	LI: To recognise some ways in which boys and girls are similar.	LI: To recognise some ways in which boys and girls are similar and to accept this.	LI: To understand how someone who is being bullied, feels.	LI: To know how it feels to have a friend and to be a friend.	LI: To know how it feels to have a friend and to be a friend. Continued from week 4.	Provision PSHE activities I.e. looking at the values and circle time.	Provision PSHE activities I.e. making friendship tokens
<b>PE</b> Outdoor: Hit, run and catch, unit 1	To hit a ball and score points by running to cones.	To defend a target by kicking.	To bowl underarm with control.	To hit a ball using different bats and techniques.	To throw accurately to a base.	To hit a ball into space, away from filders.	
<b>Forest School</b>		Clay models		Using palm drills and string to create a hanging toy		Nordic braiding	