



## 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: 1 & 2**

**Curriculum focus:**  
Exploration

### Critical Enquiry Question:

How have explorers helped us to learn more about the world we live in?

### End of Unit Assessment Activity:

To create a clay model of Earth

To have a persuasive debate

### Wow moments:

Making a felt flag to represent them

Creating a globe model from clay

## Term 1

### Week 1

### Week 2

### Week 3

### Week 4

### Week 5

### Week 6

### Week 7

### English



Ll: To be able to write on the line  
Ll: To be able to use a full stop and capital letter  
Ll: To be able to write about me

Journey Home  
Ll: To identify and use imperative verbs  
Ll: To write simple instructions  
Ll: To use conjunctions to join two sentences together  
Ll: To use adjectives to describe  
Ll: To use noun phrases to describe

Journey Home  
Ll: To make a prediction based on what has been read so far  
Ll: To write in past tense  
Ll: To infer a character's feelings  
Ll: To use subordinating conjunctions

Journey Home  
Ll: To use effective noun phrases to describe  
Ll: To write questions correctly  
Ll: To re-tell a story through role play.  
Ll: To re-tell a story  
Ll: To write a first person recount

Here We Are  
Ll: To be able to write simple sentences  
Ll: To join ideas together using a conjunction  
Ll: To use adjectives to describe  
Ll: To be able to write the plurals for nouns

Here We Are  
Ll: To be able to use my phonics to spell correctly  
Ll: To punctuate a sentence correctly  
Ll: To be able to use a capital letter for 'I'  
Ll: To be able to punctuate a sentence correctly  
Ll: To be able to use a noun phrase to describe

Here We Are  
Ll: To be able to use an interesting verb  
Ll: To use positional language  
Ll: To plan an informative leaflet  
Ll: To write an informative leaflet

### Reading

Individual Readers – Pre- assessment

Individual Readers – Pre- assessment

Ll: To retrieve information from a picture.  
Ll: To retrieve information from a video.  
Ll: To retrieve information from a story.  
Reading for pleasure (2 days)

Ll: To predict from a picture.  
Ll: To predict from a picture.  
Ll: To predict from a video.  
Reading for pleasure (2 days)

Ll: To infer from a picture.  
Ll: To infer from a picture.  
Ll: To infer from a video.  
Reading for pleasure (2 days)

Grandads Island  
Ll: To understand the vocabulary used in a text  
Ll: To be able to retrieve information from a text  
Ll: to be able to make inferences about what I have read

Grandads Island  
Ll: To understand the vocabulary used in a text  
Ll: To be able to retrieve information from a text  
Ll: to be able to make inferences about what I have read  
Ll: To be able to sequence the events from the story

### Maths

### Number

Ll: To recall number bonds to 10.  
Ll: To be able to write in numerals from 1-100  
Ll: To be able to write numbers to 100 in words.

Place Value  
Ll: To recognise numbers forwards and backwards within 20.  
Ll: To be able to count objects to 100 by making tens.  
Ll: To be able to count and recognise tens and ones to 100.  
Ll: To know how to represent numbers on a place value chart  
Ll: To represent numbers 0-100 in a part whole model.

Place Value  
Ll: To partition numbers 0-100 into tens and ones using a part whole model.  
Ll: To count and record numbers 0-100 in numerals and words.  
Ll: To be able to order numbers on a number line.  
Ll: To be able to order multiples of ten on a number line.

Place Value  
Ll: to be able to estimate numbers on a number line.  
Ll: To compare objects using the more than, less than or equal to sign.  
Ll: To compare numbers to 100 using greater than, less than and equal to.  
Ll: To order objects and numbers from 0-100  
Ll: To count in twos forwards and backwards to 20.


Addition/ Place value  
Place Value  
Ll: To count in tens forwards and backwards to 100  
Ll: To count in 5's forward and backward to 50.  
Ll: To count in multiples of three up to at least 30.  
Ll: To know number bonds for numbers up to 10.

Addition  
Ll: To recall number bonds to 10 and use them to calculate number bonds to 20.  
Ll: To compare number sentences within 20.  
Ll: To use related number facts  
Ll: To find and use addition facts to 100 (tens).  
Ll: To be able to add and subtract ones.

Ll: To be able to add by making 10.  
Ll: To add 3 one digit numbers using an effective method.  
Ll: To add a one digit number to a two digit number crossing 10.  
Ll: To subtract a one digit number from a two digit number crossing 10.

<b>Science</b>  Animals, including humans 1 - Growth	Ll: To identify what I already know	Ll: To describe the needs of humans, for survival.	Ll: To describe the needs of humans, for survival.	Ll: To explore the importance of eating the right food.	Ll: To describe what a healthy, balanced diet looks like.	Ll: To investigate the impact of exercise on our bodies.	Ll: To investigate the importance of hygiene.
<b>Geography</b>  Oceans and Continents	<b>Maps</b> Ll: To explore maps, atlases and globes.	<b>School Map</b> Ll: To identify the features of our school environment.	<b>School Map</b> Ll: To create a simple map and key.	<b>UK map</b> Ll: To use maps and globes to find Europe and the UK	<b>Continents</b> Ll: To use maps and globes to find the 7 continents and the equator, by name and location.	<b>Continents</b> Ll: To use maps and globes to find the 7 continents and the equator, by name and location.	<b>Oceans</b> Ll: To use maps and globes to find the 5 oceans by name and location.
<b>DT</b>  Flags	<b>Research</b> <u>Ll: To explore and evaluate a range of different flags</u> -To look at the ways that we show belonging. Uniforms, colours, flags ets. To look at existing symbols of belonging and evaluate what they like/dislike. How would you represent yourself?	<b>Exploring materials</b> <u>Ll: To choose materials with consideration</u> . -To explore different fabrics, cotton, felt etc. -To explore joining techniques and think about those which would be the most effective. -To explore cutting materials and think about how easy it would be to cut out small shapes.	<b>Flag designing</b> <u>Ll: To design the shape and design features of their own flag.</u> -To decide on the colour and shape of their flag and the symbol they would like to include that shows something about them. -To use their learning from last lesson when designing the shapes they want to use.	<b>Flag designing</b> <u>Ll: To design the shape and design features of their own flag.</u> -To decide on the colour and shape of their flag and the symbol they would like to include that shows something about them. -To use their learning from last lesson when designing the shapes they want to use.	<b>Flag making</b> <u>Ll: To cut and join materials effectively</u>  -To cut pieces for their flag and to assemble and secure using the method planned.  -To make changes as working where needed.	<b>Flag making</b> <u>Ll: To cut and join materials effectively</u>  -To cut pieces for their flag and to assemble and secure using the method planned.  -To make changes as working where needed.	<b>Evaluating effectiveness</b> <u>Ll: to evaluate the finished flag</u>  Evaluating own flag/symbol of belonging. Would any changes need to be made?  If they were to create this again would they make changes?
<b>Music</b>	Practise echoing actions to a beat. Get familiar with song structure; understand word play. Learn the melody of the song. Keep a steady beat while they sing. Practise making 4-beat action patterns; others to copy. Echo sing in a group as part of a warm-up. Make noisy pictures. Sing quietly and gently to 'la'; follow shape with hand. Improve their singing of the song.		Lead or respond to a 4-beat action pattern. Echo sing in a name game. Copy and demonstrate a noisy picture using a pitch pencil. Learn the song <i>Hi lo chicka lo</i> ; perform with beat actions. Play warm-up games to practise keeping a steady beat, and pitch match singing. Practise taking the lead in an action echo activity. Recap the song <i>Hi lo chicka lo</i> . Begin to learn the 'call' or 'response' phrases of the song's melody on a tuned percussion instrument.		Practise singing <i>Tony Chestnut</i> with good diction. Practise playing the melody of <i>Tony Chestnut</i> with a partner, and as a class. Play a follow-my-leader 4-beat action game. Listen to <i>Fanfarra (Cabua-le-le)</i> by Sérgio Mendes. Play a copy game using notes C and G to a backing track. Composing call-and-response music in pairs.		
<b>Computing</b>	<b>Internet safety</b> Ll: I know how to use ICT safely at Fairview	<b>Internet safety</b> Ll: I understand that information I put online leaves a digital footprint	Ll: To understand that text can be typed in to a document to communicate information.	Ll: To understand how to save and retrieve their work	Ll: To understand that ICT can be used to improve text	Ll: To alter font type, size etc and emphasis and effect.	Ll: To understand how to combine graphics and text
<b>RE</b>  What did Jesus teach? Christianity <i>In provision so only 5 lessons</i>	<u>Ll: To be able to retell a story Jesus told about being kind.</u>	<u>Ll: To be able to retell a story Jesus told about being kind.</u>	<u>Ll: To consider what the character's in one of Jesus' stories might say.</u>	<u>Ll: To be able to give a justified opinion on how Christians, and myself, can show kindness.</u>	<u>Ll: To be able to give a justified opinion on how Christians, and myself, can show kindness.</u>		

<b>PSHE</b> Being me in my world <i>In provision so only 4 lessons</i>	LI: To recognise when I feel worried and to know who to ask for help when I do.	LI: To understand the rights and responsibilities for being a member of my class and school	LI: To listen to other people and contrubute my own ideas about rewards and consequences.	LI: 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	Outdoor-to kick the ball over long and short distances.  Perform with control and consistency basic actions at different speeds and levels.	Outdoor-To stop the ball with control using the foot.  Develop strength and flexibility.	Outdoor-To work as a team to keep the ball.  Perform a simple sequence that is judged using simple scoring.	Outdoor – to bounce a ball with a partner  Develop body management through a range of floor exercises.	Outdoor-to bounce the ball while we are moving(dribbling)  Develop core strength in back support and half twist.	Outdoor-to pass the ball forward in a game.  Use rhythm whilst performing a sequence.

Term 2							
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
<b>English</b> 	<b>The Antlered Ship</b> LI: To ask a range of questions to investigate LI: To use adjectives in statements LI: To speak in role as a character from the book LI: To be able to use adverbs	<b>The Antlered Ship</b> LI: To use noun phrases to describe a character LI: To identify and use past tense verbs LI: To work collaboratively to describe LI: To use adjectives to describe LI: To be able to plan a narrative	<b>The Antlered Ship</b> Independent Writing Week	<b>Beegu.</b> LI: To ask a range of questions to investigate LI: To use adjectives to describe (Assessment week)	<b>Beegu.</b> LI: To write command sentences to create a poster LI: To use command sentences to give advice LI: To use my phonics to create a silly poem LI: To use my phonics to create a Beegu dictionary.	<b>Beegu.</b> LI: To use the suffix -ing to create adjectives LI: To plan a diary entry LI: To write, edit and publish a diary. To make changes and improvements to their own work.	<b>Beegu</b> Independent Writing Week  Christmas poetry
<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.	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.	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.	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>History Explorers</b>	<u>LI To sequence events chronologically and place a time period.</u> <u>LI To ask questions about a famous person from the past.</u> Christopher Columbus Who is Christopher Columbus?	<u>LI To research/find information about the life and achievements of Christopher Columbus.</u> What did he achieve?	<u>LI to use a painting to discuss life on board the ship and to answer questions on the past</u> Where did he sail? The voyage	<u>LI To ask questions about a famous person from the past.</u> Neil Armstrong. To research/find information about the life and achievements of Neil Armstrong place chronologically. Who is Neil Armstrong?	<u>LI To research information on the Apollo Space Programme</u> <u>LI To sequence events from the space race chronologically on a time line.</u> What was his mission?	<u>LI To research/find information about the life and achievements of Neil Armstrong.</u> <u>LI To use Primary sources for life on board Apollo 11</u> What did he achieve? His legacy.	<u>LI To link exploration to CC to N.A through comparing and contrasting.</u> Draw out characteristics of exploration and how they impact on the world we live in today. Answer the KEY QUESTION

<b>Art</b> Moonscape	Ll: I can make a pencil sketch using line and tone  Sketch a mask design using sketching pencils	Ll: I can use sculpture to develop ideas and imagination Construct clay mask	Ll: I can use colour and pattern and make links to an artist's work  Paint mask	Ll: To look at the work and style of a known artist.  -Alan bean paintings Create a sketch using sketching pencils	Ll: To use a splatter technique to portray stars and Milky Way. Moonscapes.  Splatter background.	Ll: To use texture in artwork to create effects.  Paper mache for moon	Christmas card and calendars
<b>Music</b>	Preparation for Christmas Performance		Preparation for Christmas Performance		Preparation for Christmas Performance		
<b>Computing</b>	Ll: To use the internet safely and recognise where to seek help if needed.	Ll: To understand what an algorithm is and to debug simple algorithms.	Ll: To understand what an algorithm is and to debug simple algorithms.	Ll: To understand what an algorithm is and to debug simple algorithms.	Ll: To understand what an algorithm is and to debug simple algorithms.	Ll: To open, save and print from simple known programs (colour magic) Beegu artwork	Ll: To understand what an algorithm is and to debug simple algorithms.
<b>RE</b> Jesus as a gift from God -Christmas	Ll: To identify how to help the world.	Ll: To recognise that Christians believe that God sent Jesus to help save the world.	Ll: To be able to retell the Christmas story.	Ll: To know the importance of kindness.	Ll: To know the importance of kindness. Continued from lesson 4.	Provision RE activities l.e. Christmas story	Provision RE activities l.e. Thinking about the kindness value and how this links to Christianity.
<b>PSHE</b>	Ll: To recognise some ways in which boys and girls are similar.	Ll: To recognise some ways in which boys and girls are similar and to accept this.	Ll: To understand how someone who is being bullied, feels.	Ll: To know how it feels to have a friend and to be a friend.	Ll: To know how it feels to have a friend and to be a friend. Continued from week 4.	Provision PSHE activities l.e. looking at the values and circle time.	Provision PSHE activities l.e. making friendship tokens
<b>PE</b> Outdoor-attack, defence, shoot-unit 1	Outdoor-to throw different types of equipment	Outdoor-to move to a space after passing the ball	Outdoor-to pass and move forward to a target with a partner	Outdoor-to position ourselves as a goal keeper	Outdoor-to intercept a ball from a person on another team	Outdoor-to use the skills we have developoed in a competition	Outdoor-to use the skills we have developoed in a competition