

## 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 and 6 Curriculum focus: Geography- 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 Aboriginal music sessions

	Term 5									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6				
English	Non – fiction texts LI: To explore non-fiction texts LI: To be able to identify the features in a non-fiction text LI: To know what a glossary is.	Where's My Joey? LI: To be able to write in the style of non-fiction LI: To be able to write an information text. LI: To be able to plan an information article LI: To be able to write an information article	Reading SATs	Edward the Emu LI: To be able to write a character description LI: To be able to infer a characters feelings LI: To be able to use words with a suffix LI: To be able to write a list	Reading SATS	Edward the Emu LI: To be able to use verbs LI: To be able to write in past tense LI: To be able to plan a diary entry LI: To be able to write a diary entry LI: To be able to make additions and revisions				
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				
Maths	LI: To interpret tally charts. LI: To create a tally chart using data I have collected. LI: To interpret pictograms. LI: To create a pictogram using data I have collected. LI: To be able to draw and intepret a block graph.	LI: To balance equations. LI: To compare number sentences. LI: To solve missing number problems. LI: To draw lines of symmetry on regular and irregular shapes. LI: To use lines of symmetry to complete shapes.	Reading SATS/ Measurement L.I. To measure objects in centimetres L.I. To measure objects in metres. L.I. To weigh objects in grams and kilograms.	Measurement L.I. To compare lengths and heights. L.I. To order lengths and heights. L.I. To read scales accurately to weigh objects in grams and kilograms. L.I. To compare weights of objects.	Maths SATS Practical capacity. L.I To measure the capacity of objects in millilitres. L.I. To measure the capacity of objects in Litres. L.I. To read scales.	Measurement L.I. To measure objects in litres. L.I. To read scales accurately to measure the capacity of objects in litres. L.I. To solve problems about measure using the 4 operations of number. L.I. to read scales to measure temperature.				
Science Plants	LI: To suggest how to care for seeds and bulbs.	LI: To set up a test and make a prediction.  Comparative/fair testing Set up the seed investigation and make predictions Plant a sunflower seed and a runner bean	LI: To find and name a variety of deciduous and evergreen trees.  Pattern Seeking  Go on a walk around the school grounds observing and identifying the types of trees	LI: To recognise how seeds grow into plants  Pattern Seeking Revisit the current investigation and think about our predictions. What is happening? Speech bubble	LI: To observe a variety of plants around my local area  Pattern Seeking  Look at the plants and trees around the school.  What conditions does our school provide?	LI: To investigate what plants and seeds need to grow well  Pattern Seeking  Write up of investigation and compare the findings				
Geography	LI: To think about what we know and what we want to find out about Australia	LI: To identify key physical features of Australia	LI: To identify key human features of Australia	LI: To identify key Physical and human features of the UK	LI: To compare physical and human features of the UK and Australia.	Virtual reality visitors coming in 25/05/23. Aboriginal workshop day.				
DT Bridges	LI- To explore and evaluate a range of river crossing points.	LI: To explore materials and Joining techniques for a specific purpose.	LI: To design a river crossing point which is strong and permanent.	L.I To choose, cut, join and shape r	L materials with consideration	LI:To evaluate my product.				

Listen to, sing and play pieces with a more challenging pitch range Listening = an octave or more (Waltzing Matilda, Botany Bay and other Australian traditional music including didgeridoo music, Impatua and Numbakulla) Singing = exceeding a fifth (singing Waltzing Matilda) Playing = exceeding a third, playing a drone accompaniment for Waltzing Matilda, of C and G, on ukuleles and keyboards identify, recognise and perform crotchets and a crotchet beat at different tempi.  Creativity and communication LI: To explore how music makes us	different tempi.  Creativity and communication LI: To record and upload a sound
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LI: To explore how music makes us	
	l
feel. To create two tunes to	and add to a tune.
demonstrate this.	-To choose a pre-recorded sound
-To add sounds to an existing	and add to their tune.
tune,	-To record their own sound and
-To speed up and slow down	upload.
sounds and change the volume.	-To add their recorded sound to
	their tune
	Purplemash Making Music Unit
2.7- Lesson 2	2.7- Lesson 3
I: To understand the importance	LI: To understand the importance
•	of feeling a sense of belonging.
3	
It I know which people can help	LI: I know how to express and
·	accept tokens of appreciation.
	accept tokens of appreciation.
	Athletics
Athletics	
P 2 L C	Purplemash Making Music Unit 2.7- Lesson 2  LI: To understand the importance of visiting Mosque to a Muslims sense of belonging.  LI: I know which people can help me at home, school and in the community.

	Term 6							
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
English	Possum Magic LI:To be able to sequence the events of a story LI: To be able to write a book review about what I have read LI: To be able to use extended sentences	Possum Magic LI: to recognise and use rhyming words LI: To be able to plan a poem LI: To be able to write a poem LI: To be able to edit my writing	When Ocean Meets Sky LI: To be able to make inferences about a character LI: To use a range of descriptive language LI: To be able to use present tense LI: To be able to use imperative verbs	When Ocean Meets Sky Ll: To be able to prepositions Ll: To be able to write in past tense Ll: To gather rich and varied vocabulary Ll: To be able to write a description	When Ocean Meets Sky LI: To be able to plan a story LI: To be able to write a beginning LI: To be able to write a middle LI: To be able to write an end	Year 3 Transition LI: To be able to write about my thoughts and feelings LI: To be able to plan a recount LI: To be able to write a recount LI: To be able to edit my work including additions, revisions and proof-reading.	Year 3 Transition LI: To write about myself LI: To make predictions LI: To write a letter LI: To be able to independently edit my work	
Maths	Positional Direction L.I: To recognise left and right L.I: To describe movement in different directions – forwards backward and left and right. L.I:To recognise quarter, half and three quarter turns LI: To recognise clockwise and anticlockwise turns. LI: To describe movement and turns. L.I. To recognise patterns with turns.	Revison LI: To make deductions about the 2, 5, 10 times tables. LI: To recall number bonds to 10 and use them to calculate number bonds to 20. LI: To recall number bonds to 10 and use them to calculate number bonds to 10 and use them to calculate number bonds to 20. LI: To demonstrate an understanding of commutativity in multiplication.	Revsion -money L.I. to solve problems with more than 1 step L.I. To use coins to make amounts in different ways (practically) L.I. To use coins to make amounts in different ways (recorded) L.ITo solve word problems involving money	Fractions and time revision L.I.to find unit fractions of shapes and numbers L.I. to find non unit fractions of shapes and numbers L.I. To show and tell past times on an analogue clock. L.I. To show and tell to times on an analogue clock.	Partitioning, addition and subtrcation revision, Finding the difference L1. To partition any 2 digit number in a variety of ways L1 to add and subtract 2 digit numbers L.1 to find the difference between 2 numbers by counting on L.1.To find the missing numer in addition sums by counting on	Finding the difference, counting in 3's and shape revision L.I. to use counting on to find the missing numbers in subtraction sums. L.I. to count in 3's and to use counting in 3's to solve problems. L.I. to make and name irregular 2d shapes L.I. to sort 3d and 2d shapes in different ways.	Revision of key skills-will be planned for individual classes according to need	
Science	LI: To be able to make suggestions based on the information gathered.	LI: To be able to gather data to answer a question	LI: To be able to perform a simple test and make justified predictions.	LI: To be able to use observations to answer questions	LI: To be able to make close observations using equipment	The Big Year 2 Science Quiz!  Revision across the year.		
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.	L.I. To understand what a coastal stack is and compare features between Australia and 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.	
Art	LI- To look at and describe Aboriginal art and consider the similarities and differences to art we have seen before.	Li- To explore how symbols are used to tell stories in Aboriginal cultures.	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	<u>Programming</u>	<u>Programming</u>	<u>Programming</u>	<u>Programming</u>	<u>Programming</u>	<u>Programming</u>
. •	Focus Area: Privacy and Security General discussion on the internet safety. Start with Smartie the Penguin(1),(2) Also use Education City resource 'Don't Bug Me'	L.I to be able to understand that algorithms are used on digital devices LI: To understand that devices require precise instructions	L.I To be able to write a simple program and test it. LI: To use a range of programming devices; beebots/on screen beebots, Espresso Coding and Purple Mash	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; beebots/on screen beebots, Purple Mash, Espresso Coding	L.I To be able to open amend and save a document.	L.I To be able to open amend and save a document.	L.I To be able to open amend and save a document.
<b>RE</b> Does completing  Hajj make a person  a better Muslim?	LI: To be able to describe a special journey that I have been on and describe why it was important to me.	LI- To be able to describe the five pillars of Islam.	LI- To explain and understand the journey of Hajj.	LI- To understand what the journey of Hajj means to a Mulsims.	LI- To explain the reasons Muslims feel they must complete Hajj.	LI- 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	LI- To recognise cycles of life within nature	LI: To appreciate and respect elderly members of our community.	LI: To recognise how my body has changed since I was a baby and what changes will happen as I get older.	LI: 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	Team Games and Athletics	Team Games and Athletics	Sports Day	Team Games and Athletics	Team Games and Athletics	Team Games and Athletics