



**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
<b>English</b>	<u>Non – fiction texts</u> 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.	<u>Where’s My Joey?</u> 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	<u>Reading SATs</u>	<u>Edward the Emu</u> 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	<u>Reading SATS</u>	<u>Edward the Emu</u> 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
<b>Reading</b>	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
<b>Maths</b>	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.
<b>Science Plants</b>	<i>LI: To suggest how to care for seeds and bulbs.</i>	<i>LI: To set up a test and make a prediction.</i> <b>Comparative/fair testing</b> 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. <b>Pattern Seeking</b> Go on a walk around the school grounds observing and identifying the types of trees	<i>LI: To recognise how seeds grow into plants</i> <b>Pattern Seeking</b> Revisit the current investigation and think about our predictions. What is happening? Speech bubble	<i>LI: To observe a variety of plants around my local area</i> <b>Pattern Seeking</b> Look at the plants and trees around the school. What conditions does our school provide?	<i>LI: To investigate what plants and seeds need to grow well</i> <b>Pattern Seeking</b> Write up of investigation and compare the findings
<b>Geography</b>	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.
<b>DT Bridges</b>	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 materials with consideration		LI:To evaluate my product.





Computing	<b>Internet Safety Lessons</b>  <b>Focus Area: Privacy and Security</b> General discussion on the internet safety. Start with Smartie the Penguin(1),(2) Also use Education City resource 'Don't Bug Me'	<b>Programming</b>  <u>L.I to be able to understand that algorithms are used on digital devices</u> LI: To understand that devices require precise instructions	<b>Programming</b>  <u>L.I To be able to write a simple program and test it.</u> LI: To use a range of programming devices; beebots/on screen beebots, Espresso Coding and Purple Mash	<b>Programming</b>  <u>L.I To be able to find errors and de-bug by testing and amend a set of instructions.</u> LI: To use a range of programming devices; beebots/on screen beebots, Purple Mash, Espresso Coding	<b>Programming</b>  <u>L.I To be able to open amend and save a document.</u>	<b>Programming</b>  <u>L.I To be able to open amend and save a document.</u>	<b>Programming</b>  <u>L.I To be able to open amend and save a document.</u>
<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