




Fairview Community Primary School
Medium Term Planner

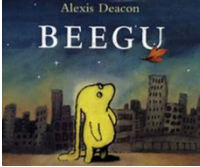
At Fairview, our school values underpin everything we do and are core to the ethos of our school. Our aim is to develop a community of **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, **respect** and **honesty** towards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

Critical Enquiry Question:
Why is our world wonderful?

Wow moments:
Trip to Soar and Durham Woods

Year Group: 2 Terms: 1 & 2		Curriculum focus: Geography		Trip to Soar and Durham Woods			
Term 1							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<div>English</div> <div></div>	(3days) To be able to write on the line. To use common exception words in a sentence. To use capital letters and full stops.	The Journey Home To recognise and identify adjectives. To use commas in a list. To create noun phrases. To recognise the four different types of sentences. To answer comprehension questions accurately.	To begin to use the four grammatical forms of a sentence. To identify the difference between questions, statements, commands and exclamations. To use secondary sources to gather information. To use statements for facts and exclamations for opinions. PPA	To use command sentences to give advice. To explore the simple past tense. To convert verbs from simple present to simple past tense. To know when to use –s or –es on the end of animal's names. To answer comprehension questions accurately.	To begin to infer and write in role. To use a variety of different sentence types to create a poster. To gather adjectives to describe. To use adjectives to create noun phrases about a setting. PPA	To begin to create a narrative based on a known story. To write a simple story using noun phrases. To share a narrative to ensure vocabulary is descriptive. To answer comprehension questions accurately.	To write a persuasive piece for a campaign. To write consistently in the past tense. To present a campaign on endangered animals to an audience. PPA
Reading	Individual Readers – Pre- assessment	Individual Readers – Pre- assessment	ELS – Group Reading				
<div>Maths</div> <div>Number</div>	To be able to write in numerals from 1-100 To be able to write numbers to 100 in words. To recall number bonds to 10.	To read and represent numbers to 20. To count objects by grouping into 10. To understand tens and ones. To use a place value chart. To partition numbers to 100.	To use words to represent numbers. To partition numbers in different ways. To partition numbers in different ways. To use a number line to 100.	To use a number line to 100 counting in ones. To estimate numbers on a number line. To compare objects. To compare numbers. To practice my arithmetic skills.	To know how to order objects and numbers. To count in 2s, 5s and 10s. To count in 3s. To find number bonds to 10.	To find addition and subtraction bonds within 20. To use known facts to solve related calculations. To find number bonds to 100. To add and subtract ones from a 2 digit number. To practice my arithmetic skills	To add by making 10. To add 3 1-digit numbers. To add to the next ten. To add across 10.
<div>Science</div> <div>Animals, including humans 1 – Growth</div>	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.
<div>Geography</div> <div>Oceans and Continents</div>	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.	Check Point: Why is our world wonderful?

ART	To investigate maps as a stimulus for drawing.		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.	
Music			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.
Computing	Internet safety To know how to use ICT safely at Fairview	Internet safety 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.
RE	Respectful religion and worldviews – What are big questions? To identify and discuss big questions.	Why do we need to give thanks? To identify how and why some people say thank you by reflecting on personal experience.	To recognise how and why some people celebrate harvest by examining what they say and do.	To identify why some Hindus and Christians felt thankful to God by exploring stories.	To describe how and why some Hindus express gratitude to God by exploring Puja.	To identify how some Hindus and Christians thank God by examining what they do.	To explore music to understand how some Christians thank God.
PSHE 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.			
PE Outdoor- attack, defence, shoot- Indoor - Gymnastics	No PE this week	Outdoor To kick the ball over long and short distances. Indoor To perform with control and consistency basic actions at different speeds and levels.	Outdoor To stop the ball with control using the foot. Indoor To develop strength and flexibility.	Outdoor To work as a team to keep the ball. Indoor To perform a simple sequence that is judged using simple scoring.	Outdoor To bounce a ball with a partner Indoor To develop body management through a range of floor exercises.	Outdoor To bounce the ball while we are moving(dribbling) Indoor To develop core strength in back support and half twist.	Outdoor To pass the ball forward in a game. Indoor Use rhythm whilst performing a sequence.
Forest School			Natural printing using material and mallets		Clay faces/ models		Whittling sticks using peelers

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13/ 14
English 	Beegu LI: To use question marks to correctly punctuate question sentences. LI: To ask a range of questions to investigate. LI: To make predictions by writing question sentences with a question mark. LI: To use adjectives to create expanded noun phrases. LI: To make predictions by writing question sentences with a question mark.	Beegu 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. LI: To use imperative verbs. PPA	Beegu LI: To use adverbs of manner to give advice. Shared writing. LI: To use adverbs of manner to give advice LI: To write a set of instructions using command sentences. LI: To match rhyming words. Soar and Durham Woods trip.	Beegu Assessment Week LI: To use rhyming words to write a poem. LI: To create a simple dictionary. LI: To use the -ing suffix to create adjectives. PPA	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 (1 of 4 days) LI: To write a non-fiction report	Beegu LI: To write a non-fiction report LI: To edit to improve vocabulary LI: To publish a non-fiction report PPA	Christmas performance Christmas activities: LI: To write a recount LI: To give opinions using the conjunction because LI: To publish a letter LI: To write an acrostic poem LI: To write a winter poem LI: To perform poetry LI: To create a word search
Maths	LI: To subtract across 10. LI: To subtract from a 10. LI: To subtract a 1 digit from a 2 digit crossing 10. LI: To find 10 more and 10 less. LI: To practice my arithmetic skills.	LI: To add and subtract 10s. LI: To add 2 two digit numbers, not crossing 10. LI: To add two 2 digit numbers, across 10, practically. LI: To add two 2 digit numbers, across 10.	LI: To subtract two 2 digit numbers, not across 10. LI: To subtract 2 digit numbers, practically, across 10. LI: To subtract 2 digit numbers, across 10. LI: To add and subtract 2 digit numbers. LI: To practice my arithmetic skills.	Assesment week LI: To compare number sentences. LI: To solve missing number problems.	LI: To recognise 2D and 3D shapes. LI: To count the sides on 2D shapes. LI: To count the vertices on 2D shapes. LI: To draw 2D shapes accurately. LI: To practice my arithmetic skills.	LI: To find lines of symmetry on shapes. LI: To use lines of symmetry to complete shapes. LI: To sort 2D shapes. LI: To count the faces on 3D shapes.	LI: To count the edges on 3D shapes. LI: To count the vertices on a 3D shape. LI: To sort 3D shapes. LI: To make patterns with 2D and 3D shapes. LI: To practice my arithmetic skills.
Science 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
Reading	ELS Reading Fluency						
Geography	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.	
DT	To create a stable structure.	To use tools and equipment accurately to make part of a structure.	To join parts of a structure.	To evaluate a structure.			
Music		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.	

Computing	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 understand what an algorithm is and to debug simple algorithms.	<u>L.I To understand what an algorithm is and to debug simple algorithms.</u>
RE	What do candles mean to people? To express and compare ideas about the meaning of candles.	To recognise why candles are used to represent stories and beliefs.	To know that the festival of Diwali can be celebrated in different ways.	To know how some Christian followers might celebrate Advent.	To understand why candles are used during Hanukkah.	To understand what candles mean to people.	To explore ways Jesus' birth is celebrated at Christmas using the symbol of light.
PSHE	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
PE 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.	
Forest School		Clay models		Using palm drills and string to create a hanging toy		Nordic braiding	