



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 & 6

Curriculum focus:
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, Australia Fun Day, Aboriginal music sessions

Term 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Dragon Machine	LI: To use positional language. LI: To use prepositions for place.	LI: To use prepositions for place in descriptive sentences. LI: To use words with the prefixes – un and in, in sentences. LI: To use commands to give advice. LI: To be able to record information using a range of sentences.	LI: To answer comprehension questions accurately. LI: To design a dragon machine and use noun phrases to describe it. LI: To write descriptive sentences. LI: To use noun phrases in a list.	LI: To use verbs to describe movement. LI: To spell words with –ment and –ness. LI: To use words with –ment and –ness in a sentence. LI: To use time conjunctions to explain change. LI: LI: To answer comprehension questions accurately.	LI: To create a story plan. LI: To write the beginning, middle and end of a fictional story. (3 lessons) LI: To edit and improve a fictional story. (throughout)	
Reading	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 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.	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 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.	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 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.
Maths	To identify the parts and the whole. To recognise equal and unequal parts. To identify half of shapes. To identify half of a number. To recognise $\frac{1}{4}$.	To find a quarter of a number. To recognise a third. To find $\frac{1}{3}$ of a number. To recognise unit fractions.	To recognise non-unit fractions. To identify that one half and two quarters are equal. To find three quarters. To count in fractions. Arithmetic.	To know how to tell the time using o'clock and half past. To know how to tell the time using quarter past and quarter to. To know how to tell the time using quarter past and quarter to.	To know how to tell the time past the hour. To know how to tell the time to the hour. To know how to tell the time to the nearest 5 minutes. To know how to tell the time to the nearest 5 minutes. Arithmetic	To know how many minutes are in an hour. To know how many hours are in a day. Practical time.
Science Habitats around the world	To understand that living organisms are suited to live in one or more habitats	To appreciate that environments are constantly changing.	To understand why rainforests are important.	To understand an ocean habitat.	To identify the differences between the Arctic and the Antarctic.	To understand which animals are best suited to a particular habitat.

Geography Would you prefer to live in a rural or urban area? Why?	What is it like to live in Shanghai? To name and locate some continents on a world map.	To identify physial and human features of a non-European country.	To describe what it is like in Shanghai.		To compare Shanghai to a small area of the UK.	
DT Sculpture and 3D clay houses	Exploring clay To use my hands as a tool to shape clay.	Pinch pots To shape a pinch pot and join clay shapes as decoration.	Applying skills in clay To use impressing and joining techniques to decorate a clay tile.	Designing a tile To use drawing to plan the features of a 3D model.	House tiles To make a 3D clay tile from a drawn design.	
Music	LI To recognise the main features of rock and roll music.		LI To listen with concentration and compare two versions of the same song. LI To sing a simple song in 2 parts. SPORTS DAY		LI To respond to the pulse in recorded / live music through movement and dance. LI explore pitch on tuned percussion.	
Computing	Online safety LI: To know how to refine searches using the Search tool.	Online safety LI: To introduce Email as a communication tool using 2Respond simulations.	Online safety LI: To understand that information put online leaves a digital footprint or trail.	Making Music LI: To be introduced to making music digitally using 2Sequence.	Making Music LI: To add sounds to a tune to improve it.	Making Music LI: To upload a sound from a bank of sounds into the Sounds section.
RE Islam	Theme: Belonging Key Question: Does going to Mosque give Muslims a sense of belonging? Religion: Islam To be able to identify where we feel a sense of belonging.	To be able to identify the key features of a Mosque.	To understand the Muslim washing ritual (Wudu).	To investigate all the places Muslims may pray.	To evaluate our learning.	
PSHE Relationships	To know why it is important to share and cooperate with my family.		To understand that some secrets are good and some are bad.		To know which people can help me at home, school and in the community.	To know how to express my appreciation for the people in my special relationships.
PE	Quidditch Athletics	Quidditch Athletics	Quidditch Athletics	Athletics Dance	Athletics Dance	Athletics dance
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[illegible]

Computing	Internet Safety	Coding I can use a range of instructions (e.g. direction, angles, turns)	Coding I can test and amend a set of instructions. I can find errors and de-bug.	Coding I can predict what the outcome of a simple program will be. (Logical thinking)	Coding I understand that algorithms are used on digital devices.	Coding I understand that devices require precise instruction.	Coding I can write a simple program and test it.
RE Does completing Hajj make a person a better Muslim?	Theme: Hajj Key Question: Does completing the Hajj make a person a better Muslim? Religion: Islam 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 Muslim.	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	
PSHE Changing Me	LI- To recognise cycles of life in 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.	SRE Lesson 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	LI: To 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	Transition activity with year 3 teacher.
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
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