

## 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
<b>English</b> Dragon Machine	LI: To use positional language. LI: Tp 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 desribe 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 understand the vocabulary used in a text.  To be able to retrieve information from a text.	To understand the vocabulary used in a text.  To be able to retrieve information from a text.	To understand the vocabulary used in a text.  To be able to retrieve information from a text.	To understand the vocabulary used in a text.  To be able to retrieve information from a text.	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 make inferences about what I have read.  To be able to sequence the events from the story.	To be able to make inferences about what I have read.	To be able to make inferences about what I have read.  To be able to sequence the events from the story.	To be able to make inferences about what I have read.	To be able to make inferences about what I have read.  To be able to sequence the
Maths	To identify the parts and the whole.  To recognise equal and unequal parts.	To find a quarter of a number.  To recognise a third.  To find 1/3 of a number.	To recognise non-unit fractions.  To identify that one half and two quarters are equal.	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 past the hour.  To know how to tell the time to the hour.	events from the story.  To know how many minutes are in an hour.  To know how many hours are in a day.
	To identify half of shapes.  To identify half of a number.  To recognise 1/4.	To recognise unit fractions.	To find three quarters.  To count in fractions.  Arithmetic.	To know how to tell the time using quarter past and quarter to.	To know how to tell the time to the nearest 5 minutes.  To know how to tell the time to the nearest 5 minutes.	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.	Arithmetic  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	Online safety	Online safety	Making Music	Making Music	Making Music
	LI: To know how to refine searches using the Search tool.	LI: To introduce Email as a communication tool using 2Respond simulations.	LI: To understand that information put online leaves a digital footprint or trail.	LI: To be introduced to making music digitally using 2Sequence.	LI: To add sounds to a tune to improve it.	LI: To upload a sound from a bank of sounds into the Sounds section.
<b>RE</b> 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.	
<b>PSHE</b> 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
Forest School						

	Term 6								
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13		
English	Hook- Picnic day 1 LI: To plan a recount. LI: To write a recount. LI: To edit and improve my writing.	LI: To use subordinating conjunctions to make predictions about a story. LI: To create noun phrases to write a list. LI: To use conjunctions to explain. LI: To create adjectives using –ful and –less.	Assessment week Sports day	LI: To write a letter using contractions. (2 days) LI: To use capital letters for names and possessive pronouns in a diary entry. (2 days)	LI: To ask questions. LI: To use the past progressive tense LI: To use words with the prefix un- to write a set of commands. LI: To create banks of rhyming verbs and nouns.	LI: To use rhyming words to create an innovated version of a poem. LI: To edit ensuring verbs are in the same tense agreement.	Transition writing.		
Maths	LI: To interpret tally charts. LI: To collect data and create a tally chart. LI: To know how to draw a 1-1 pictogram.	LI: To interpret a 1-1 pictogram. LI: To draw a pictogram. LI: To interpret all pictograms. LI: To draw and interpret block diagrams.	Assessment week	Assessment week and revising answers to test questions	Revisiting test papers x2 LI: To know how to use different words to describe position. LI: To know how to describe movement. LI: To know how to describe turns.	LI: To know how to describe movement and turns. LI: To know how to describe movement and turns. LI: To know how to make shape patterns using turns. Practical position and direction.	LI: To know how to make shape patterns using turns. Practical position and direction.		
Science Plants	LI: To know the difference between seeds and bulbs	LI: To design an experiment to find out what plants need to grow	LI: To describe what plants need to grow and stay healthy	LI: To describe the life cycle of a plant	LI: To observe and record the growth of plants over time	LI: Understand that plants adapt to suit their environment	Science Assessment		
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 Would you prefer to live in a rural or urban area? Why?	What is it like to live by the coast?  LI: To locate the seas and oceans surrounding the UK.	LI: To explain what the coast is.	LI: To identify the physical features of the coast.	LI: To odentify human features on the coast.	LI: To investigate how people use the local coast (fieldwork)	LI: To present findings on how people use the local coast.			
DT	LI: To understand how wheels move.	LI: To identify what stops wheels from turning.	LI: To design a moving vehicle.	LI: To build a moving vehicle.			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	Coding	Coding	Coding	Coding	Coding	Coding
		I can use a range of instructions (e.g. direction, angles, turns)	I can test and amend a set of instructions.  I can find errors and debug.	I can predict what the outcome of a simple program will be. (Logical thinking)	I understand that algorithms are used on digital devices.	I understand that devices require precise instruction.	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 li why it would be so special to me	ke to go on and explain
<b>PSHE</b> 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
Forest School							