



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 **creative** and **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, and **respect** towards one another.

Year Group: 2
Terms: 5 and 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. Introduction to column.	
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? LI: To name and locate some continents on a world map.	LI: To identify physical and human features of a non-European country.	LI: To describe what it is like in Shanghai.		LI: 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 How do some people talk to God?	LI: To consider why some people might choose to talk to God.	LI: To investigate some ways people pray.	LI: To recognise how different people use their bodies to pray by exploring practices.	LI: To understand why some people use special objects and clothing during prayer.	LI: To explore Hindu prayer practices and the significance of special objects.	LI: To explore where some prayers come from.
PSHE Relationships	LI: To know why it is important to share and cooperate with my family.		LI: To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.		LI: To recognise and appreciate people who can help me in my family, my school and my community.	LI: To be able 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	LI: To use prepositions for time in sentences. LI: To use subordinating conjunctions in sentences. LI: To answer questions about grammar and spelling.	LI: To identify nouns and verbs. LI: To create a list poem. LI: To use a range of sentences types. LI: To use conjunctions in sentences. LI: To create a fact file.	LI: To answer comprehension questions. LI: To write a speech using emotive language. LI: To punctuate speech using inverted commas.	LI: To create noun phrases for a non-chronological report. LI: To research information for a non-chronological report. LI: To write a non-chronological report. LI: To answer questions about grammar and punctuation.	LI: To plan an explanation text. LI: To write an explanation text. LI: To write a persuasive letter in role. LI: To create an effective slogan.	LI: To research information in order to be accurate. LI: To edit and improve my writing.	LI: To plan to write for different purposes. LI: To write an environmental campaign. LI: To edit and improve my 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.	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.	To know how many minutes are in an hour. To know how many hours are in a day. Practical time.	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 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 identify 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	Ll: Listen to, sing and play pieces with a more challenging pitch range Ll: Listening = an octave or more (Waltzing Matilda, Botany Bay and other Australian traditional music including didgeridoo music, Impatua and Numbakulla) Ll: Singing = exceeding a fifth (singing Waltzing Matilda) Ll: Playing = exceeding a third, playing a drone accompaniment for Waltzing Matilda, of C and G, on ukuleles and keyboards Ll: Identify, recognise and perform crotchets and a crotchet beat at different tempi.						
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 Where do some people talk about God?	Ll: To explore how Muslims pray both individually and in a mosque.	Ll: To describe and explain the features of an Orthodox Christian church.	Ll: To compare different Christian places of worship.	Ll: To explore the importance of the synagogue to some Jewish people by identifying features that help they pray.	Ll: To discuss why a gurdwara is a special place for some Sikh people by discovering the importance of its different features.	Ll: To find out why different places are important to people because of their beliefs.	
PSHE Changing Me	Ll: To recognise cycles of life in nature	Ll: To appreciate and respect elderly members of our community.	Ll: To recognise how my body has changed since I was a baby and what changes will happen as I get older.	SRE Lesson Ll: 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	Ll: To understand there are different types of touch and can tell you which ones I like and don't like	Ll: To 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							