



**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.

**Critical Enquiry Question:** Could a disaster in London repeat itself?

**End of Unit Assessment Activity:** A class debate on our critical question. For and against if a disaster could repeat itself.

**Wow moments:** A Walk in Rochester trip, Great Fire of London theme day and Zoolab.

**Year Group: 2**  
**Term: 3**

**Curriculum focus:**  
The Plague and Great Fire of London

**Term 3**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>English</b>	LI: to use commas to separate items in a list. LI: to use the suffix -ful to write your hopes for the future. LI: to contract two words with an apostrophe. LI: To use reading comprehension skills.	LI: to ask a range of questions LI: to use command sentences to give advice. LI: to use a range of sentence types to create a poster. LI: To write a setting description.	LI: to sequence and caption events in past tense. LI: to recognise past and present tense. LI: to use past tense to write a postcard. LI: to record a range of questions.	LI: to write about real events in a diary entry. LI: to record factual statements. LI: to research a local historical town. LI: to use conjunctions to include opinions in their writing.	<b>Educational Visit – A Walk in Rochester</b> LI to plan a local walking guide LI: to use adjectives to describe landmarks. LI: to use the suffix -ly to create adverbs.	LI: to use a range of different sentence types to write an introduction. LI: to use the present tense to continue to write a walking tour guide. LI: to use thoughtful adjectives to continue to write a walking tour guide. LI: to use a range of different sentence types to write a conclusion.
<b>Reading</b>	ELS Group reading weekly Individual reading weekly					
<b>Maths</b>	Money SDD LI: To know how to count money in pence. LI: To know how to count money in pounds. LI: To be able to count money in pounds and pence.  Arithmetic	Money LI: To choose notes and coins. LI: To know how to make an amount. LI: To compare amounts of money. LI: To calculate with money.  PPA	Money LI: To make a pound. LI: To find change. LI: To solve one step money problems.  Multiplication LI: To recognise equal groups. Rochester trip	Multiplication LI: To make equal groups LI: To add equal groups. LI: To recognise the multiplication symbol. LI: To answer multiplication sentences. PPA	Multiplication NSPCC Number day LI: To use arrays. LI: To make equal groups by grouping. LI: To make equal groups by sharing Arithmetic	Week 6 Multiplication LI: To know the 2 times tables. LI: To divide by 2. LI: To understand doubling and halving. Arithmetic PPA
<b>Science</b> Materials	LI: To be able to identify materials and their uses.	LI: To understand how to select the right materials to build a bridge	LI: To test the stretchiness of materials.	LI: To understand that materials can change their shape by twisting, bending, squashing or stretching.	LI: To learn about Charles MacIntosh and explore how materials are suitable for different purposes.	
<b>History</b> The Plague	LI: To make inferences from historical images.	LI: To gather information from secondary sources to make a fact file.	LI: To gather information from secondary sources to make a newspaper article.	LI: To demonstrate an understanding of a character's perspective.	LI: To make comparisons between the 17th Century and today.	
<b>Art</b>	LI: To develop knowledge of colour mixing.	LI: To know how texture can be created with paint.	LI: To use paint to explore texture and pattern.	LI: To compose a collage, choosing and arranging materials for an effect.	LI: To evaluate and improve artwork.	
<b>Music</b>	LI To listen to music, paying close attention. LI To understand why a piece of music has been written.		LI To begin to recognise notation for quavers, crochets, minims and a crochet rest . LI To create rhythmic chants using written notation.		LI To match dot notation with the pitch of 3 notes. LI To compose simple melodies using 3 notes.	

<b>Computing</b>	Internet safety To be able to identify kind and unkind behaviour online.	Ll: To understand what a spreadsheet looks like. Ll: To add images to a spreadsheet.	Ll: To use clipart images in a spreadsheet. Ll: To use 2Calculate to solve a simple puzzle.	Ll: To open and explore PowerPoint.	Ll: To edit and save a PowerPoint presentation.
<b>RE</b>	How do we know that some people feel a special connection to a God?  Ll: To identify how the Christmas story shows that Jesus is special to some people.	Ll: To investigate why some people believe Guru Nanak was special by exploring a story.	Ll: To explore how some stories show beliefs about special people.	Ll: To understand that some people believe Krishna is special by exploring a Hindu story.	Ll: To recognise why Muhammad is special to many people by exploring a story.  Ll: To recognise why many Christians believe Jesus was a special adult by investigating a story.
<b>PSHE</b>	Ll: To set myself a realistic goal and consider how to achieve it.	L.l. to persevere to reach my goal.	L.l. to understand how working with other people can help me to learn.	Ll- To understand what makes a good team.	Ll: To consider whether I have achieved my goal.
<b>PE</b>	Hit, Run Catch Unit 2 Ll:To work as a team to return a ball to a base. Run, jump Throw Unit 1 Ll: To have an awareness of others when running.	Hit, Run Catch Unit 2 Ll: To use a variety of kicking techniques to send a ball. Run, jump Throw Unit 1 Ll: Too create power with your legs to turn.	Hit, Run Catch Unit 2 Ll: To kick a bowled ball in a variety of ways. Run, jump Throw Unit 1 Ll: To participate in an obstacle relay.	Hit, Run Catch Unit 2 Ll: To recognise the role of wicket keeper. Run, jump Throw Unit 1 Ll: To use a variety of different throws.	Hit, Run Catch Unit 2 Ll: To recognise the role of backstop. Run, jump Throw Unit 1 Ll: To copy and complete actions with accuracy.
<b>Forest School</b>	Safely building free standing shelters		Creating a waterproof shelter		Safely creating and taking down shelters- understanding the order in which to take it down