



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
Terms: 3 & 4

Curriculum focus:
The Plague and Great Fire of London

Term 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	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.	Educational Visit – A Walk in Rochester 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.
Reading	ELS Group reading weekly Individual reading weekly					
Maths	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.	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.	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
Science 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.	
History 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.	
Art	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.	
Music	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.	
Computing	Internet safety To be able to identify kind and unkind behaviour online.	LI: To understand what a spreadsheet looks like. LI: To add images to a spreadsheet.	LI: To use clipart images in a spreadsheet.	LI: To open and explore PowerPoint.	LI: To edit and save a PowerPoint presentation.	

				Ll: To use 2Calculate to solve a simple puzzle.		
RE	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.
PSHE	Ll: To set myself a realistic goal and consider how to achieve it.	L.I. to persevere to reach my goal.	L.I. 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.	
PE	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.	
Forest School	Safely building free standing shelters		Creating a waterproof shelter		Safely creating and taking down shelters- understanding the order in which to take it down	

Term 4

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English	Ll: To research information about London landmarks. Ll: To write in present tense to create a Poster. Ll: To use past tense to write about old London.	Ll: To use command sentences in a warning poster. Ll: To use different sentence types to create speech Bubbles.	Ll: To use simple past tense to write a diary entry. Ll: To use present progressive tense in a speech.	Ll: To continue my speech and give advice. Ll: To use conjunctions to give reasons.	Ll: To use adverbials to express time. Ll: To plan a fact file. Ll: To write a fact file in present tense.	Ll: To continue a fact file about a topic. Ll: To edit and publish my fact file.
Maths	Multiplication/ Division Theme days Ll: To know how to identify if a number is odd or even. Ll: To know how to multiply by 10.	Ll: To know how to divide by 10. Ll: To know how to multiply by 5. Ll: To know how to divide by 5. World Book Day Arithmetic	Assessment week Ll: To understand the relationship between the 5 and 10 times tables. Length and Height Ll: To know how to measure length in centimetres. Ll: To know how to measure length in metres.	Ll: To know how to compare lengths and heights. Ll: To know how to order lengths and heights. Ll: To know how to solve length and height calculations with the four operations. Mass, Capacity and Temperature Ll: To know how to compare masses. Arithmetic	Ll: To know how to measure in grams. Ll: To know how to measure in kilograms. Ll: To know how to solve problems using the four operations with mass. Ll: To know how to compare volume and capacity.	Ll: To know how to measure in millilitres. Ll: To know how to measure in litres. Ll: To know how to solve problems using the four operations with volume and capacity. Ll: To know how to measure temperature. Arithmetic
Science Living Things and Their Habitats	Ll: To compare the differences between things that are living, dead and have never been alive.	Ll: To identify and name a variety of plants and animals in a microhabitat.	Ll: To design a suitable microhabitat where living things could survive.	Ll: To know and find out what animals eat to survive in their habitat.	Ll: To understand food chains.	Ll: To understand the journey food makes from the farm to the supermarkets.
Reading	Retrieval, vocabulary, inference, 1-1 reading	Retrieval, vocabulary, inference, 1-1 reading	Retrieval, vocabulary, inference, 1-1 reading	Reading Assessments	Retrieval, vocabulary, inference, 1-1 reading	Retrieval, vocabulary, inference, 1-1 reading
History Great Fire of London	Ll: To describe some of the ways we live now and how these are different to 1666.	Ll: To consider the emotions of another person when considering the fire.	Ll: To identify the sequence of events in the Great Fire of London.	Ll: To write in first person as a historical figure.	Ll: To explain how and why London was rebuilt after the Great Fire.	Ll: To understand the impact the Great Fire of London had on our rescue services.
DT Healthy Wraps	Ll: To recognise foods and their food groups.	Ll: To identify the balance of food groups in a meal.	Ll: To identify an appropriate piece of equipment to prepare a given food.	Ll: To select balanced combinations of ingredients.	Ll: To design based on criteria.	Ll: To evaluate a dish based on design criteria.
Music	Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo.		Walk in time to the beat of a piece of music or song (e.g. La Mousisque by Susato). Know the difference between left and right to support coordination and shared movement with others. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.		Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point. Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. Create / perform chanted rhythm patterns with stick notation.	

Computing	Ll: To understand how people can communicate online.	Ll: To create a computer program using an algorithm.	Ll: To understand the collision detection event.	Ll: To design an algorithm that follows a sequence.	Ll: To understand what different events, do in a code.	Ll: To understand the function of buttons in a program.
RE	What is a prophet? Ll: To identify the characteristics of a prophet by exploring a story.	Ll: To investigate stories about people's responses to being a prophet.	Ll: To explore the promises made to some prophets in stories and scriptures.	Ll: To investigate the role of Muhammad using stories and scripture.	Ll: To explore the role of Jesus in different worldviews using stories and scripture.	Ll: To explain the importance of Guru Nanak for many Sikhs by looking at key events and teachings. Additional lesson: Ll: To recognise that Easter celebrates Jesus coming back to life and express this through art.
PSHE	Ll: I know what I need to keep my body healthy	Ll: To be able to tell you when a feeling is weak or strong. Ll: I know things I can do to help me relax.	Ll: I understand how medicines work in my body and how important it is to use them safely	Ll: To be able to sort foods into the correct food groups and know which foods my body needs	Ll: To decide which foods to eat to keep my body healthy. (Link to DT healthy wraps)	
PE	Attack Defend Shoot Unit 2 Dance Unit 1	Attack Defend Shoot Unit 2 Dance Unit 1	Attack Defend Shoot Unit 2 Dance Unit 1	Attack Defend Shoot Unit 2 Dance Unit 1	Attack Defend Shoot Unit 2 Dance Unit 1	Attack Defend Shoot Unit 2 Dance Unit 1
Forest School	Designing and building a bug hotel Looking for and identifying different insects		Maintaining the bug hotel Looking for insects that might be using it Researching how to attract the bugs to the hotel		Creating a fact file about different insects (for our Forest School book)	