



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.

Critical Enquiry Question:
Why is our world wonderful?

Wow moments:
Trip to Soar and Durham Woods

Year Group: 2 Term: 1		Curriculum focus: Geography		Wow moments: Trip to Soar and Durham Woods			
Term 1							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English 	(3days) To be able to write on the line. To use common exception words in a sentence. To use capital letters and full stops.	The Journey Home To recognise and identify adjectives. To use commas in a list. To create noun phrases. To recognise the four different types of sentences. To answer comprehension questions accurately.	To begin to use the four grammatical forms of a sentence. To identify the difference between questions, statements, commands and exclamations. To use secondary sources to gather information. To use statements for facts and exclamations for opinions. PPA	To use command sentences to give advice. To explore the simple past tense. To convert verbs from simple present to simple past tense. To know when to use –s or –es on the end of animal's names. To answer comprehension questions accurately.	To begin to infer and write in role. To use a variety of different sentence types to create a poster. To gather adjectives to describe. To use adjectives to create noun phrases about a setting. PPA	To create a narrative based on a known story. To write a simple story using noun phrases. To share a narrative to ensure vocabulary is descriptive. To answer comprehension questions accurately.	To write a persuasive piece for a campaign. To write consistently in the past tense. To present a campaign on endangered animals to an audience. PPA
Reading	Individual Readers – Pre- assessment	Individual Readers – Pre- assessment	ELS – Group Reading				
Maths Number	To be able to write in numerals from 1-100 To be able to write numbers to 100 in words. To recall number bonds to 10.	To read and represent numbers to 20. To count objects by grouping into 10. To understand tens and ones. To use a place value chart. To partition numbers to 100.	To use words to represent numbers. To partition numbers in different ways. To partition numbers in different ways. To use a number line to 100.	To use a number line to 100 counting in ones. To estimate numbers on a number line. To compare objects. To compare numbers. To practice my arithmetic skills.	To know how to order objects and numbers. To count in 2s, 5s and 10s. To count in 3s. To find number bonds to 10.	To find addition and subtraction bonds within 20. To use known facts to solve related calculations. To find number bonds to 100. To add and subtract ones from a 2 digit number. To practice my arithmetic skills.	To add by making 10. To add 3 1-digit numbers. To add to the next ten. To add across 10.
Science Animals, including humans 1 – Growth	To identify what I already know.	To describe the needs of humans, for survival.	To describe the needs of humans, for survival.	To explore the importance of eating the right food.	To describe what a healthy, balanced diet looks like.	To investigate the impact of exercise on our bodies.	To investigate the importance of hygiene.
Geography Oceans and Continents	To name and locate the seven continents.	To locate the North and South Poles.	To locate the Equator on a world map.	To compare the UK and Kenya.	To investigate local weather conditions.	To identify key features of hot and cold places.	Check Point: Why is our world wonderful?

ART	To investigate maps as a stimulus for drawing.	To learn and apply the steps of the felt-making process.	To experiment with the craft technique to develop an idea.	To develop ideas and apply craft skills when print making.	To develop ideas and apply craft skills when print making.	To present artwork and evaluate it against a design brief.	
Music			To understand the story of a piece of music. To identify instruments.		To respond to music through movement. To compare the character of pieces of music.		To identify and compare rhythms. To listen with attention to detail. To create a soundscape.
Computing	Internet safety To know how to use ICT safely at Fairview	Internet safety To understand that information I put online leaves a digital footprint	To understand that text can be typed in to a document to communicate Information.	To understand how to save and retrieve their Work.	To understand that ICT can be used to improve text.	To alter font type, size etc and emphasis and effect.	To understand how to combine graphics and Text.
RE	Respectful religion and worldviews – What are big questions? To identify and discuss big questions.	Why do we need to give thanks? To identify how and why some people say thank you by reflecting on personal experience.	To recognise how and why some people celebrate harvest by examining what they say and do.	To identify why some Hindus and Christians fell thankful to God by exploring stories.	To describe how and why some Hindus express gratitude to God by exploring Puja.	To identify how some Hindus and Christians thank God by examining what they do.	To explore music to understand how some Christians thank God.
PSHE Being me in my world In provision so only 4 lessons	To recognise when I feel worried and to know who to ask for help when I do.	To understand the rights and responsibilities for being a member of my class and school	To listen to other people and contribute my own ideas about rewards and consequences.	To understand how following the learning charter will help myself and others learn.			
PE Outdoor- attack, defence, shoot- Indoor - Gymnastics	No PE this week	Outdoor To kick the ball over long and short distances. Indoor To perform with control and consistency basic actions at different speeds and levels.	Outdoor To stop the ball with control using the foot. Indoor To develop strength and flexibility.	Outdoor To work as a team to keep the ball. Indoor To perform a simple sequence that is judged using simple scoring.	Outdoor To bounce a ball with a partner Indoor To develop body management through a range of floor exercises.	Outdoor To bounce the ball while we are moving(dribbling) Indoor To develop core strength in back support and half twist.	Outdoor To pass the ball forward in a game. Indoor Use rhythm whilst performing a sequence.
Forest School			Natural printing using material and mallets		Clay faces/ models		Whittling sticks using peelers