

Year 2 Medium Term Plan – Summer Term 1

Topic Focus – Once upon a time...

Subject	Learning Objectives	Activities
English	<p><u>Reading</u></p> <ul style="list-style-type: none"> • Listening to, discussing and expressing views about a wide range of stories and non-fiction at a level beyond that at which they can read independently. • To discuss the sequence of events in books and how items of information are related • To become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • To recognise simple recurring literary language in stories • To participate in discussion about books, that are read to them and those that they can read for themselves, taking turns and listening to what others say • To explain and discuss their understanding of books, both those that they listen to and those that they read for themselves <p><u>Writing Composition</u></p> <ul style="list-style-type: none"> • To develop positive attitudes towards and stamina for writing by writing stories, real events and for different purposes. • To make simple additions, revisions and corrections to their own writing by: 	<p><u>Reading</u></p> <ul style="list-style-type: none"> - Into the woods (making links between books) - Learning facts about bears (links to geography and science) - Reading traditional talks- repetitive language and story language. - Role playing different stories <p><u>Writing</u></p> <ul style="list-style-type: none"> - Retell of Little Red Hood (use of exclamatory sentences) - Three Little Pigs – changing the story (characters and settings) - Hot Seating – discussing the characters, asking questions. - Goldilocks and the three bears Questioning characters and using inverted commas for speech. - Plan and edit work.

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- evaluating their writing with the teacher and other pupils
- Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
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Writing Vocabulary Grammar Punctuation

- To use sentences with different forms: statement, question, exclamation, command
- To use expanded noun phrases to describe and specify [for example, the blue butterfly]
- To write in the present and past tenses correctly and consistently including the progressive form
- To subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- To distinguish between homophones and near-homophones
- To add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly

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	<ul style="list-style-type: none">• To spell words in both possessive and contracted form. <p><u>Handwriting</u></p> <ul style="list-style-type: none">• To start using some of the diagonal and horizontal strokes needed to join letters.	
Maths	<p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none">• To solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures• To apply their increasing knowledge of mental and written methods to solve addition and subtraction• To understand that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot• To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none">• To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	<ul style="list-style-type: none">- Addition and subtraction- Missing number problems- Multiplication and division- Odd and even numbers- Fractions- Symmetry- Statistics pictograms and tally charts- Estimation rounding- Shapes 2D and 3D

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- To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs
- To show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
- To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Number – fractions

- To write simple fractions, for example $\frac{1}{2}$ of 6 = 3
and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Geometry.

- To identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- To identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.

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	<ul style="list-style-type: none">• To identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]• To compare and sort common 2-D and 3-D shapes and everyday objects <p><u>Statistics:</u></p> <p>To interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <ul style="list-style-type: none">• To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity• To ask and answer questions about totalling and comparing categorical data.	
Science	<p><u>Living Habitats.</u></p> <ul style="list-style-type: none">• To identify that most living things live in habitats to which they are suited and describe how	<ul style="list-style-type: none">- Bears habitats- Types of bear- Leaflet/Factfile about the different bears

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	<p>different habitats provide for the basic needs of different kinds of animals, and how they depend on each other</p> <ul style="list-style-type: none"> • To identify and name a variety of animals in their habitats, 	
Computing	<ul style="list-style-type: none"> • To use technology purposefully to create and retrieve digital content 	- Researching bears.
Art and Design	<ul style="list-style-type: none"> • N/A 	
Design Technology	<p><u>Design and Make</u></p> <ul style="list-style-type: none"> • To select from and use a range of tools and equipment to perform practical tasks • To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p><u>Technical Knowledge</u></p> <ul style="list-style-type: none"> • To build structures, exploring how they can be made stronger, stiffer and more stable 	- Designing and creating their own houses based on Goldilocks and the three bears.

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History	N/A	- N/A
Geography	<u>Human and Physical Geography</u> <ul style="list-style-type: none">• use world maps, atlases and globes to identify location of different countries and continents	- Research about bears the location of bears. .
Music	<ul style="list-style-type: none">• To use their voices expressively and creatively by singing songs and speaking chants and rhymes• To play tuned and untuned instruments musically• To listen with concentration and understanding to a range of high-quality live and recorded music• To experiment with, create, select and combine sounds using the inter-related dimensions of music.	<ul style="list-style-type: none">- Traditional tale songs- Creating own rhythms

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Physical Education	<ul style="list-style-type: none">• To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities• To participate in team games, developing simple tactics for attacking and defending• To perform dances using simple movement patterns.•	<ul style="list-style-type: none">- Throwing and catching activities- Bat and ball activities- Team games such as rugby- Gymnastic routines.
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