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| Medium Term Plan-Class 2 Summer 1-Term 5 | | | | | | | |
| **Week beginning & Subject** | **17th April** | **24th April** | **1st May** | **8th May** | **15th May** | **22nd May** |  |
| **Computing-Presenting Ideas** | Presenting a story | Presenting a quiz | Making a fact file | Presenting a fact file | Presentations | Presentations |  |
| **History-Local Area** | What is our local area like? | Out and about Fieldwork | King Charles-Coronation | Houses and Homes | Jobs in our local area | Can we make a change? |  |
| **Science-Plants** | Bagel-Retrieval of prior knowledge-Yr R/1-  Outside walk to see what plants/tress we can identify | *Identify & classify* -What do plants need to grow? | What’s inside a seed?  *Pattern Seeking-Do bigger seeds grow into bigger plants?* | Life cycle- What do plants need to stay healthy  *Observation over time- What happens to my seed after planting it?* | How do plants grow in different climates/continents-*Research-How does a cactus survive in a desert with no water?* | *Big Question-Assessment- What should I do to grow a healthy plant*- Fun Write-Non-Chron report |  |
| **RE-** | What makes some places sacred? | Where do I feel safe? Where is a sacred place for believers to go? | Which place of worship is sacred for Christians? | Which place of worship is sacred for Jewish people? | Which place of worship is sacred for Muslims? | Why are places of worship important to our community? |  |
| **D/T-Structures** | Structures-To look at different structures-Natural-Technical knowledge | Structures-Design Inspiration-chair, table, pylon, bridge, bike, windmill | Structures-Practical knowledge-making a cuboid, triangular prism, anchored frame | Structures- To design your structure-Inspiration, purpose and user | To make you structure | To test and evaluate |  |
| **French-YR 2** | Madame Ash | Madame Ash | Madame Ash | Madame Ash | Madame Ash | Madame Ash |  |
| **PSHE- Relationships**  **Feelings and Emotions and Valuing Differences** | How words/actions can affect people | Feeling uncomfortable and unsafe | That hurtful teasing and bullying is wrong | How to report bullying or other hurtful behaviour, including online to a trusted adult and the importance of doing so… | Trusting adults | Scenarios-different situations |  |
| **ENGLISH** | | | | | | | |
| **Handwriting** | I can write using horizontal join to p and y | I can join round letters  I can use horizontal joins | I can use horizontal joins od, og | I can use horizontal joins to e- oe, ve, we | I can write using joining words | I can use break letters- b, g, p, j, y, q, s, x, z |  |
| **Phonics** | Assessment  O(U) G/R-Uncle Wonder | EY-G/R-Harvey goes missing | W-A(O)-G/R-The witch factor | W-OR(ER)-G/R-The magic words | W-AR(OR)-G/R-Miss Oh No | S(ZSH)-G/R-Treasure Island |  |
| **Word reading** | Assessment-Phonics and common exception words | I can say a sound for more than 40 letters or groups of letters | I can say a sound for more than 40 letters or groups of letters | I can read new words correctly by blending the letter and letter group sounds I have been taught | I can read words of more than one syllable using sounds that I have been taught | I can use letter sounds to work out and read new words |  |
| **Comprehension** | Assessment  SAT’s reading papers-weekly | I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others | I can enjoy reading and discussing the order of events in books and how items of information are related | I can retell some of a story I know when being read to by an adult | I can join in with words when I can guess what is coming next | I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features |  |
| **Writing** | Recount-assessment | Suspense –To understand how to identify suspense. | Suspense-To use suspense within their writing | Fun write-Suspense  Non-chron reports | Information-Non-Chronological Report | Information-Non-Chronological Report-Fun Write-Science |  |
| **EPS** | Assessment-retrieval of previous terms | Contractions-do not- don’t | Use of ‘ly’ to turn adjectives to adverbs | Apostrophes to mark were letters are missing in spelling and to mark singular possession | Using nouns with ‘ness’ and ‘er’  Using adjectives with ‘ful’ and ‘less’  Using adjectives with ‘er’ and ‘est’ | Assessment-  Using nouns with ‘ness’ and ‘er’  Using adjectives with ‘ful’ and ‘less’  Using adjectives with ‘er’ and ‘est’ |  |
| **Spelling-** | Possessive apostrophe-singular nouns | Suffixes- ed. Ing, er, est ending in a Y | Suffixes- ed. Ing, er, est ending in an E | Syllable ending in a single consonant after a vowel | Exception words | Retrieval from previous spelling words |  |
| **Guided Reading-in small groups** | I can join in a talk about books, poems and other works that are read to me and those that I can read, taking turns and listening to what others say | I can join in a talk about books, poems and other works that are read to me and those that I can read, taking turns and listening to what others say | I can answer and ask questions  I summarise the chapter/pages | I can answer and ask questions  I can write a summary of what I have just read | I can discuss my favourite words and phrases and explain why. | I can predict what is going to happen next. |  |
| **Maths** | | | | | | | |
| **YR-2** | Fractions | Fractions | Time | Time | Measurement | Measurement |  |
| **PE** | Athletics  Striking and fielding | Athletics  Striking and fielding | Athletics  Striking and fielding | Athletics  Striking and fielding | Athletics  Striking and fielding | Athletics  Striking and fielding |  |
| **Music** |  |  |  |  |  |  |  |