

## Year 2 Summer Term A 24/25 Medium Term

	1 April 22 <sup>nd</sup> – 25 <sup>th</sup>	2 April/May 28 <sup>th</sup> – 2 <sup>nd</sup>	3 May 6 <sup>th</sup> – 9 <sup>th</sup>	4 May 12 <sup>th</sup> – 16 <sup>th</sup>	5 May 19 <sup>th</sup> – 23 <sup>rd</sup>
<b>Maths</b>  Power Maths	<b>Fractions</b> <ul style="list-style-type: none"> <li>Toolkit lesson</li> <li>Introducing parts and wholes</li> <li>Equal and unequal parts</li> <li>Recognise a half <ul style="list-style-type: none"> <li>Find a half</li> </ul> </li> </ul>	<b>Fractions</b> <ul style="list-style-type: none"> <li>Recognise a quarter</li> <li>Find a quarter</li> <li>Thirds</li> <li>Find the whole</li> <li>Unit and non-unit fractions</li> </ul>	<b>Fractions</b> <ul style="list-style-type: none"> <li>Recognise the equivalence of a half and two quarters</li> <li>Recognise three quarters</li> <li>Count in fractions up to a whole</li> </ul> <b>Time</b> <ul style="list-style-type: none"> <li>Toolkit lessons x2</li> </ul>	<b>Time</b> <ul style="list-style-type: none"> <li>O'clock and half past</li> <li>Quarter past and quarter to</li> <li>Tell the time to 5 minutes</li> <li>Minutes in an hour <ul style="list-style-type: none"> <li>Hours in a day</li> </ul> </li> </ul>	<b>CONSOLIDATE</b> <b>Time</b> <ul style="list-style-type: none"> <li>O'clock and half past</li> <li>Quarter past and quarter to</li> <li>Tell the time to 5 minutes</li> <li>Minutes in an hour <ul style="list-style-type: none"> <li>Hours in a day</li> </ul> </li> </ul>
	<b>Maths Key Vocab:</b> half, quarter, third, three quarters, whole, equal parts, equivalent, denominator, numerator, non unit fraction, unit fraction, o'clock, half past, quarter past, quarter to, minute hand, hour hand, hours, minutes				
<b>English</b>  Literacy Tree Active Spelling Read Write Inc	<b>Fictional Worlds and Fantasy</b>				
	<b>Reading</b> Eric – Shaun Tan			<b>Reading</b> Cakes in space – Philip Reeve	
	<b>Writing</b> The Dragon Machine – Helen Ward			<b>Writing</b> Ocean Meets Sky – Eric Fan and Terry Fan	
	<b>Outcomes</b> Own version dragon stories Dragon guides and encyclopaedia, letters of advice, dragon machine explanations, shopping lists, descriptions, letters			<b>Outcomes</b> Own version fantasy world narratives Setting and character descriptions, labels, diaries, postcards, captain's logs, instructions, dialogue	
	<b>Active Spelling</b> want    wasp wand    squad wash    squat wander   quad watch	<b>Active Spelling</b> money   donkey key monkey chimney   valley honey    alley	<b>Active Spelling</b> village   sausage beige    message passage   hedge nudge    strange rage      pledge	<b>Active Spelling</b> action    station fiction    motion nation    section potion    friction audition   mention	<b>Active Spelling</b> flies      tries replies   copies babies   carries marries   replies hurries   fries
<b>Science</b>	KWL grid Definitions of key vocab <b>Living things and their habitats</b>  F R O G S  <b>Living things and their habitats</b> To identify and name a variety of plants and animals in their habitats. What animals did you find outside for animals or plants? F R O G S	<b>Living things and their habitats</b> To identify and name a variety of plants and animals in their habitats. How do habitats provide for the basic needs of different kinds of animals and plants? How do they depend on each other? F R O G S	<b>Living things and their habitats</b> To explore and compare the difference between things that are living, dead and things that have never been alive. How do you know if something is living, dead or never been alive? F R O G S	<b>Living things and their habitats</b> To identify and name a variety of plants and animals in their microhabitats. What is a microhabitat? Do we have any in school? F R O G S	<b>Living things and their habitats</b> To describe how animals obtain their food from plants and other animals. What is a food chain? What do the parts of a food chain mean? F R O G S
	<b>Science Key Vocab:</b> living, dead, never alive, habitats, microhabitats, food, food chain, shelter, seashore, woodland, ocean, rainforest, conditions, desert, damp, shade				

## Year 2 Summer Term A 24/25 Medium Term Planning

<b>History</b> Chris Quigley	KWL grid Definitions of key vocab <b>Grace Darling</b> To learn about the main events from a significant persons life. Who is Grace Darling? Why is she a significant person from the past? Why is she considered a heroine?		<b>Grace Darling</b> To compare aspects of life in different periods. What is the role of a lighthouse keeper? Do we have lighthouse keepers now?		<b>Grace Darling</b> To compare aspects of life in different periods. What is the RNLI? How has life changed from then to now?
	<b>History Key Vocab:</b> significant, heroine, bravery, courage				
<b>Geography</b> Chris Quigley		KWL grid Definitions of key vocab <b>Continents and oceans</b> To identify Earth's physical features. What is Earth made of? What is under the sea?		<b>Continents and oceans</b> To identify and locate the Continents. Where are the continents in relation to the equator?	<b>Continents and oceans</b> To order oceans by size. Can you locate the oceans on a map? What continents are they surrounding?
	<b>Geography Key Vocab:</b> continent, ocean, saline, species, seas, equator, surrounding				
<b>Art</b> Chris Quigley	Definitions of key vocab <b>Impressionism</b> Artist – Claude Monet Artist Study Why is Claude Monet a significant artist? What techniques did he use?		<b>Impressionism</b> To explore a technique used by an artist. What kind of brush stroke helps when painting the sea? Why could it be a good idea to quickly apply brush strokes when painting the sea? Why might you mix sand with paint when creating a seaside painting?		<b>Impressionism</b> To compare and contrast colours used in painting. Which colours could be described as being 'warm'? Which colours could be described as being 'cool'?
	<b>Art Key Vocab:</b> impressionism, technique, artist, brush stroke, texture, collage, contrast, compare, warm, cool				
<b>Design Technology</b> Chris Quigley		<b>Couscous dish</b> To take inspiration from existing products.		<b>Couscous dish</b> To discuss safety and hygiene with regards to food.	
	<b>DT Key Vocab:</b> inspiration, purpose, user, grown, reared, caught, processed food, seasonal food, harvest, food poisoning, prepare, stored				
<b>Music</b> Music Express	<b>Weather</b> To perform a rhythmic chant and play an independent rhythm pattern to accompany it. What is a chant?	<b>Weather</b> To perform an updated version of a traditional nursery rhyme with a rap section included. What is a nursery rhyme? What is a rap?	<b>Weather</b> To compose music to illustrate a story. What does compose mean?	<b>Pattern</b> To perform steady beat patterns with a song. What is a steady beat pattern?	<b>Pattern</b> To perform and create simple three-beat rhythms using a simple score. What is a simple three-beat rhythm? What is a simple score?
	<b>Music Key Vocab:</b> rhythmic, chant, independent, pattern, traditional, rap, compose, steady, beat, score, organise				
<b>PE</b> Synergy - PPA	<b>Team Building</b> To follow instructions and work with others.	<b>Team Building</b> To co-operate and communicate in a small group to solve challenges.	<b>Team Building</b> To create a plan with a group to solve the challenges.	<b>Team Building</b> To communicate effectively and develop trust.	<b>Team Building</b> To use teamwork skills to work as a group to solve problems.

## Year 2 Summer Term A 24/25 Medium Term Planning

Get Set 4 PE					
	<b>PE Key Vocab:</b> instructions, team building, cooperate, communicate, challenges, plan, solve, develop, trust, teamwork, skills, problems				
RE Lincolnshire Diocese	<p>Definitions of key vocab <b>Thankfulness</b></p> <p>KWL Grid</p> <p>What does it mean to be thankful? Do you only have to say thank you if you believe in God?</p> <p><b>Christianity – Harvest Festival</b> To understand how Harvest Festivals are celebrated around the world.</p> <p>Are Harvest Festivals at the same time around the world?</p>	<p><b>Christianity – Harvest Festival</b> To understand how Harvest Festivals are celebrated around the world.</p> <p>Are Harvest Festivals at the same time around the world?</p>	<p><b>Christianity – Harvest Festival</b> To explore a painting.</p> <p>What is the Dalit Madonna? How does it link to Harvest Festivals?</p>	<p><b>Judaism – Key beliefs</b> To understand key beliefs for Jewish people.</p> <p>What is the Torah? What is a synagogue? Who was Moses and Abraham?</p>	<p><b>Judaism – Key beliefs</b> To understand what Jews are thankful for.</p> <p>What is the story of Passover? What is a Sukkot?</p>
	<b>RE Key Vocab:</b> harvest, festival, creator, beliefs, Torah, synagogue, Sukkot, thankfulness				
Computing Teach Computing	<p>Definitions of key vocab <b>Robot Algorithms</b></p>	<p><b>Robot Algorithms</b> To give instructions. What are instructions?</p>	<p><b>Robot Algorithms</b> To create short sequences. What is a sequence?</p>	<p><b>Robot Algorithms</b> To make predictions. What is a prediction?</p>	<p><b>Robot Algorithms</b> To design algorithms. What are algorithms?</p>
	<b>Computing Key Vocab:</b> instructions, sequence, algorithm, debug, predictions				
PSHE Jigsaw	<p><b>Relationships</b> To identify different members of my family.</p> <p>What is my relationship with them? Why is it important to share and cooperate?</p>	<p><b>Relationships</b> To explore physical contact.</p> <p>What types of physical contact are there? What physical contact is acceptable? What physical contact is not acceptable?</p>	<p><b>Relationships</b> To identify some things that cause conflict with my friends.</p> <p>What does conflict mean? How can I resolve a conflict?</p>	<p><b>Relationships</b> To understand secrets.</p> <p>When is it good to keep a secret? When is it not good to keep a secret?</p>	<p><b>Relationships</b> To recognise and appreciate people who can help me.</p> <p>Who can help me in my family, school and community?</p>
	<b>PSHE Key Vocab:</b> relationship, share, cooperate, family, physical contact, acceptable, conflict, secrets, appreciate, school, community, important, express				