









## Medium Term Planning 2022-2023

Year Group: 2 Term: Summer						
<p><b>RE</b> Spread the Word Prayer at Home Rules Treasures</p> <p>To recognise religious stories. To retell, in any form, a narrative that corresponds to the scripture source used.</p> <p>To describe some religious beliefs. To recognise that people act in a particular way because of their beliefs.</p> <p>To describe some of the actions and choices of believers that arise because of their belief.</p> <p>To recognise key figures in the history of the People of God.</p> <p>To describe different roles of some people in the local, national and universal Church. To recognise religious signs and symbols used in worship.</p> <p>To describe some religious symbols and the steps involved in religious actions and worship, including the sacraments.</p>	<p><b>English</b></p> <p><u>Writing:</u> Inform: Explanation (3 weeks) Entertain: Description (2 weeks) Entertain: Poetry - Take one Poet (1 week)</p> <p>Inform: Book Review (2 weeks) Inform: Narrative (3 weeks)</p> <p><u>Writing</u></p> <p>To form lower-case letters of the correct size relative to one another To start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters To use spacing between words that reflects the size of the letters.</p> <p>To develop positive attitudes and stamina for writing To consider what to wrote before beginning To make simple revisions and corrections</p>	<p><b>Maths</b> Number: Fractions Measurement: Time Statistics Geometry: Position and Direction</p> <p>Fractions To recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity To write simple fractions for example, <math>\frac{1}{2}</math> of <math>6 = 3</math> and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></p> <p>Time To compare and sequence intervals of time To tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times To know the number of minutes in an hour and the number of hours in a day.</p> <p>Statistics To interpret and construct simple pictograms, tally charts, block diagrams and simple tables To ask and answer simple questions by counting the number of objects in each</p>	<p><b>Science</b> Animals and their offspring</p> <p>To notice that animals, including humans, have offspring which grow into adults.</p> <p>To find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>To describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p> <p>To identify and classify.</p> <p>To gather and record date to help in answering questions.</p>			



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<p>To use religious words and phrases.</p> <p>To say what they wonder about.</p> <p>To ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer.</p> <p>To talk about their own feelings, experiences and the things that matter to them.</p> <p>To ask and respond to questions about their own and others' feelings, experiences and things that matter to them</p>	<p>To read aloud what they've written with appropriate intonation.</p> <p>To develop understanding of punctuation including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>To learn how to use sentences with different forms: statement, question, exclamation, command; expanded noun phrases to describe and specify [for example, the blue butterfly]; the present and past tenses correctly and consistently including the progressive form; subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p><u>Reading:</u> Word Reading</p> <p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>To read accurately words of two or more syllables that contain the same graphemes as above</p> <p>To read words containing common suffixes</p> <p>To read further common exception words, noting unusual correspondences between</p>	<p>category and sorting the categories by quantity</p> <p>To ask and answer questions about totalling and comparing categorical data.</p> <p><b>Position and Direction</b></p> <p>To order and arrange combinations of mathematical objects in patterns and sequences</p> <p>To use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).</p>	
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	<p>spelling and sound and where these occur in the word</p> <p>To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>To re-read these books to build up their fluency and confidence in word reading</p> <p>Comprehension</p> <p>To develop pleasure in reading, motivation to read, vocabulary and understanding</p> <p>To understand both the books that they can already read accurately and fluently and those that they listen to</p> <p>To participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>		
<p><b>History</b></p> <p>Who made History in our area?</p> <p><u>Chronology</u></p> <p>To have a chronological development from living to beyond living memory with key terms and features of life.</p>	<p><b>Geography</b></p> <p>Why is my world wonderful?</p> <p><u>Knowledge of locations, places and their features, human and physical processes and key terminology:</u></p> <p>To know the locations of the continents and the oceans.</p>	<p><b>Art</b></p> <p>Artist Focus: Norman Cornish</p> <p>To learn about the work of a range of artists, making links to their own work.</p> <p>To evaluate and analyse creative works using the language of art, craft and design.</p>	<p><b>DT</b></p> <p>Food and Nutrition – Summer (Creating Summer very berry smoothies)</p> <p><u>Design</u></p> <p>To design purposeful, functional, appealing products based on design criteria.</p>



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<p><u>Historical knowledge</u> To begin to think about simultaneous events/people.</p> <p>To use information texts to gather historical knowledge.</p> <p><u>Explain/analyse second order concepts</u> To begin to consider significance as impact rather than well known.</p> <p>To compare features of life beyond living memory with modern life.</p> <p><u>Primary source use</u> To use primary source photographs, simple written sources to observe, describe and infer using images.</p>	<p>To know North, South, East and West.</p> <p>To know major mountains and rivers of the world.</p> <p><u>Understanding of similarities and differences, interaction of people, processes and places.</u> To identify simple similarities and differences.</p> <p><u>Working like a geographer: use of geographical information from maps, atlases, globes etc.</u> To use simple world maps showing continents, oceans, mountains, rivers and the equator.</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p>	<p>To generate, develop, model and communicate ideas.</p> <p><u>Make</u> To select and use a range of tools and equipment, materials and components.</p> <p><u>Evaluate</u> To evaluate a range of existing products</p> <p>To evaluate their ideas and products against design criteria.</p>
<p><b>Music</b> Durham Charanga – Friendship song; Reflect, rewind, replay</p> <p>To use voices expressively.</p> <p>To play tuned and untuned instruments.</p> <p>To listen with concentration and understanding.</p> <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b>PE</b> Games: Piggy in the middle Athletics: Off up and away</p> <p>To participate in team games, developing simple tactics for attacking and defending</p> <p>To master basic movements including running, jumping, throwing and catching.</p>	<p><b>Computing</b> Online safety Creating pictures Making music Presenting ideas</p> <p>To use technology safely and respectfully, keeping personal information private.</p> <p>To identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>To recognise common uses of information technology beyond school</p>	<p><b>MFL (Spanish)</b> European day of languages Basic greetings Numbers to 30 Months Days Colours Birthdays To listen to and repeat basic greetings, numbers and days of the week.</p> <p>To join in with rhymes and songs.</p>



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		<p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>To use technology safely and respectfully.</p>	
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