**Medium Term Planning** **Year 2 Summer 1**

## LC Question: Where would you prefer to live: Stalybridge or Nairobi?

<table>
<tr><th></th><th>Quality text/hook</th><th>English</th><th>Reading</th><th colspan="2">Maths (revisit key areas)</th><th>CP</th></tr>
<tr><td>1</td><td rowspan="4">African music playing and clues linked to Africa.<br><br>Meerkat mail.<br><br>T4W 1-3</td><td rowspan="4">Narrative (Post-card)<br><br>Model text – post card<br><br>Reflection on Sunny character in the story.<br>Feelings at different points in the story.<br>Description of African setting – adjectives/ coordinating and subordinating conjunctions.<br>Exclamation sentences/ question sentences/ statements<br>Adjectives, question marks, commas for lists, past tense.<br><br><u>Grammar</u><br>I use some diagonal and horizontal joins<br>I use spacing between words to reflect the size of the letters.<br>I form lower case letters of the correct size relative to one another.<br>I use co-ordination ( using and, or, but)<br>Past and present tense<br><br>I use homophones<br><br><u>Independent</u><br>Children to write their own version of the story in the form of a post card. Children to add in different places that Sunny might go and what he might see.<br>Proof read and check for errors in spelling, grammar and punctuation.<br>I make changes, sometimes independently and sometimes in discussion with an adult to improve the impact of my writing.<br><br>Handwriting ;Joins</td><td rowspan="4">Applying phonics<br><br>Read words of two or more syllables.<br>Read aloud books closely matched to my improving phonic knowledge.<br>Read books fluently and confidently.<br><br>Reading for pleasure<br><br>Decide how useful a non fiction book is to find the information I need.<br>Find the setting or time in books or stories.<br>Discuss the setting or time.<br><br>Reading for pleasure - poetry<br><br>Recite or perform a poem making the meaning clear.<br>Talk about favourite word and phrases.<br>Know that word choice affects meaning.<br>Explain why a writer has chosen a word.<br><br>Fluency<br><br>To make inferences and know what it means.<br>Find inferences about characters including their feelings and thoughts.<br><br>Explain inferences.<br>Give reasons about characters reactions or behaviour.<br>Recognise key ideas in a text.<br>Explain a writers message.<br>Make predictions about how characters might behave.</td><td>Number: Fractions</td><td rowspan="5">Number: Problem Solving and efficient methods<br><br>Written methods</td><td rowspan="5">NA<br><br>Small world – African small world.<br><br>Books in the reading corner.</td></tr>
<tr><td>2</td><td>Shape</td></tr>
<tr><td>3</td><td>Time</td></tr>
<tr><td>4</td><td>Receive email from child from Africa<br><br>African fact books</td><td>Letter back to Africa telling them about their home. –children to send as an email.<br><br>Model text - Letter<br>Links to topic work; children to make notes about key features of Stalybridge. Build on paragraphing. – layout of letters/ emails.</td><td>Statistics</td></tr>
<tr><td>5</td><td>Capacity, Mass and Temperature</td></tr>
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| | **Madagascar film**<br><br>**Trip around Stalybridge to look at the key aspects and take pictures for letter.**<br><br>**TFW 1-2** | Model text – reading skills.<br>Key features of letters.<br>Question marks, adjectives, past tense, conjunctions.<br>Key language linked to Stalybridge.<br>Writing key facts about Stalybridge.<br>Amend Model letter.<br>Write letter,<br>Edit letter.<br>Handwriting: Joins<br>Type up letter and email to friend in Africa.<br><br>**Grammar**<br>Use apostrophes for the most common contracted forms<br>Spell words containing homophones<br>Use sentences with different forms – exclamation, statement and questions<br>Begin to use commas for lists<br><br>**Independent**<br>**Letter back to Africa telling them about their home. –children to send as an email.**<br>Proof read and check for errors in spelling, grammar and punctuation.<br>I make changes, sometimes independently and sometimes in discussion with an adult to improve the impact of my writing. | | | | |
| **6** | Animal facts footprints found in the wooded area. Who could they belong to?<br><br>**African animal fact books – Big Book of Beasts** | **Fact page** African animal that they have created which has features of different African animals.<br><br>Present model text.<br>Model text- reading skills.<br>Key features of fact pages.<br>Children to research African animals.<br>Question sentences- subheadings.<br>Descriptive sentences with subordinating conjunctions and commas for lists.<br>Factual sentences using coordinating and subordinating conjunctions.<br>Amend model text.<br>Write fact page.<br>Edit fact page.<br>Send fact page to African museum about the discovery they have made.<br><br>**Grammar**<br>Continue with joins<br>Use expanded noun phrases<br>Use apostrophe for possession<br>Spell common exception words<br>Spell multisyllabic words | | Reflection/consolidation week | | |
| **7** | | | | | | |
| **8** | | | | Reflection/Assessment week | | |

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| | | Use co-ordinating conjunctions.<br><br>**Independent**<br>Write report about animal<br><br>Proof read and check for errors in spelling, grammar and punctuation.<br>I make changes, sometimes independently and sometimes in discussion with an adult to improve the impact of my writing. | | | |

| | Learning Challenge Question | Science WS 1,2,4,5,6 | Computing | History – How is the History of Stalybridge and Nairobi similar/different? | Geography | Art | DT | Music | PE /Dance | PSHE (PPA) | RE (PPA) |
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| **1** | Where in the world is Nairobi??<br><br>**Hook: children learn to play some African music**. | See Unit Overview - Grammarsaurus<br><br>What do humans need?<br><br>I can find out about and describe the basic needs of animals including humans, for survival. | **Programming B**<br><br>**Scratch recap** | | Locate capital city in the UK. Locate Stalybridge.<br><br>Locate Nairobi. Which continent is it in?<br><br>Locate surrounding oceans.<br><br>Use world maps and atlases. | Exploring the work of Julie Mehretu<br><br>Find out about her life and history<br><br>Identify how the artist has used colour, pattern and shape.<br><br>**Following Art planning and delivery process**. | African dips.<br><br>**Following DT planning and delivery process. (5 weeks)** | Music service to come in and work with the children on how to play African instruments.<br><br>Children to also learn the song Jambo.<br><br>Charanga – Unit 1 Summer term - Friendship song.<br><br>To begin to recognise styles, find the pulse, recognise | African dance<br><br>Summer 1 – Games including. acquiring and developing skills, evaluating and improving and health and fitness.<br><br>Sports Coach (see long term planning) | Keeping safe and managing risk indoors and outdoors<br><br>See LTP for obj's | Tameside Agreed Syllabus<br><br>Islam. Who is a Muslim and what do they believe?<br><br>/<br><br>How should we care for others and the World and why does it matter?<br><br>See objective |
| **2** | What is in our local area? | Lesson 2/3 – What are offspring? How do animals change as they grow into adults?<br><br>I notice that animals, including humans have offspring which grow into adults. | **Programming B**<br><br>**Outcomes** | | Use simple fieldwork around Stalybridge and use observational skills to study the geography.<br><br>Compass directions/sketch maps | Make comparisons with Kandinsky Art appreciation - What do they like and not like? | | | | | |

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| **3** | What do you love about Stalybridge? | Do we all grow the same?<br><br>I can gather and record data. | **Programming B**<br><br>**Using a design** | **Are the openings of the Cotton Mill the most significant event in Stalybridge's History?**<br><br>Look at the history of Stalybridge.<br><br>Plot key historical moments that have happened in Stalybridge. | Look at Stalybridge. What is there in the surrounding area?<br><br>Use aerial photographs to recognise landmarks.<br><br>Children to create a sketch map with key.<br><br>Recap human and physical features. | Use viewfinder – Choose a small aspect of the work to focus on.<br><br>Practice skills involved in JM's pictures – pencil lines, printing etc. | | instruments, listen, discuss other dimensions. | . | | s on long term RE plan |
| **4** | Would you move to Nairobi? | Do we all need to exercise?<br><br>I can describe the importance for humans to exercise. | **Programming B**<br><br>**Changing a design** | **What are some of the significant events in Nairobi's History?**<br><br>Look at the history of Nairobi/Africa.<br><br>Plot key historical events that have happened in Africa/Nairobi. Compare to Stalybridge. | Look at Nairobi. What is there in the surrounding area? Link to physical and human features.<br><br>Use Google Maps to identify features. Children to draw birds eye view of attractions. | To create a piece of art in response to the work of Julie Mehretu on calico<br><br>(Layer1 –line drawings<br>Layer 2 – shape printing) | | | | | |
| **5** | What do you like most about Nairobi? | What is a healthy diet? | **Programming B** | | To say what I like and do not like about a place | Continue art work – Layer 3 adding element of sewing) | | | | | |

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| | | I can describe the importance for humans to eat the right amounts of different types of food. | **Designing and creating a program** | | that is different to the one I live in.<br><br>To make comparisons to Stalybridge. Children to write up what they liked about Nairobi and why? | (Request number of parent helpers for this session) | | | | | |
| **6** | What job would you like to do if you were living in Nairobi? | Why do we need to have good hygiene?<br><br>I can describe the importance for humans to have good hygiene. | Recap **navigating the internet.**<br><br>Children to research an African animal.<br><br>https://www.activityvillage.co.uk/african-animals<br><br>children to choose an animal and make notes. | | To explain how jobs may be different in other locations.<br><br>Show children jobs in Nairobi. Make comparisons to the jobs in Stalybridge. | Look at artists that work with clay. What have they made? Which models do they like? What do they not like?<br><br>To make a clay pot and turn it into a mud house<br><br>-ch to add a card roof. | To design an invite for an African party. | | | | |
| **7** | Is the weather hotter in Stalybridge or Nairobi? | How can we feel better when we are ill?<br><br>I can describe the importance of humans to look after themselves. | **Organise digital content**<br><br>Children to use word document / powerpoint and type up their African animal facts from last week, | | Identify seasonal and daily weather patterns in the UK and Nairobi.<br><br>Look at the relation to the equator.<br><br>Children to plot the weather in Stalybridge and Nairobi. What do they notice? Where would they rather live? | To evaluate clay pot reflecting on own and others work. | African celebration (Parents to come in and enjoy the dips and then | | | | |
| **8** | Reflection week-<br>What can I now do better than I could do before?<br>What do I now know?<br>What can I now do? | See Key Assessment Criteria Topic Web for subject focus.<br>Evidence in Floor Books.<br><br>Evaluate and reflect on piece of Julie Mehretu art.<br>**Computing- children to continue making their powerpoints.** | | | | | | | | | |

# Year 2 Subject Coverage Timetable Summer 1

LC Question – **Where would you prefer to live: Stalybridge or Nairobi?**

Primary Subject Focus - Geography and Secondary Subject Focus - science and DT . Art

| | am 1 | am 2 | pm 1 | pm 2 |
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| Monday | P.E | | Geography / Science | |
| Tuesday | Geography/English | | Art | Art/DT |
| Wednesday | | | PSHE | RE |
| Thursday | | | Music/Computing | PE/Outdoor learning |
| Friday | | | DT | |