



Aintree Davenhill Medium Term Planning

Year Group: 2

Term: Summer 1

Maths	Science	English
<p>Number and Place Value with Statistics</p> <ul style="list-style-type: none">Recap partitioning a two-digit number into a multiple of 10 and another numberPartition a two-digit number in different ways and reason about how the parts changeUse the <, > and = signs when comparing one and two-digit numbers, particularly when the numbers have the same digits e.g. 34 and 43Order the amounts for each category in a data setCorrectly place a number from 1-100 on a number line with multiples of 10 marked but not labelledCorrectly place a number from 1-100 on a number line with multiples of 10 marked but not labelledCount in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backwardFind 1 or 10 more or less than a given numberPartition numbers in different ways (for example, 23 = 20 + 3 and 23 = 10 + 13) <p>Addition and Subtraction</p> <ul style="list-style-type: none">Extend number sequences counting on and back in twos, fives and tens from any numberAddition with exchange using jottingsSubtraction with exchange jottingsMixed addition and subtraction with exchange jottingsRepresent and solve addition and subtraction problems using bar modelling <p>Capacity and Volume</p> <ul style="list-style-type: none">Know common points of reference for volume / capacity such as teaspoon / medicine spoon 5ml, and large bottle of fizzy drink is 2 litresUse common points of reference they know to estimate the volume in / capacity of other vesselsRead scales to measure the volume of liquid including picturesUse <, > and = to compare volumes and capacities <p>Temperature</p> <ul style="list-style-type: none">Understand andKnow that temperature is the measure of how hot or cold something isKnow that temperature is measured in degrees Celsius and is measured using a thermometerRead the temperature on a thermometerKnow that the average room temperature is between 18 and 20 degrees CelsiusCompare different temperatures saying whether they are hotter or colder than room temperatureRead the temperature on a thermometer <p>Fractions</p> <ul style="list-style-type: none">Use mathematical vocabularyRecognise and name one third as any one of three equal parts of a shape or object and write the fraction one thirdFind one third of a shape, object, set of objects/quantity or lengthFind different fractions of shapes, objects, quantities and lengthsFind different fractions of shapes, objects, quantities and lengthsCount in steps of $\frac{1}{4}$ changing the counting sequence to simplest form <p>Time, Position and Direction</p> <ul style="list-style-type: none">Identify and describe theCompare different units of time, converting between units where appropriate e.g. half an hour is 30 minutesOrder units of timeTell the time to the nearest 5 minutes to the hour including draw hands on the clockTell the time to the nearest 5 minutes including draw hands on the clockUnderstand language of clockwise and anticlockwise when turning: quarter, half, three quarter and full turnsStarting point North/upUnderstand language of clockwise and anticlockwise when turning: quarter, half, three quarter and full turnsDifferent starting points <p>2D and 3D Shape</p> <ul style="list-style-type: none">From a set of shapes identify those with a vertical line of symmetry and those withoutSort and reason about shapes using the properties learned including identifying similarities and differences between shapesSort and reason about shapes using the properties learned including identifying similarities and differences between shapesOrder and arrange a combination of mathematical objects in patterns / sequences	<p>Living things and their habitats</p> <p>Programme of Study</p> <ul style="list-style-type: none">Explore and compare the differences between things that are living, dead, and things that have never been aliveIdentify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each otherIdentify and name a variety of plants and animals in their habitats, including micro-habitatsDescribe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of foodDifferent kinds of plants and animals live in different kinds of placesThere are different kinds of habitat near school which need to be cared forHabitats provide the preferred conditions for the animals/plants that live here (compare local habitats and less familiar examples) <p>Working Scientifically</p> <ul style="list-style-type: none">Sort and classify things as to whether they are living, dead or were never aliveRecord their findings using chartsDescribe how they decided where to place things,Explore questions such as: 'Is a flame alive? Is a deciduous tree dead in winter?'Talk about ways of answering their questionsConstruct a simple food chain that includes humans (e.g. grass, cow, human);Describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes)Find out how the conditions affect the number and type(s) of plants and animals that live there	<p>Reading</p> <p>Word Reading</p> <ul style="list-style-type: none">Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluentRead accurately by blending the sounds in words, especially recognising alternative sounds for graphemesRead accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping</i>Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly</i>Read further common exception words, noting tricky parts (see bottom)Read frequently encountered words quickly and accurately without overt sounding and blendingRead aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitationRe-read these books to build up their fluency and confidence in word readingUses tone and intonation when reading aloudRead longer and less familiar texts independently <p>Reading Comprehension</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none">Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction, and contemporary and classic poetrySequencing and discussing the main events in storiesLearning and reciting a range of poems using appropriate intonationRetelling a wider range of stories, fairy tales and traditional talesRead a range of non-fiction texts including information, explanations, instructions, recounts, reportsDiscussing how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>Identifying, discussing and collecting favourite words and phrasesRecognising use of repetitive language within a text or poem e.g. <i>run, run as fast as you can and across texts e.g. long, long ago in a land far away...</i>Make personal reading choices and explain reasons for choices <p>Understand both the books they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none">Introducing and discussing key vocabulary within the context of a textUse morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i>Activating prior knowledge and raising questions e.g. <i>What do we know? What do we want to know? What have we learned?</i>Checking that texts make sense while reading and self-correctMaking predictions using evidence from the textMaking inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i> <p>Participating in discussion about what is read to them, taking turns and listening to what others say:</p> <ul style="list-style-type: none">Making contributions in whole class and group discussionListening and responding to contributions from othersGiving opinions and supporting with reasons e.g. <i>Was Goldilocks a good or bad character?</i>Considering other points of view <p>Explaining clearly their understanding of what they read themselves and what is read to them:</p> <ul style="list-style-type: none">Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how <p>Writing</p> <p>Vocabulary, Spelling and Punctuation</p> <ul style="list-style-type: none">Say, write and punctuate simple and compound sentences using the connectives and, but and orUse sentences with different forms: statement, question, command, exclamationUse commas to separate items in a listUse apostrophes for contracted forms, e.g. <i>don't, can't, wouldn't, you're, I'll</i>Use subordination for time, e.g. <i>When we had finished our writing, we went out to play We went out to play when we had finished our writing</i> Other time connectives: <i>while, as, before, after</i>Use subordination for reason, e.g. <i>I put my coat on because it was raining Because it was raining, I put on my coat</i>Other reason connectives: <i>so, if, then, for, unless</i>Select, generate and effectively use verbsUse past tense for narrative, recount (e.g. diary, newspaper report, biography) historical reportsUse present tense for non-chronological reports and persuasive advertsSelect, generate and effectively use nounsAdd suffixes <i>ness</i> and <i>er</i> to create nouns, e.g. <i>happiness, sadness, teacher, baker</i>Select, generate and effectively use adjectivesAdd suffixes <i>ful</i> or <i>less</i> to create adjectives, e.g. <i>playful, careful, careless, hopeless</i>Use suffixes <i>er</i> and <i>est</i> to create adjectives, e.g. <i>faster, fastest, smaller, smallest</i>Use suffix <i>ly</i> to turn adjectives into adverbs, e.g. <i>slowly, gently, carefully</i> <p>Composition</p> <ul style="list-style-type: none">Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideasUse specific text type features to write for a range of audiences and purposes, e.g. to instruct, inform, entertain, explain, discuss, persuadeWrite about real and fictional events

		<ul style="list-style-type: none"> • Write simple poems based on models • Edit and improve their own writing in relation to audience and purpose • Evaluate their writing with adults and peers • Proofread to check for errors in spelling, grammar and punctuation • Read aloud their writing with intonation to make the meaning clear <p>Spelling</p> <ul style="list-style-type: none"> • Segment spoken words into phonemes and represent these by graphemes, spelling many correctly • Learn new ways of spelling phonemes for which one or more spellings are already known • Learn some words with each spelling, including a few common homophones • Learn to spell common exception words • Learn to spell more words with contracted forms • Distinguish between homophones and near-homophone • Add suffixes ness and er to create nouns, e.g. happiness, sadness, teacher, baker • Select, generate and effectively use adjectives • Add suffixes ful or less to create adjectives, e.g. playful, careful, careless, hopeless • Use suffixes er and est to create adjectives, e.g. faster, fastest, smaller, smallest • Use suffix ly to turn adjectives into adverbs, e.g. slowly, gently, carefully • Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far <p>Handwriting</p> <ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another • Use upper case letters appropriately e.g. not always writing A as a capital, not using capitals within words • Write upper case letters of the correct size relative to lower case letters • Start using some of the diagonal and horizontal strokes needed to join letters
History	Geography	Computing
<p>Links with the history of the Sefton coastline and how it has changed over time, e.g. pollution.</p>	<p>My Island Home</p> <p>Children will discover what an island is and what the physical features of a coastline are. They will focus on localities along the Sefton Coast, including Crosby and Southport. They will look at the following:</p> <ul style="list-style-type: none"> • Location Geography – UK countries, capital cities and seas • Physical Geography: forest, mountain, hill, valley, river, vegetation, seasons, weather • Seasonal and Daily Weather Patterns (in a coastal area) • Pollution of Coastal Regions • Preparation for fieldwork (Summer 2) 'Why do people visit the coast?' survey <p>Locational Knowledge</p> <ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas • Name and locate the world's seven continents and five oceans <p>Place Knowledge</p> <ul style="list-style-type: none"> • Small area of the United Kingdom <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK • Use basic geographical vocabulary to refer to: key physical features: beach, sea, ocean, river, soil, vegetation, season, weather key human features: city, town, village, house, school, farm, factory, office, road, motorway, canal, shop, retail park, port, harbour <p>Mapping</p> <ul style="list-style-type: none"> • Use a range of maps and globes (including picture maps) at different scales • Use vocabulary such as bigger/smaller, near/far • Know that maps give information about places in the world (Where? What?) • Locate land and sea on maps • Recognise simple features on maps, e.g. buildings, roads and fields • Recognise that maps need titles • Recognise landmarks and basic human features on aerial photographs • Know which direction is North on an OS map • Know that symbols mean something on maps • Find a given symbol on an OS map with support • Begin to realise why maps need a key <p>Fieldwork</p> <ul style="list-style-type: none"> • Use simple fieldwork techniques such as observation and identification to study the key human and physical features of an area • Use simple compass directions, e.g. NSEW • Use locational and directional language to describe features and routes, e.g. left/right, forwards/backwards • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features <p>Enquiry and Investigation</p> <ul style="list-style-type: none"> • Ask simple geographical, 'Where?', 'What?' and 'Who?' questions about the world • Investigate through observation and description 	<p>Story Land (IT)</p> <p>(IT) To understand what the term 'multimedia' means.</p> <p>(IT) To understand the different media types that can be combined.</p> <p>(IT) To create a digital drawing. (IT) To record a short audio clip.</p> <p>(IT) To sort data to determine the outcome of a class vote.</p> <p>(IT) To brainstorm ideas for a sequel to the selected book and produce a paper-based layout.</p> <p>(IT) To use the internet to find an image and insert the image into a document. (IT) To photograph a paper-based plan and insert it into a document.</p> <p>(IT) To explore basic digital drawing tools and techniques. (IT) To export and save a digital drawing.</p> <p>(IT) To create a front cover design with, text and an illustration that is related to their sequel story.</p> <p>(IT) To understand the term animation. (IT) To use frames to create movement.</p> <p>(IT) To export a video file. (IT) To import a video into a document.</p> <p>(IT) To independently create an illustration.</p> <p>(IT) To export a digital drawing. (IT) To insert a digital drawing into a digital book.</p> <p>(IT) To use a microphone to add narration in a digital book.</p> <p>(IT) To create a short video clip. (IT) To insert a video clip into a digital book.</p> <p>(IT) To share their finished multimedia creation</p>
D.T	Art	Music
	<p>Sculpture & 3D: Clay Houses</p> <p>To use my hands as a tool to shape clay.</p> <p>Children will flatten clay to make a smooth surface.</p> <p>Children will shape clay using my hands.</p>	<p>On this island: British songs and sounds</p> <p>To learn about the music of the British Isles</p> <p>To sing a song confidently</p> <p>To create a musical soundscape</p> <p>To use musical vocabulary to talk about the music heard</p>

	<p>Children will make different marks in clay by pressing into it.</p> <p>Children will shape clay to make a model. To shape a pinch pot and join clay shapes as decoration.</p> <p>Children will use the pinching technique to shape a pot.</p> <p>Children will use my fingers and thumbs to make the sides of the pot even.</p> <p>Children will join clay to help decorate my pot.</p> <p>To use impressing and joining techniques to decorate a clay tile.</p> <p>Children will describe my ideas about the work of artist Rachel Whiteread.</p> <p>Children will roll a smooth clay tile.</p> <p>Children will create a pattern by pressing into and joining pieces onto my tile.</p> <p>To use drawing to plan the features of a 3D model.</p> <p>Children will draw a house that will be made into a clay tile.</p> <p>Children will decide how to create features like a door, windows and the roof in clay.</p> <p>Children will label my drawing accurately.</p> <p>To make a 3D clay tile from a drawn design.</p> <p>Children will use my design to guide my clay work.</p> <p>Children will use both pressing in and joining clay techniques on my tile.</p> <p>Children will evaluate my finished tile and say how it reflects my design.</p>	<p>To learn about the music of the British Isles and create music of our own</p> <p>To sing a song confidently</p> <p>To create a musical soundscape To use musical vocabulary To talk about the music heard To sing a song accurately To find multiple ways of making the same sound To use musical vocabulary to describe what heard and played To compose a piece of music as part of a group</p> <p>To work in a group to create a musical soundscape To add structure to a piece of music To use musical vocabulary to talk about the music heard</p> <p>To evaluate and improve a group composition</p> <p>To work in a group to compose a piece of music</p> <p>To evaluate a composition</p> <p>To perform own piece confidently and accurately</p>
P.E	P.S.H.E	R.E
<p>Games (Attack Defend Shoot 2) To throw different types of equipment. To move to space after passing the ball. To pass and move forward to a target with a partner. To position ourselves as a goalkeeper To intercept a ball from a person on the other team. To use the skills, we have developed in a competition.</p> <p>Dance To develop a dance that shows different emotions, To dance with rhythm following a clockwork pattern. To work on our own to create a short movement phrase. To watch, copy and repeat actions to create a 'motif'. To perform our motif in different formations. To use different movement pathways in our dance.</p>	<p>Relationships</p> <ul style="list-style-type: none"> To identify the qualities of a good friend To explain how to keep ourselves safe (Link to PANTS rule) To understand what pride is and identify what makes us proud To explain why it is important to feel proud To explain what makes us proud of other people 	<ul style="list-style-type: none"> 1.4 How can we learn from sacred bbooks? <p>This investigation enables pupils to find out about sacred books from more than one religion. It clearly builds upon work from unit F1 (Which stories are special and why?). You may choose to study the Bible and the Torah or the Bible and the Qur'an rather than looking at all three sacred books. Build on prior learning.</p> <p>From this unit, the children will:</p> <ul style="list-style-type: none"> Talk about some of the stories that are used in religion and why people still read them (A2). Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3). Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). Talk about issues of good and bad, right and wrong arising from the stories (C3). Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1). Make links between the messages within sacred texts and the way people live (A2).