

 <p>Downview Primary School Medium Term Planner</p> <p>Our school is underpinned by our 6 school values which were decided upon by staff and children. These values are: Collaboration, Communication, Co-operation, Creativity, Independence, Resilience.</p> <p>Together we live by the motto that "At Downview we grow and learn together everyday."</p> <p>At Downview Primary our behaviour mantra is that we are "kind, respectful and safe."</p>	<p>End of Unit Assessment Activity:</p> <p>White Rose Maths assessment Kapow Geography Assessment Song of Sounds stage 3 GPC's</p> <p>Wow moments:</p> <p>Woodland – Toasting Marshmallows Dell Quay Trip</p>	
	<p>Year Group: 2 Summer Term: 1</p>	<p>Curriculum focus:</p> <p>Change and Relationships</p>

Summer Term 1

	Week 1 13.04.26	Week 2 20.04.26	Week 3 27.04.26 (Dell Quay)	Week 4 4.05.26 (4 days)	Week 5 11.05.26	Week 6 18.05.26
English	<p>Tadpole's Promise</p> <p>I can use apostrophes to show possession. I can use an apostrophe for simple contractions. I can write simple explanations of how things change. I can use adverbs of time to sequence my ideas. I can use adverbial phrases to create setting descriptions.</p>	<p>Tadpole's Promise</p> <p>I can retell the main events of a story in sequence. I can use repeated language from a story. I can plan a story with a familiar structure. I can create adverbial phrases. I can write a story based on Tadpole's Promise with a clear beginning, middle and end. I can proofread and edit my writing.</p>	<p>Tadpole's Promise</p> <p>Dell Quay recount</p> <p>I can write a recount of my trip to Dell Quay. I can identify and sequence the stages in a process. I can sequence the stages in chronological order. I can write an explanation text. I can use conjunctions to explain. I can use time adverbials.</p>	<p>Grandad's Camper</p> <p>I can use a range of objects to make predictions. I can use the conjunction 'because' to explain. I can label simple nouns. I can use commas in lists. I can join two ideas in a sentence using and. I can role play a character from a story. I can explore the concept of memories. I can use noun phrases to write poetry.</p>	<p>Grandad's Camper</p> <p>I can write questions using where, what, why, when and how. I can use a capital letter and a question mark. I can use the past progressive tense to create captions. I can write a postcard in role in the past tense. I can use expanded noun phrases to describe. To explain and discuss my opinion about a book.</p>	<p>Grandad's Camper</p> <p>I can sequence the events from a story. I can identify events from the past and present. I can plan a sequel for a narrative. I can use expanded noun phrases to write my story. I can write in the past tense. I can use feelings and senses to write my story. I can edit and improve my writing.</p>
Reading	<p>Guided Read – There's a Rang-tan in my bedroom</p> <p>I can listen to a text and answer questions.</p> <p>Individual Reading:</p> <p>I can check what I am reading makes sense correcting only inaccurate reading. I can answer questions and make some inferences. I can explain what has happened so far in what has been read. I can make predictions about what might happen based on what has been read so far. I can make some links between texts and other texts that have been read.</p>	<p>Guided Read – There's a Rang-tan in my bedroom</p> <p>I can listen to a text and answer questions.</p> <p>Individual Reading:</p> <p>I can check what I am reading makes sense correcting only inaccurate reading. I can answer questions and make some inferences. I can explain what has happened so far in what has been read. I can make predictions about what might happen based on what has been read so far. I can make some links between texts and other texts that have been read.</p>	<p>Guided Read – Fanatical About frogs</p> <p>I can listen to a text and answer questions.</p> <p>Individual Reading:</p> <p>I can check what I am reading makes sense correcting only inaccurate reading. I can answer questions and make some inferences. I can explain what has happened so far in what has been read. I can make predictions about what might happen based on what has been read so far. I can make some links between texts and other texts that have been read.</p>	<p>Guided Read – Fanatical About frogs</p> <p>I can listen to a text and answer questions.</p> <p>Individual Reading:</p> <p>I can check what I am reading makes sense correcting only inaccurate reading. I can answer questions and make some inferences. I can explain what has happened so far in what has been read. I can make predictions about what might happen based on what has been read so far. I can make some links between texts and other texts that have been read.</p>	<p>Guided Read – Fanatical About frogs</p> <p>I can listen to a text and answer questions.</p> <p>Individual Reading:</p> <p>I can check what I am reading makes sense correcting only inaccurate reading. I can answer questions and make some inferences. I can explain what has happened so far in what has been read. I can make predictions about what might happen based on what has been read so far. I can make some links between texts and other texts that have been read.</p>	<p>Guided Read – Reading comprehension assessment</p> <p>I can listen to a text and answer questions.</p> <p>Individual Reading:</p> <p>I can check what I am reading makes sense correcting only inaccurate reading. I can answer questions and make some inferences. I can explain what has happened so far in what has been read. I can make predictions about what might happen based on what has been read so far. I can make some links between texts and other texts that have been read.</p>
Phonics	Phonics – Adding –es to nouns and verbs ending in y	Phonics – Suffixes –ed, –ing, –er, –est and -y	Phonics - Suffixes –ment, -ness, -ful, -less and -ly	Phonics - Contractions	Phonics - Homophones	Phonics - Assessment Week 4 – Assess all Stage 3 GPCs
Spellings	Beautiful both break Mind old only Prove sure told wild	Beautiful both break Mind old only Prove sure told wild	Beautiful both break Mind old only Prove sure told wild	door behind climb old beautiful after could many	door behind climb old beautiful after could many	door behind climb old beautiful after could many
Maths	Mass, Capacity and Temperature – Steps 1-4 I can choose and use grams and kilograms to estimate and measure mass.	Mass, Capacity and Temperature – Steps 5-9 I can choose and use litres and millilitres to estimate and measure capacity.	Fractions – Steps 1-4 I can recognise and find a whole and a part. I can recognise, find and name equal and unequal parts.	Fractions – Steps 5-8 I can recognise, find, name and write the fraction ½. I can recognise, find, name and write the fraction ¼.	Fractions – Steps 9-12 I can recognise, find, name and write the fraction ½. I can recognise, find, name and write the fraction ¼.	Fractions – Steps 13-15 I can recognise, find, name and write the fractions ¼, 2/4 and 3/4.

	I can measure to the nearest gram or kilogram using scales. I can compare and order mass and record results using > < and = I can use the four operations to solve problems. Four Operations – I can solve calculations to 100 using + and -.	I can measure to the nearest litre or millilitre using measuring vessels. I can compare and order volume/capacity and record results using > < and = I can use the four operations to solve problems. I can choose and use degrees centigrade (°C) to estimate and measure temperature.	I can recognise, find, name and write the fraction ½.	I can recognise, find, name and write the fraction 1/3. I can find a whole when I know 1/3, ¼ or ½.	I can recognise, find, name and write the fraction 1/3. I can find a whole when I know 1/3, ¼ or ½. I can recognise the equivalence of 2/4 and ½. Four Operations – I can solve calculations to 100 using + and -.	I can recognise, find, name and write the fraction 1/3 and 2/3. I can find a whole when I know 1/3, ¼ or ½. I can recognise, find, name and write the fraction ½. I can recognise the equivalence of 2/4 and ½. I can count in fractions (1/2, 1/3, ¼) up to a whole. End of Block Assessment
Science	British habitats I can sort and name a variety of plants and animals in their habitats. I can give reasons for my choices.	Dell Quay trip Identify & name a variety of plants & animals in their habitats, including microhabitats.	Dell Quay follow up Identify & name a variety of plants & animals in their habitats, including microhabitats	Microhabitats I can find microhabitats. I can identify and name the minibeasts I find there. Woodland	World habitats I can describe a habitat and identify animals that live in it.	Coastal habitats I can identify and name a variety of plants and animals in their coastal habitat or microhabitat.
Geography	What is it like to live by the coast? 1 – Where are the seas and oceans surrounding the UK? I can name the seas and oceans surrounding the UK. I can label the seas and oceans on a map of the UK. I can describe the location of different seas and oceans using compass directions.	What is it like to live by the coast? 2 – What is the coast? I can define the coast as a piece of land along the sea or ocean. I can locate some coasts in the UK. I can identify some features of a coast.	Dell Quay – Coastal visit – link to Science		What is it like to live by the coast? 3 – What are the features of the Jurassic Coast? I can recall what a physical feature is. I can name physical features in photographs of the Jurassic Coast.	What is it like to live by the coast? 4 – How do people use Weymouth? I can recall what a human feature is. I can name human features on the coast. I can describe how people use the coast.
DT						I know how to peel, cut, grate, mix and mould foods (with close supervision).
Music	Charanga – I wanna Play in a band – rock I know that music has a steady pulse, like a heartbeat. ● I know that we can create rhythms from words, our names, favourite food, colours and animals. ● Rhythms are different from the steady pulse. ● We add high and low sounds, pitch, when we sing and play our instruments.	Charanga – I wanna Play in a band – rock I know that music has a steady pulse, like a heartbeat. ● I know that we can create rhythms from words, our names, favourite food, colours and animals. ● Rhythms are different from the steady pulse. ● We add high and low sounds, pitch, when we sing and play our instruments.	Charanga – I wanna Play in a band – rock I know that music has a steady pulse, like a heartbeat. ● I know that we can create rhythms from words, our names, favourite food, colours and animals. ● Rhythms are different from the steady pulse. ● We add high and low sounds, pitch, when we sing and play our instruments.	Charanga – I wanna Play in a band – rock I know that music has a steady pulse, like a heartbeat. ● I know that we can create rhythms from words, our names, favourite food, colours and animals. ● Rhythms are different from the steady pulse. ● We add high and low sounds, pitch, when we sing and play our instruments.	Charanga – I wanna Play in a band – rock I know that music has a steady pulse, like a heartbeat. ● I know that we can create rhythms from words, our names, favourite food, colours and animals. ● Rhythms are different from the steady pulse. ● We add high and low sounds, pitch, when we sing and play our instruments.	Charanga – I wanna Play in a band – rock I know that music has a steady pulse, like a heartbeat. ● I know that we can create rhythms from words, our names, favourite food, colours and animals. ● Rhythms are different from the steady pulse. ● We add high and low sounds, pitch, when we sing and play our instruments.
Computing	Questioning 1 I understand what data is and the way it can be stored and presented. I can explain how questions are asked to gather data. I can contribute towards a set of data to help answer a question.	Questioning 2 I can create a clear question to collect data. I can independently record responses in a tally chart. I can present my data digitally.			Questioning 3 I understand that 'Yes' or 'No' questions are closed questions that have one answer. I can use 'Yes' or 'No' questions to help me narrow down a choice. I understand that 'Yes' or 'No' questions can be used to help sort items into two groups.	Questioning 4 I can explain how a branching database uses yes or no questions in a step-by-step order. I can follow yes or no questions in a branching database. I can use 2Question to navigate a digital branching database.
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PSHE	KAPOW – Economic Wellbeing 1 – Where Money Comes From I can offer suggestions of the different ways people acquire money. I can discuss the benefits of different ways people receive money. I can discuss the drawbacks of different ways people receive money.	KAPOW - Economic Wellbeing 2 - Exploring Needs I can discuss the different needs of myself and others. I can recognise that needs vary among different living beings. I can explain the importance of money in meeting people’s needs.	KAPOW - Economic Wellbeing 3 – Exploring Wants I can identify the difference between wants and needs. I can recognise how saving could help me to get things I want. I can explain why people have to prioritise needs over wants.	KAPOW Economic Wellbeing 4 – Bank Cards and Accounts I can identify what a bank account is. I can identify what a debit card is. I can name different types of bank accounts and discuss how people use bank accounts.	KAPOW Economic Wellbeing 5 – My Skills and Talents I can consider my own skills and talents. I can discuss how skills and talents relate to different jobs people do. I can suggest how different qualities could benefit a workplace.	KAPOW Economic Wellbeing 6 – Everyone is Welcome I can list some ways in which people are different. I can think of ways to include others. I can explain why equality is important.
PE – Physical Cog Indoor – Gym Outdoor - Tennis	<u>Indoor</u> <ul style="list-style-type: none"> I can rotate and roll in different ways. I can perform rolls on the floor with accuracy and control. I can perform a sequence of movements with some changes in level, direction or speed. <u>Outdoor</u> <ul style="list-style-type: none"> I can develop my sending and receiving skills to send with good accuracy and weight. I can get in a good position to receive the ball I can collect the ball safely I can hit a tennis ball with a racket correctly. 	<u>Indoor</u> <ul style="list-style-type: none"> I can rotate and roll in different ways. I can perform rolls on the floor with accuracy and control. I can perform a sequence of movements with some changes in level, direction or speed. <u>Outdoor</u> <ul style="list-style-type: none"> I can develop my sending and receiving skills to send with good accuracy and weight. I can get in a good position to receive the ball I can collect the ball safely I can hit a tennis ball with a racket correctly. 	<u>Indoor</u> <ul style="list-style-type: none"> I can perform rotations on different body parts on the floor. I can move smoothly and fluently. I can perform a sequence of movements with some changes in level, direction or speed. <u>Outdoor</u> <ul style="list-style-type: none"> I can develop my sending and receiving skills to send with good accuracy and weight. I can get in a good position to receive the ball I can use backswing and follow through when sending the ball. I can keep my eyes focused on the ball. I can hit a tennis ball with a partner. 	<u>Indoor</u> <ul style="list-style-type: none"> I can perform rotations on low apparatus maintaining an accurate body shape throughout. I can perform a sequence of movements with some changes in level, direction or speed. <u>Outdoor</u> <ul style="list-style-type: none"> I can get in a good position to receive. I can react and move quickly. I can use backswing and follow through when sending the ball. I can keep my eyes focused on the ball. I can hit a tennis ball with a partner 	<u>Indoor</u> <ul style="list-style-type: none"> I can perform rotations on large apparatus maintaining an accurate body shape throughout. I can perform a sequence of movements with some changes in level, direction or speed. <u>Outdoor</u> <ul style="list-style-type: none"> I can in a good position to receive. I can react and move quickly. I can use backswing and follow through when sending the ball. I can keep my eyes focused on the ball. I can aim a tennis shot towards a target. 	<u>Indoor</u> <ul style="list-style-type: none"> I can perform rotations on large apparatus maintaining an accurate body shape throughout. I can perform a sequence of movements with some changes in level, direction or speed. <u>Outdoor</u> <ul style="list-style-type: none"> I can in a good position to receive. I can react and move quickly. I can use backswing and follow through when sending the ball. I can keep my eyes focused on the ball. I can aim a tennis shot towards a target.
Art	I can flatten clay to make a smooth surface. I can shape clay using my hands. I can make different marks in clay by pressing into it. I can shape clay to make a model.	I can use the pinching techniques to shape a pot. I can use my fingers and thumbs to shape a pot. I can join clay to help decorate my pot.	I can describe my ideas about the work of artist Rachel Whiteread. I can roll a smooth clay tile. I can create a pattern by pressing into and join pieces onto my tile.	I can draw a house that will be made into a clay tile. I can decide how to create features like a door, windows and the roof in clay. I can label my drawing accurately.	I can use my design to guide my clay work. I can use both pressing in and joining clay techniques on my tile. I can evaluate my finished tile and say how it reflects my design.	I can use my design to guide my clay work. I can use both pressing in and joining clay techniques on my tile. I can evaluate my finished tile and say how it reflects my design.
Learning Outside the Classroom				Plum Class I can understand the safety procedures involved in fire. I can experience using flint and steel to spark a flame. I can independently toast a marshmallow to eat.	Cherry Class I can understand the safety procedures involved in fire. I can experience using flint and steel to spark a flame. I can independently toast a marshmallow to eat.	Apricot Class I can understand the safety procedures involved in fire. I can experience using flint and steel to spark a flame. I can independently toast a marshmallow to eat.