

 Downview Primary School Medium Term Planner 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. Together we live by the motto that “At Downview we grow and learn together everyday.” At Downview Primary our behaviour mantra is that we are “kind, respectful and safe.”			End of Unit Assessment Activity: Star Assessment White Rose Summer Assessment End of Unit Spelling Quizzes Wow moments: Coast Visit – Thursday 11 th June Sports Day – Wednesday 8th July					Literacy Texts: The Water Protectors The journey Home	
Year Group: 2 Summer Term: 2		Curriculum focus:							
Summer Term 2									
	Week 1 w/b 2/6/26 (4 days)	Week 2 w/b 8/6/26	Week 3 w/b 15/6/26	Week 4 22/6/26	Week 5 29/6/26	Week 6 6/7/26	Week 7 13/7/26	Week 8 20/7/26 (2 days)	
English	The Water Protectors I can write a list poem using progressive verbs. I can identify verbs and nouns. I can use poetic language. I can write a sign using a variety of sentence types. I can use bossy (imperative) verbs to write commands. I can write sentences using conjunctions I can write a speech using emotive language I can use the first person to write in role I can use the present tense correctly	The Water Protectors I can write descriptions for a non-chronological report I can create expanded noun phrases I can use commas to separate adjectives in a list I can write a non-chronological report I can include conjunctions because, as, that I can use capital letters for proper nouns To plan for an explanation text on the water cycle I can orally rehearse with time adverbs I can write an explanation text on the water cycle I can use time adverbs then, when, after that I can write in chronological order	The Water Protectors I can write a persuasive letter in role. I can write persuasively I can use a capital letter for the personal pronoun I I can include conjunctions so and if I can create an effective slogan I can include powerful verbs I can write a command To plan an environmental campaign poster I can sort facts I can use subheadings To write an environmental campaign poster I can write different types of sentence – command, question and statement I can include subordinating conjunctions when, if, that, because, so	The Journey Home To create noun phrases I can select appropriate adjectives I can compose expanded noun phrases I can use commas in a list I can identify the four sentence types I can write questions, commands, statements and exclamations I can create a poster To identify the difference between questions, statements, commands and exclamations I can read and spell question stems with the /wh/ pattern I can use a question mark at the end of a question sentence I can use statements for facts and exclamations for opinions I can punctuate an exclamation sentence with an exclamation mark	The Journey Home I can identify an imperative (bossy) verb I can write command sentences I can find verbs in sentences I can spell verbs with ‘ed’ endings I can write a past-tense recount in the form of a postcard I know when to use -s or -es on the end of animals names I know what the word ‘plural’ means I can identify a noun I can write in role I can use first person I can infer	The Journey Home I can create an eye catching poster I can use questions, statements, commands I can use . ? and ! I can use different kinds of adjectives I can create noun phrases I can write a setting description I can plan my own version of a story I have read I can use a bare-bones planner I can write my own version of a story I have read I can edit my work	The Journey Home To write a persuasive piece for a campaign I can use a conjunction to help me give a reason I can use present tense all the way through my writing I can use a formal voice I can speak loudly and clearly I can talk in a formal voice	I can write a letter to my new teacher to tell them about myself.	
Reading	Oliver’s Vegetables Individual Reading and Guided Reading I can read with sufficient fluency to allow focus on understanding rather than decoding. I can sound out most unfamiliar words accurately without undue hesitation.	Oliver’s Vegetables Individual Reading and Guided Reading I can read with sufficient fluency to allow focus on understanding rather than decoding. I can sound out most unfamiliar words accurately without undue hesitation.	RHS The Magic and Mystery of Trees Individual Reading and Guided Reading I can check my reading makes sense correcting only inaccurate reading. I can answer questions and make some inferences.	RHS The Magic and Mystery of Trees Individual Reading and Guided Reading I can check my reading makes sense correcting only inaccurate reading. I can answer questions and make some inferences.	RHS The Magic and Mystery of Trees Individual Reading and Guided Reading I can check my 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.	Individual Reading and Guided Reading I can check my 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.	Comprehension Assessment Individual Reading and Guided Reading I can check my 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.	Individual Reading and Guided Reading I can make some links between texts and other texts that have been read.	

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Phonics	Phonics – Recap Stage 3 Digraphs	Phonics - Recap Stage 3 Digraphs	Phonics – Recap plurals	Phonics – Recap suffixes	Phonics – Recap suffixes	Phonics – Recap Contractions	Phonics – Assessment	Phonics – Assessment
Spellings	water hold move people old beautiful wild children plant bath every	water hold move people old beautiful wild children plant bath every	water hold move people old beautiful wild children plant bath every	water hold move people old beautiful wild children plant bath every	because cold could every find grass kind plant prove should	because cold could every find grass kind plant prove should	because cold could every find grass kind plant prove should	All Year 1 Common Exception Words Assessed All Year 2 Common Exception Words Assessed
Maths	Time – Steps -1-2 I can tell and write the time to the hour. I can tell and write the time to half past the hour. I can tell and write the time to quarter past the hour. I can tell and write the time to quarter to the hour. I can draw the hands on a clockface to show o'clock. I can draw the hands on a clockface to show half past the hour. I can draw the hands on a clockface to quarter past the hour. I can draw the hands on a clockface to show quarter to the hour.	Time – Steps -3-4 I can tell and write the time to quarter past the hour. I can tell and write the time to quarter to the hour. I can tell and write the time to five minutes. I can draw the hands on a clockface to quarter past the hour. I can draw the hands on a clockface to show quarter to the hour. I can draw the hands on a clockface to 5 minute intervals.	Time – Steps -5-7 I can tell and write the time to five minutes. I can draw the hands on a clockface to 5 minute intervals. I know the number of minutes in an hour. I know the number of hours in a day.	Statistics – Steps 1-2 I can interpret and construct simple tally charts. I can interpret and construct simple tables. I can ask and answer simple questions by counting the number of objects in each category. I can sort the categories by quantity. I can ask and answer questions about totalling and comparing categorical data.	Statistics – Steps 3-7 I can interpret and construct simple block diagrams I can interpret and construct simple pictograms. I can ask and answer simple questions by counting the number of objects in each category. I can sort the categories by quantity. I can ask and answer questions about totalling and comparing categorical data.	Position and Direction – Steps -1-4 I can use mathematical language to describe position I can use mathematical language to describe movement. I can use mathematical language to describe direction. I can use mathematical language to describe movement in a straight line. I can distinguish between rotation as a turn, and in terms of right angles for a quarter, half and three quarter turn. I can use the mathematical language clockwise and anti-clockwise Summer Term Assessments	Position and Direction – Step 5 I can distinguish between rotation as a turn, and in terms of right angles for a quarter, half and three quarter turn. I can use the mathematical language clockwise and anti-clockwise Summer Term Assessments	Writing number words to 20.
Science	Plants I can find out and describe how beans need water, light and a suitable temperature to grow and stay healthy. I can predict what will happen in our bean experiment.	Coastal Habitats	Food chains I can describe a simple food chain.	Food chains I can describe a simple food chain.	Plants I can understand what germination is. I know what a bean is. I can observe and describe how beans grow into mature plants. I can observe what has happened to the beans and record in booklets.	Plants I can observe and describe how beans grow into mature plants. I can observe what has happened to the beans and record in booklets. I can look at the results and write a conclusion. I can refer back to see if my predictions were correct.	David Attenborough	
Geography		What is it like to live by the coast? 5 – How do people use our local coast? (Data collection). I can follow a route on a map. I can identify human features. I can record data in a tally chart. What is it like to live by the coast? 6 - How do people use our local coast? (Findings). I can discuss the types of human features I saw.	.					

		I can create a pictogram to represent how people use the local coast.						
Art					Map it Out I can draw a familiar journey. I can make my map interesting by using colour and including detail.	Map it Out I can use simple lines and shapes from my map to design a printing tile.	Map it Out I can use simple lines and shapes from my map to design a printing tile.	
DT	I can select from and use a range of construction materials to make a chosen model. – Construction afternoon	I know about movement of simple mechanisms such as levers, sliders - Father's Day card	I can use sheet materials and construction tools with appropriate supervision. I know about movement of simple mechanisms such as levers, sliders, wheels and axels.	I can use sheet materials and construction tools with appropriate supervision. I know about movement of simple mechanisms such as levers, sliders, wheels and axels.				
RE		How do some people talk to God? Islam, Judaism Where do some people talk to God? Lesson 2 I can describe the different ways some people pray.	How do some people talk to God? Islam, Judaism Where do some people talk to God? Lesson 3 I can describe the ways people pray through exploring Muslim prayer.	How do some people talk to God? Islam, Judaism Where do some people talk to God? Lesson 4 I can explain simply how and why special objects and clothing are used during prayer.	Where do some people talk to God? Islam, Judaism, Sikhism Lesson 1 I can describe what makes a place of worship special.	Where do some people talk to God? Islam, Judaism, Sikhism Lesson 4 I can understand why some Sikhs visit the gurdwara.	Where do some people talk to God? Islam, Judaism, Sikhism Lesson 5 I can identify similarities and differences between places of worship.	
Computing			Presenting Ideas 1 I can understand what a concept map is and why it is used. I can add a title and ideas to a concept map. I can use lines to connect ideas.	Presenting Ideas 2 I can add more information to my concept map. I can create a second layer of ideas. I can use colour to organise my nodes.	Presenting Ideas 3 I can explain how to make a concept map clear to read. I can check all my ideas are linked	Presenting Ideas 4 I can complete a clear concept map. I can talk about my ideas. I can listen to others.		
PSHE	KAPOW Safety and the Changing Body 1 and 2 – The internet and communicating online. I can discuss what the internet is. I can understand how websites work. I understand some of the ways that the internet helps us. I understand the importance of being kind online. I know what to do if something I have seen or	KAPOW Safety and the Changing Body 3 – Secrets and Surprises I can explain what a surprise is. I can explain what a secret is. I understand the difference between a secret and a surprise.	KAPOW Safety and the Changing Body 4 and 5 – Appropriate Contact (pantosaurus) I understand what 'private' means. I can name parts of the body. I can name the private parts of my body correctly. I understand that my private parts belong to me. I can explain the PANTS rule. I know how to tell someone to stop if I feel	KAPOW Safety and the Changing Body 6 – Respecting Personal Boundaries I can choose what happens to my body. I know I can give permission and take it away when I choose. I know who to talk to if I feel uncomfortable.	KAPOW Safety and the Changing Body 7 – Road Safety I can explain some rules to keep safe near traffic. Transition	KAPOW Safety and the Changing Body 8 – Roads I can explain some rules to cross the road safely.	KAPOW Safety and the Changing Body 9 – Medicine I can explain how I feel if I am unwell. I can explain things that make me feel better. I understand that I should only take medicines if a grown-up whom I trust says it is OK.	

	heard online makes me feel upset or uncomfortable. I can create a poster displaying all the information about how to stay safe online.		uncomfortable or upset about their behaviour. I can name someone I can talk to if I am worried or uncomfortable.					
PE	Real PE health and fitness cog Outdoor: Agility / ball chasing I can develop my ball chasing skills by starting and stopping quickly. I can arrive in the correct position to collect the ball. I can collect the ball with balance and control. Indoor: Gym unit 2 rotation I can perform rolls on floor mats (combining shapes) with accuracy and control. Sports day practise	Real PE health and fitness cog Outdoor: Agility / ball chasing I can develop my ball chasing skills by starting and stopping quickly. I can arrive in the correct position to collect the ball. I can collect the ball with balance and control. Indoor: Gym Unit 2 rotation I can perform rolls on floor mats (using straight shape) with accuracy and control. Sports day practise	Real PE health and fitness cog Outdoor: Agility / ball chasing I can develop my ball chasing skills by starting and stopping quickly. I can arrive in the correct position to collect the ball. I can collect the ball with balance and control. Indoor: Gym Unit 2 rotation I can perform rotation on different body parts on floor mats (on patches or two points) with accuracy and control. Sports day practise	Real PE health and fitness cog Outdoor: Agility / ball chasing I can develop my ball chasing skills by starting and stopping quickly. I can arrive in the correct position to collect the ball. I can collect the ball with balance and control. Indoor: Gym Unit 2 rotation I can perform tricky rotations (single or combining shapes on patches or points) using low apparatus. Sports day practise	Real PE health and fitness cog Outdoor: Agility / ball chasing I can develop my ball chasing skills by starting and stopping quickly. I can arrive in the correct position to collect the ball. I can collect the ball with balance and control. Indoor: Gym Unit 2 rotation I can perform tricky rotations (single or combining shapes on patches or points) using large apparatus.	Monday: Sports day practise Wednesday: Sports day	Real PE health and fitness cog Outdoor: Agility / ball chasing I can develop my ball chasing skills by starting and stopping quickly. I can arrive in the correct position to collect the ball. I can collect the ball with balance and control. Indoor: Gym Unit 2 rotation I can perform tricky rotations (single or combining shapes on patches or points) using large apparatus.	Outdoor games