



HADLOW PRIMARY SCHOOL  
 Medium Term Curriculum Plan  
 Summer Term-Year Two



	<b>Once Upon a Time</b> A Little Magic Can Take You A Long Way	<b>What A Wonderful World!</b> Around the World in Seven Weeks	
Termly Focus	Magical Picture Books	Hot and Cold Places	
Stunning Start	Magician Performance!	Outdoor learning day!	
Fabulous Finish	Sharing stories- class swap.	Around the World in 80 minutes- Whole school end of term performance to parents	
Enrichment	<ul style="list-style-type: none"> <li>- Magic themed book corner- illustrations and props from the different stories</li> <li>- Tadpoles in classrooms- living things</li> <li>- Nurse visit- PSHE links</li> <li>- Visit to Church- Christian Marriage (catch up from last term)</li> </ul>	<ul style="list-style-type: none"> <li>- Sunny the Meerkat and his travels</li> <li>- Exploring Google Earth</li> <li>- David Attenborough- Frozen Planet and Planet Earth</li> <li>- Whole school performance</li> </ul>	
Key Texts	<ul style="list-style-type: none"> <li>- Necklace of Raindrops- Joan Aiken</li> <li>- The Lost Happy Endings- Carol Ann Duffy</li> <li>- The Tear Thief- Carol Ann Duffy</li> <li>- Poetry- The Magic Box- Kit Wright</li> </ul>	<ul style="list-style-type: none"> <li>- Meerkat Mail- Emily Gravett</li> <li>- The Princess and the White Bear King</li> <li>- National Geographic for Kids</li> <li>- Poetry- A Stick is an Excellent Thing- Marilyn Singer</li> <li>- Poetry- Bringing the Rain to Kapiti Plain- Verda Aardema</li> </ul>	
English	<ul style="list-style-type: none"> <li>- Retell familiar stories</li> <li>- Adapt familiar stories</li> <li>- Developing skill of reading aloud</li> <li>- Drama and role play in role</li> <li>- Descriptive poetry</li> <li>- Emotive language- first person</li> <li>- Diary Entry</li> <li>- Reciting and performing poetry</li> </ul>	<ul style="list-style-type: none"> <li>- Retell familiar stories</li> <li>- Adapt familiar stories</li> <li>- Non-fiction writing</li> <li>- Labels and diagrams</li> <li>- Non-chronological reports</li> <li>- Comparative writing</li> <li>- Job description/ recipe for a Queen</li> </ul>	
Continuous English Skills	<u>Writing</u> <ul style="list-style-type: none"> <li>- Spell by segmenting into phonemes</li> <li>- Learn to spell common 'exception' words</li> </ul>	<u>Grammar</u> <ul style="list-style-type: none"> <li>- Use. ! ? and '</li> <li>- Use simple conjunctions</li> </ul>	<u>Speaking and Listening</u> <ul style="list-style-type: none"> <li>- Articulate and justify answers</li> <li>- Initiate and respond to comments</li> </ul>



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	<ul style="list-style-type: none"><li>- Spell using common suffixes, etc.</li><li>- Use appropriate size letters and spaces</li><li>- Develop positive attitude and stamina for writing</li><li>- Begin to plan ideas for writing</li><li>- Record ideas sentence-by-sentence</li><li>- Make simple additions and changes after proof-reading</li></ul>	<ul style="list-style-type: none"><li>- Begin to expand noun phrases</li><li>- Use some features of standard English</li></ul>	<ul style="list-style-type: none"><li>- Use spoken language to develop understanding</li></ul>
Maths	<p>Geometry and Measure</p> <ul style="list-style-type: none"><li>- Know and use standard measures</li><li>- Read scales to the nearest whole unit</li><li>- Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds</li><li>- Use terminology of position and movement</li></ul> <p>Data</p> <ul style="list-style-type: none"><li>- Interpret simple tables and pictograms</li><li>- Ask and answer comparison questions</li><li>- Ask and answer questions about totalling</li></ul> <p>Recap and revision</p>	Recap and revision of all Maths areas: <ul style="list-style-type: none"><li>- Number/calculation</li><li>- Geometry and measures</li><li>- Fractions</li><li>- Data</li></ul>	
Science	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"><li>- Basic needs of animals and their offspring</li></ul> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different animals and plants, and how they depend on each other.</p>	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"><li>- Simple food chains and habitats</li></ul> <p>Identify and name a variety of plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	



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History	All objectives covered in terms 2 and 4	All objectives covered in terms 2 and 4
Geography	All objectives covered in terms 1 and 6	<ul style="list-style-type: none"> <li>• Name and locate worlds continents and oceans</li> <li>• Compare local area to a non-European country</li> <li>• Use basic vocabulary to describe a less familiar area</li> </ul> <p>Delving into the Desert- Using basic vocabulary to describe and compare the landscape and environment of the Desert with the children’s local environment.</p> <p>The Frozen Planet- Comparing the landscape and environment of the Polar Regions with the children’s local environment. Using basic vocabulary to describe the Arctic and the Antarctic.</p>
Art and Design/ Design and Technology	<p>Art</p> <ul style="list-style-type: none"> <li>- Develop techniques of colour pattern, texture, line, shape, form and space</li> </ul> <p>Look at a range of artists such as Picasso and Matisse that use line and shape prominently in their art work. Create own examples using line, shape, texture. Look at the illustrations used in the texts being studied and identify the illustrator’s use of the above features. Create own illustrations to accompany their writing. f</p>	<p>DT</p> <ul style="list-style-type: none"> <li>- Understand where food comes from</li> </ul> <p>Investigate where food comes from. Relate to the food found in hot places and the food found in cold places.        Use ingredients to design and make a seasonal dish e.g. salad, dips and dippers.        Culminate in class picnic – DT day.</p>
Music	<ul style="list-style-type: none"> <li>- Listen and understand live and recorded music</li> <li>- Sing songs</li> </ul> <p>Continue singing with BH. Explore rhythm and tune. Listen to and evaluate musical pieces by a range of composers appropriate to the topic. Understand that different pieces of music can convey different messages. Choose appropriate accompaniment for the texts read over the term.</p>	<ul style="list-style-type: none"> <li>- Play tuned and untuned instruments</li> <li>- Sing songs</li> </ul> <p>Continue with singing – preparation for end of year performance.        Introduce the TBC (recorder?) Learn to play a couple of basic notes to be accompanied by the percussion instruments. Create two contrasting pieces to convey the heat of the desert and the cold of the Arctic. Which instruments create the best effects for each climate?</p>
Computing	<ul style="list-style-type: none"> <li>- Organise, store, retrieve and manipulate data</li> </ul>	<ul style="list-style-type: none"> <li>- Understand use of algorithms</li> </ul>



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	<p>Relate to Habitats</p> <p>Identify the different types of data then ask and answer questions about data in order to identify minibests and their habitats. Organise digital content into groups according to simple rules using a branching database. Search a database to identify specific animals and attributes. Design and use tally sheets to collect data and display the results graphically on the computer.</p>	<ul style="list-style-type: none"><li>- Write and test simple programs</li><li>- Use logical reasoning to make predictions</li></ul> <p>Use of floor robots to program routes and predict what will happen. Test and debug a floor robot by identifying and correcting errors in programs. Plan an algorithm to allow a floor robot to reach a specific goal in the most efficient way.</p> <p>Use of espresso coding.</p>
RE	<ul style="list-style-type: none"><li>- To retell the Easter story with increasing accuracy</li><li>- Objects and symbols associated with Hinduism</li></ul> <p>AT1- Explore the Easter story, the meaning and symbolism.</p> <p>AT2- To think about important symbols in the children's lives, inventing a class symbol to create a sense of belonging.</p>	<ul style="list-style-type: none"><li>- Hindu gods and goddesses</li><li>- Hindu murti and symbolism</li><li>- Pentecost</li></ul> <p>AT1- Explore the basic meaning of Hinduism, the gods/ goddesses and the symbolism</p> <p>AT2- Talking about celebrations and symbols in the children's own lives- links to PSHE</p>
PE	<ul style="list-style-type: none"><li>- Swimming proficiency at 25m</li><li>- Master basic movements, e.g. running, jumping, throwing, catching, balance, agility and coordination</li></ul> <p>Swimming and Rounders</p>	<ul style="list-style-type: none"><li>- Swimming proficiency at 25m</li><li>- Participate in team games</li></ul> <p>Swimming and Sports Day preparation</p>
PSHE	<ul style="list-style-type: none"><li>- Drugs and Medicine</li></ul> <p>What medicines look like and how they are used? Basic first aid – nurse to come in to talk to the children. How medicines should be stored. Money – saving and spending.</p>	<ul style="list-style-type: none"><li>- Relationships</li></ul> <p>Body parts – naming and knowing they what they do. Managing uncomfortable feelings (embarrassed/scared) People who help us stay healthy and well (dentist, doctor, nurse) Solving arguments with peers.</p>



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Special Weeks/ Important Events	Maths week Growth mind set day	Outdoor learning day Sports day Whole school performance
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