



Medium Term Plan

Year 2 – Cedar Class

Summer 1 – Zambia

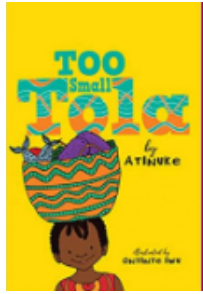
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SPaG/English writing	<p>L1- Capital letter and full stops</p> <p>L2- Question marks</p> <p>L3- Exclamation marks</p> <p>L4- Descriptive writing, including CL, FS, QM, EM.</p> <p>L5- Descriptive writing, including CL, FS, QM, EM.</p>	<p>L1- Commas to separate items in a list</p> <p>L2- Apostrophe for contraction</p> <p>L3- Apostrophe for singular possession in nouns</p> <p>L4- Expanded noun phrases</p> <p>L5- Expanded noun phrases</p>	<p>L1- Descriptive writing, including commas, apostrophes, expanded noun phrases</p> <p>L2- Present tense</p> <p>L3- Present tense writing</p> <p>L4- Past tense</p> <p>L5- Past tense writing- Recount (swimming)</p>	<p>L1- Subordination- if, when, that, because</p> <p>L2- Coordination- or, and, but</p> <p>L3- Statement command</p> <p>L4- Question and exclamation marks</p> <p>L5- Character description</p>	<p>L1- Progressive forms of verbs in the present and past tense</p> <p>L2- Compound words</p> <p>L3- Suffix -ness</p> <p>L4- Suffix -er</p> <p>L5- Short narrative</p>	<p>L1- Adjectives using suffixes -ful</p> <p>L2- Adjectives using suffixes -less</p> <p>L3- The use of suffixes -er and -est in adjectives</p> <p>L4- Recount of Church</p> <p>L5- Recount of Church</p>
Handwriting						
TBC						



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Whole class reading	 <p>Too small Tola x3 a week</p>					
Maths (White Rose new scheme)	<p>L1- To partition numbers to 100.</p> <p>L2- To flexibly partition numbers to 100.</p> <p>L3- Comparing numbers to 100.</p> <p>L4- To count in 2s.</p>	<p>L1- To count in 10s.</p> <p>L2- To count in 3s.</p> <p>L3- To add and subtract ones.</p> <p>L4- To add by making 10.</p> <p>L5- To add 3 one-digit numbers.</p> <p>L6- To add to the next ten.</p>	<p>L1- To add across a 10.</p> <p>L2- To subtract across 10.</p> <p>L3- To subtract from a 10.</p> <p>L4- To subtract a 1-digit number from a 2-digit number, across ten.</p> <p>L5- 10 more and 10 less.</p>	<p>L1- To add two 2-digit numbers across/not across 10.</p> <p>L2- To subtract two 2-digit numbers across/not across 10.</p> <p>L3- To recognise equal groups.</p> <p>L4- To make equal groups.</p>	<p>L1- Multiplication sentences.</p> <p>L2- To use arrays.</p> <p>L3- To make equal groups by grouping.</p> <p>L4- To make equal groups by sharing.</p> <p>L5- Doubling numbers from 0-20.</p> <p>L6- Halving numbers from 0-50.</p>	<p>L1- To divide by 2.</p> <p>L2- To divide by 10.</p> <p>L3- To divide by 5.</p> <p>L4- Odd numbers.</p> <p>L5- Even numbers.</p> <p>L6- Recap of division 2/5/10.</p>



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	L5- To count in 5s. L6- Recap 'use a place value chart'		L6- To add and subtract 10.	L5- To add equal groups. L6- To introduce the 'x' symbol.		
Science Plants	To know the difference between seeds and bulbs.	To design an experiment to find out what plants need to grow.	To describe what plants need to grow and stay healthy.	To describe the life cycle of a plant.	To observe and record the growth of plants over time.	To understand that plants adapt to suit their environment.
Art and design Craft and design - map it out?	To investigate maps as a stimulus for drawing.	To develop a drawing into 3D artwork.	To experiment with a craft technique to develop an idea.	To develop ideas and apply craft skills when printmaking.		To present artwork and evaluate it against a design brief.
Computing creating media - stop motion / online safety	To understand what an animation is.	To create a stop motion animation.	To plan my stop motion animation.	To create a stop motion animation.		To share my stop motion animation with others and evaluate.



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Music west african: call and response songs	To create a short sequence of sound.	To copy a short rhythm.	To learn a traditional song from Ghana.	To create rhythms based on call and response.	To add dynamics (volume) to a structure of rhythms.	
PE attack defend shoot 2 (PS)	Swimming To work collaboratively to keep possession by passing accurately.	Swimming To send and receive moving into space.	Swimming To work with a partner to progress towards a target.	Swimming To perform defensively as an individual in a game.	Swimming To show awareness of opponents and teammates in a game.	Swimming To implement basic goalkeeping, attacking play and intercepting games.
PSHE economic well being	To explore the ways people receive money.	To identify basic needs essential for healthy growth.	To consider how people decide what they want.	To explore how bank accounts and cards help with managing money.	To identify my skills and talents.	To describe how to make others feel included.
RE Judaism Why is the Torah such a joy for the Jewish community	To engage with the concept of joy in relation to the Torah.	To enquire into the importance of the Torah to the Jewish community.	To explore the story of Moses, the leader and teacher from the Torah.	To explore how the Torah is shown respect in the synagogue.	To explore the aspects of the Torah in daily Jewish life.	Assessment - To evaluate my learning about the Torah.



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Geography Mugumareno Village, Zambia	Explore Zambia's physical and human features and locate it.	Locate the village of Mugurameno and share what I would like to learn about it.	Compare how the people of Mugurameno use the River Zambezi with the ways in which we use rivers near us.	Find out about food in Mugurameno and how it is prepared. Extended writing opportunity: Instructions - Write a recipe for making Nshima.	Explain how the people of Mugurameno protect themselves and their homes from wild animals – and how they make use of animals in their everyday lives.	Assessment - To create a fact file about Mugurameno.