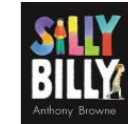







Year 2 Summer 2 MTP







Theme: Victorians  
 Driver: History  
 The Big Question: Have children always played games?

Reading for Pleasure Class Novel:  
 Books by Anthony Browne



		WC 3.6.23	WC 10.6.23	WC 17.6.23	WC 24.6.23	WC 1.7.23	WC 8.7.23	WC 15.7.23	WC 22.7.23
English	<p><b>Unit: Recount</b></p> <p><b>NC Link:</b> writing narratives about personal experiences and those of others (real and fictional) learning how to use both familiar and new punctuation correctly planning or saying out loud what they are going to write about evaluating their writing with the teacher and other pupils proof-reading to check for errors in spelling, grammar and punctuation sentences with different forms: statement, question, exclamation, command the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) writing for different purposes</p>	<p><b>Unit: Recount</b></p> <p><b>NC Link:</b> writing narratives about personal experiences and those of others (real and fictional) learning how to use both familiar and new punctuation correctly planning or saying out loud what they are going to write about evaluating their writing with the teacher and other 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	Enrichment	<p><b>Launch: Victorian Schoolroom Day at Newstead Abbey</b></p> <p><b>Key Questions:</b> Have children always played games?</p> <p><b>Media/Visual Literacy:</b> Variety of online videos</p>							

SPAG Focus	Subject, predicate, stop, conjunctions, linking adverbs, adverbial clauses, adverb (when, where, how), speech	Subject, predicate, stop, conjunctions, linking adverbs, adverbial clauses, adverb (when, where, how), speech	Subject, predicate, stop, conjunctions, linking adverbs, adverbial clauses, adverb (when, where, how), speech	Subject, predicate, stop, conjunctions, linking adverbs, adverbial clauses, adverb (when, where, how), speech	Subject, predicate, stop, conjunctions, linking adverbs, adverbial clauses, adverb (when, where, how), speech	Subject, predicate, stop, conjunctions, linking adverbs, adverbial clauses, adverb (when, where, how), speech	Subject, predicate, stop, conjunctions, linking adverbs, adverbial clauses, adverb (when, where, how), speech	
Guided Reading	<p><b>Text:</b> Charlie and the Chocolate Factory by Roald Dahl</p> <p><b>Focus:</b> Retrieval, inference</p> <p><b>NC Link:</b> develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>answering and asking questions</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> 	<p><b>Text:</b> Charlie and the Chocolate Factory by Roald Dahl</p> <p><b>Focus:</b> Retrieval, inference</p> <p><b>NC Link:</b> develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>answering and asking questions</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> 	<p><b>Text:</b> The Owl Who was Afraid of the Dark</p> <p><b>Focus:</b> Retrieval, inference, explanation</p> <p><b>NC Link:</b> develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>answering and asking questions</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> 	<p><b>Text:</b> The Owl Who was Afraid of the Dark</p> <p><b>Focus:</b> Retrieval, inference, explanation</p> <p><b>NC Link:</b> develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>answering and asking questions</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> 	<p><b>Text:</b> The Owl Who was Afraid of the Dark</p> <p><b>Focus:</b> Retrieval, inference, explanation</p> <p><b>NC Link:</b> develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>answering and asking questions</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> 	<p><b>Text:</b> The Owl Who was Afraid of the Dark</p> <p><b>Focus:</b> Retrieval, inference, explanation</p> <p><b>NC Link:</b> develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>answering and asking questions</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> 	<p><b>Text:</b> The Owl Who was Afraid of the Dark</p> <p><b>Focus:</b> Retrieval, inference, explanation</p> <p><b>NC Link:</b> develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>answering and asking questions</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> 	

Maths	<p><b>Unit: White Rose Maths Statistics</b></p> <p><b>NC Link:</b> interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data.</p>	<p><b>Unit: White Rose Maths Statistics</b></p> <p><b>NC Link:</b> interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data.</p>	<p><b>Unit: White Rose Maths Position and direction</b></p> <p><b>NC Link:</b> order and arrange combinations of mathematical objects in patterns and sequences use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).</p>	<p><b>Unit: White Rose Maths Position and direction</b></p> <p><b>NC Link:</b> order and arrange combinations of mathematical objects in patterns and sequences use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).</p>	<p><b>Unit: White Rose Maths Consolidation</b></p>	<p><b>Unit: White Rose Maths Consolidation</b></p>	<p><b>Unit: White Rose Maths Consolidation</b></p>	
Science	<p><b>Unit: Scientists and Inventors</b> <u>Lesson: How do things grow in a greenhouse?</u></p> <p>To find out how plants need water, light and a suitable temperature to grow and stay healthy</p> <p><b>Cross curricular: History-Significant people</b></p>	<p><b>Unit: Scientists and Inventors</b> <u>Lesson: What job do botanists do?</u></p> <p>To identify and describe the basic structure of common flowering plants by observing and sketching a range of common plants.</p> <p><b>Cross curricular: History-Significant people</b></p> 	<p><b>Unit: Scientists and Inventors</b> <u>Lesson: What happens in a doctors' surgery?</u></p> <p>To use their observations and ideas to suggest answers to questions</p> <p><b>Cross curricular: History-Significant people</b></p> 	<p><b>Unit: Scientists and Inventors</b> <u>Lesson: Who discovered germs?</u></p> <p>To describe the importance of hygiene to humans</p> <p><b>Cross curricular: History-Significant people</b></p>	<p><b>Unit: Scientists and Inventors</b> <u>Lesson: Why was Charles Macintosh famous?</u></p> <p>To find out about people who have developed new materials To identify and compare the suitability of a variety of everyday materials for particular uses</p> <p><b>Cross curricular: History-Significant people</b></p>	<p><b>Unit: Scientists and Inventors</b> <u>Lesson: Why was Rachel Carson famous?</u></p> <p>To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain To observe closely, using simple equipment</p> <p><b>Cross curricular: History-Significant people</b></p>	<p><b>Unit: Scientists and Inventors</b> <u>Lesson: Consolidation</u></p>	
Computing	<p><b>Teach Computing: Programming B-Programming quizzes</b></p> <p><u>Lesson: Scratch Jr Recap</u></p> <p><b>NC Link:</b> use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> 	<p><b>Teach Computing: Programming B-Programming quizzes</b></p> <p><u>Lesson: Outcomes</u></p> <p><b>NC Link:</b> use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><b>Teach Computing: Programming B-Programming quizzes</b></p> <p><u>Lesson: Using a design</u></p> <p><b>NC Link:</b> use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><b>Teach Computing: Programming B-Programming quizzes</b></p> <p><u>Lesson: Changing a design</u></p> <p><b>NC Link:</b> use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> 	<p><b>Teach Computing: Programming B-Programming quizzes</b></p> <p><u>Lesson: Designing and creating a program</u></p> <p><b>NC Link:</b> use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p><b>Cross curricular: Maths</b></p>  	<p><b>Teach Computing: Programming B-Programming quizzes</b></p> <p><u>Lesson: Evaluating</u></p> <p><b>NC Link:</b> use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>		

**Unit: PATTERN**

Lesson: Theory

How does Damien Hirst use pattern?

**NC Link:** about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

**Cross curricular: Maths-Shape**



**Unit: PATTERN**

Lesson: Practise

Can I use pattern?

**NC Link:** to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

**Cross curricular: Maths-Shape**



**Unit: PATTERN**

Lesson: Apply

Can I apply pattern to a final art piece?

**NC Link:** to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

**Cross curricular: Maths-Shape**



**Unit: Bridges**

Lesson: Make

Can I make my own bridge?












Lesson: Evaluate


















How successful was my bridge?

**NC Link:** select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics evaluate their ideas and products against design criteria

**Cross curricular: Science-materials**



Geography	<p><b>Unit: Mansfield Vs New Delhi</b></p> <p><u>Lesson: Human and physical geography</u></p> <p>How do the seasonal weather and daily weather patterns of the UK compare to India?</p> <p><b>NC Link:</b> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>		<p><b>Unit: Mansfield Vs New Delhi</b></p> <p><u>Lesson: Place knowledge</u></p> <p>Are there any similar physical features with London and New Delhi?</p> <p><b>NC Link:</b> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> 	<p><b>Unit: Mansfield Vs New Delhi</b></p> <p><u>Lesson: Place knowledge</u></p> <p>Are there any similar human features with London and New Delhi?</p> <p><b>NC Link:</b> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> 		<p><b>Unit: Mansfield Vs New Delhi</b></p> <p><u>Lesson: Geographical skills and fieldwork</u></p> <p>Can I describe the location of features and routes on a map using a compass?</p> <p><b>NC Link:</b> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> 		
History		<p><b>Unit: Victorians</b></p> <p><u>Lesson: Cause and significant events</u></p> <p>What were the most important changes that took place in Victorians times?</p> <p><b>NC Link:</b> the lives of significant individuals in the past who have contributed to national and international achievements.</p> 			<p><b>Unit: Victorians</b></p> <p><u>Lesson: Life and death</u></p> <p>How was life in the Victorian era different for the rich and poor?</p> <p><b>NC Link:</b> the lives of significant individuals in the past who have contributed to national and international achievements.</p> 			
Music	<p><b>Charanga Unit: Our Big Concert</b></p> <p>The Sunshine Song</p> 	<p><b>Charanga Unit: Our Big Concert</b></p> <p>The Sunshine Song</p> 	<p><b>Charanga Unit: Our Big Concert</b></p> <p>Four White Horses</p> 	<p><b>Charanga Unit: Our Big Concert</b></p> <p>Four White Horses</p> 	<p><b>Charanga Unit: Our Big Concert</b></p> <p>Down by the Bay</p> 	<p><b>Charanga Unit: Our Big Concert</b></p> <p>Assessment Checkpoint</p> 		

PE	<p><b>Unit: Athletics</b></p> <p><b>NC Link:</b> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending</p> 	<p><b>Unit: Athletics</b></p> <p><b>NC Link:</b> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending</p> 	<p><b>Unit: Athletics</b></p> <p><b>NC Link:</b> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending</p> 	<p><b>Unit: Athletics</b></p> <p><b>NC Link:</b> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending</p> 	<p><b>Unit: Athletics</b></p> <p><b>NC Link:</b> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending</p> 	<p><b>Unit: Athletics</b></p> <p><b>NC Link:</b> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending</p> 	<p><b>Unit: Athletics</b></p> <p><b>NC Link:</b> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending</p> 	
RE	<p><b>Unit: Beginnings and Endings</b></p> <p><b>Lesson:</b> How and why are beginnings and endings marked in different ways?</p> <p><b>Cross curricular: PSHE CD</b></p> 	<p><b>Unit: Beginnings and Endings</b></p> <p><b>Lesson:</b> How do Sikhs celebrate New Year?</p> <p><b>Cross curricular: PSHE CD</b></p> 	<p><b>Unit: Beginnings and Endings</b></p> <p><b>Lesson:</b> How are names used and given in Sikhism?</p> <p><b>Cross curricular: PSHE CD</b></p> 	<p><b>Unit: Beginnings and Endings</b></p> <p><b>Lesson:</b> How do Christians mark the beginning of their journey of faith?</p> <p><b>Cross curricular: PSHE CD</b></p> 	<p><b>Unit: Beginnings and Endings</b></p> <p><b>Lesson:</b> What are the links between new life and the Christian story of Easter?</p> <p><b>Cross curricular: PSHE CD</b></p> 	<p><b>Unit: Beginnings and Endings</b></p> <p><b>Lesson:</b> Can I apply what I have learnt about religious beliefs to my own beginning or ending ceremony?</p> <p><b>Cross curricular: PSHE CD</b></p> 		
PSHE	<p><b>Jigsaw Unit: Changing Me</b></p> <p><b>Lesson:</b> Life cycles in nature</p> <p>Recognise cycles of life in nature. Understand there are some changes that are outside my control and to recognise how I feel about this.</p> <p><b>Cross curricular: Science</b></p>	<p><b>Jigsaw Unit: Changing Me</b></p> <p><b>Lesson:</b> Growing from young to old</p> <p>Tell you about the natural process of growing from young to old and understand that this is not in my control. Identify people I respect who are older than me.</p> <p><b>Cross curricular: Science</b></p> 	<p><b>Jigsaw Unit: Changing Me</b></p> <p><b>Lesson:</b> The changing me</p> <p>Recognise how my body has changed since I was a baby and where I am on the continuum from young to old. Feel proud about becoming more independent.</p> <p><b>Cross curricular: Science</b></p> 	<p><b>Jigsaw Unit: Changing Me</b></p> <p><b>Lesson:</b> Boys and girls bodies</p> <p>Understand difference between boys and girls bodies</p> <p><b>Cross curricular: Science</b></p> 	<p><b>Jigsaw Unit: Changing Me</b></p> <p><b>Lesson:</b> Assertiveness</p> <p>Understand there are different types of touch and tell you which ones I like and don't like. Be confident to say what I like and don't like and ask for help.</p> 	<p><b>Jigsaw Unit: Changing Me</b></p> <p><b>Lesson:</b> Looking ahead</p> <p>Identify what I am looking forward to when I move to my next class. Start thinking about changes I will make in my next year at school and know how to go about this.</p> 