





Curriculum | Medium Term Plan - Summer 2022

Challenge Pack:	Up, up and away - How can we make something fly?	Challenge outcome:	Outcome: live dragons den pitch – need for a new product (children will design and produce a flying machine).	NC Year: Length of term:	2 12 weeks
Summary	Children will develop their understanding of how flight has changed over time. They will learn about important people who have influenced changes in flight and changed history. They will then work towards designing and making something that flies, using their Science materials and Design and Technology knowledge.	Hook:	Children will visit east midlands airport to experience what it is like to go on a fly. They will explore and learn about the check in and boarding process as well a role play many of the jobs found in an airport. Finally children will get to look at all sorts of different aircrafts at the heritage site.		
Key texts:	Fiction: Izzy Gizmo by Pip Jones Ocean Meets the Sky Mariella Queen of the Skies Non-Fiction: Balloon to the Moon Little People Big Dreams City Atlas	Trips and visits:	East Midlands Airport Visit from Pip Jones – Author of Izzy Gizmo	Inspire sessions:	N/A
 <p>I can look out to an audience. I can smile whilst I am delivering talk.</p>	 <p>I can speak in coherent sentences.</p>	 <p>I can share key information with the audience.</p>	 <p>I can find the confidence to speak in front of an audience.</p>		

	Maths:	English:	Class reader: Phonics:	NICER:	Discrete/ Special events:
25.04.22	<p>Area of learning: Addition</p> <p>Knowledge and skills: Adding tens over the boundary Regrouping Written method</p> <p>Mental maths focus: adding 2d+1d over ten</p>	<p>Purpose: To Inform Text type: Non-chronological report Text: The Story of Flight</p> <p>Knowledge and skills: - Read and RIP - <i>Use statements and questions</i> - Form questions for sub-headings</p>	<p>Year 2 sound of the week zh spelt as s (treasure/pleasure)</p> <p>Reading lesson VIPERS – based on non-chronological report about flight</p>	<p>What is Up Up and Away? (Introduction to Challenge pack. Understanding of what we will be learning about and why – what is our outcome?)</p> <p>Complete 'Explore the Challenge' page.</p> <p>CAFRA for Hook.</p> <p>Thinking hats and PMI based on Hook.</p> <p>Link to challenge outcome (for weeks learning) – Children will be able to explain what the challenge outcome is. They will have begun to think about possible outcomes.</p>	<p>St George's Day (25 April) Yom HaShoah (28 April) Ramadan ends (1 May)</p>
Homework	<p>Number bond or timetables practise: Count forwards in 2s</p>	<p>Spellings: television, treasure, usual, division, vision, pleasure, measure, occasion, usually, leisure, Christmas</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: To CAF what you already know about flight.</p>	
02.05.22	<p>Area of learning: Subtraction</p> <p>Knowledge and skills: Subtracting tens over the boundary Recombining Written method</p> <p>Mental maths focus: subtracting 2d-1d over ten</p>	<p>Purpose: To Inform Text type: Non-chronological report Text: The Story of Flight</p> <p>Knowledge and skills: - Fact and fiction - Group information using paragraphs - <i>Learn which words can be contracted</i></p>	<p>Year 2 sound of the week tion</p> <p>Reading lesson VIPERS - Text: Ocean Meets Sky</p>	<p>How has flight changed?</p> <p><u>Killer Questions</u> <i>What are the different machines/items that can fly and what are they made of?</i></p> <p>H1.2e - As Historians WALT: identify changes of flying machines over time Outcome – children will sequence key events on a given timeline and identify differences between old and new flying items.</p> <p>H1.2f - As Historians WALT: identify similarities and differences between life in the past and the present so that we can understand the changing flight experiences Outcome – children will compare the similarities and differences of flying experiences and use thinking hats/PMI to evaluate how they would feel.</p>	<p>May Day (2 May) World Press Freedom Day (3 May) Eid ul-Fitr begins (3 May) World Asthma Day (3 May) Bike to School Day (4 May) VE Day (8 May)</p>

				<p>Link to challenge outcome (for weeks learning) – children will be able to name flying machines and identify similarities and differences between the past and present.</p>	
Homework	<p>Number bond or timetables practise: Count backwards in 2s</p>	<p>Spellings: station, fiction, motion, section, addition, subtraction, potion, option, introduction, plant, class</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Look at the two images of planes (past and present) and make a list of similarities and differences.</p>	
09.05.22	<p>Area of learning: Time</p> <p>Knowledge and skills: Hands on the clock Telling the time to the hour Telling the time to half an hour o'clock and half past</p> <p>Mental maths focus: counting in 5s</p>	<p>Purpose: To Inform Text type: Non-chronological report Text: The Story of Flight</p> <p>Knowledge and skills: - Use subordinating and coordinating conjunctions</p> <p>- Plan</p>	<p>Year 2 sound of the week sion/cion</p> <p>Reading lesson: Assessment week - SATs</p>	<p>Who are key people and individuals involved in flight (The Wright Brothers)?</p> <p><u>Killer Questions</u> When in the past did the first human fly in the air? What were the planes like? Can you describe a significant historical event associated with flight? What were the events that followed the first flight – what happened next?</p> <p>H1.2b - As Historians WALT: understand who the Wright Brothers were Outcome – children will find out information about the Wright Brothers using a range of sources to create a fact file.</p> <p>H1.2d - As Historians WALT: understand how flight changed as a result of the Wright Brothers' work Outcome – children will discuss and FIP the most important changes in planes over the last 115 years.</p> <p>H1.2e – As Historians WALT use different historical sources so that we can prove or disprove statements about the Wright brothers Outcome – children will use evidence from written and visual sources to prove statements about the Wright Brothers.</p> <p>Link to challenge outcome (for weeks learning) – children will understand who the Wright Brothers were and develop an understanding about a significant historical event associated with flight.</p>	<p>Florence Nightingale's Birthday (12 May)</p>
Homework	<p>Number bond or timetables practise: Count forwards in 3s</p>	<p>Spellings: division, decision, collision, fusion, vision, television, mission, suspicion, pass, grass</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: To research and find out 3 facts about the Wright Brothers.</p>	

16.05.22	<p>Area of learning: Time</p> <p>Knowledge and skills: Quarter past Quarter to Writing the time</p> <p>Mental maths focus: double any multiple of 5 up to 50</p>	<p><u>Assessment week – SATs</u></p>	<p>Year 2 sound of the week adding ing, ed, er, est to words ending in y</p> <p>Reading lesson VIPERS - Text: Balloon To the Moon</p>	<p>Who are key people and individuals involved in flight (Amelia Earhart)?</p> <p><u>Killer Questions</u> When in the past did the first human fly in the air? What were the planes like? Can you describe a significant historical event associated with flight? What were the events that followed the first flight – what happened next?</p> <p>H1.2b - As Historians WALT: find out about the life and achievements of Amelia Earhart Outcome – children will find out information about the Wright Brothers using a range of sources to create a fact file.</p> <p>H1.2b - As Historians WALT: find out about the life and achievements of Amelia Earhart Outcome – children will organise key events in the life of Amelia Earhart.</p> <p>H1.2b/H1.2c - As Historians WALT: ask questions about what has happened in a time period before our lifetime so that we can better understand Amelia Earhart Outcome – children will create a list of questions that they would like to ask Amelia Earhart followed by a hot seating activity</p> <p>H1.2e - As Historians WALT: use sources to find out about the past so that we can write for different purposes Outcome – children will use sources to find key facts about Amelia Earhart and use these facts to create a fact file.</p> <p>Link to challenge outcome (for weeks learning) – children will understand who Amelia Earhart was and develop an awareness about the events that followed the first flight.</p>	<p>International Day against Homophobia, Transphobia, and Biphobia (17 May) International Museum Day (18 May)</p>
	Homeavorte	<p>Number bond or timetables practise: Count backwards in 3s</p>	<p>Spellings: copied, happier, happiest, cried, replied, tried, flying, drying, driest, funnier, path, bath</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: To research and find out 3 facts about Amelia Earhart.</p>

23.05.22	<p>Area of learning: Time</p> <p>Knowledge and skills: Telling the time to the nearest 5 minutes Comparing time Hours and days</p> <p>Mental maths focus: halve any multiple of 10 up to 100</p>	<p>Purpose: To Inform</p> <p>Text type: Non-chronological report</p> <p>Text: The Story of Flight</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - Begin to join clauses using a wider range of conjunctions - Use different sentence types - Begin to use apostrophes for contractions <p>- Write - Edit - Publish</p>	<p>Year 2 sound of the week adding ing, ed, er, est to words ending in e</p> <p>Reading lesson Assessment week - SATs</p>	<p>Where can we fly?</p> <p><u>Killer Questions</u> Over which continents and countries do flights travel when flying to different countries from the United Kingdom? Where do people fly to on for different travel reasons and why (hot and cold)?</p> <p>G1.1e - As Geographers WALT: name and locate the world's seven continents so that we can identify where planes travel on different flight paths Outcome – children will name the 7 continents and identify the continents travelled through on a given flight path.</p> <p>G1.1e - As Geographers WALT: name and locate the world's five oceans so that we can identify where planes travel on different flight paths Outcome – children will name the 5 oceans and identify the oceans travelled through on a given flight path.</p> <p>G1.2b - As Geographers WALT: use a resource, such as a junior atlas, to locate key places (including hot and cold places) so that we can identify countries and continents that can be flown to Outcome – children will use a junior atlas to check positions of key places and understand if they are hot or cold (equator).</p> <p>Link to challenge outcome (for weeks learning) – children will identify continents and oceans travelled through on given flight paths</p>	
Homework	<p>Number bond or timetables practise: Count forwards in 5s</p>	<p>Spelling hiking, hiked, hiker, nicer, nicest, shiny, being, shining, scary, scaring, hour</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Learn continents and oceans songs.</p>	<p>3SB Class assembly Everybody write day</p>
30.05.22				<p><i>Half Term</i></p>	

06.06.22	<p>Area of learning: Measure - length</p> <p>Knowledge and skills: Compare lengths and heights Measure lengths Order lengths Operations with lengths</p> <p>Mental maths focus: identify near doubles</p>	<p>Purpose: To Entertain Text type: Character description Text: Izzy Gizmo</p> <p>Knowledge and skills: - Read and RIP - <i>Know when to use apostrophes</i> - <i>Identify and use adjectives</i></p>	<p>Year 2 sound of the week adding ing, ed, er, est to words when doubling the consonant</p> <p>Reading lesson VIPERS – discuss and clarify the meaning of words (Little People, Big Dreams – Amelia Earhart)</p>	<p>How can we create a figure of a person linked to our challenge pack?</p> <p>As Artists WALT: identify and explore examples of clay sculptures <i>Outcome</i> – children will look at a variety of clay sculptures and answer thinking hat questions</p> <p>A2.5b - As Artists WALT: plan and design our sculptures <i>Outcome</i> – children will design their sculptures and share their plans with a partner</p> <p>A2.4a - As Artists WALT: know that clay or modelling materials can be manipulated by rolling, squeezing and using tools. <i>Outcome</i> – children will practice a range of techniques to manipulate clay followed by creating their art sculptures.</p> <p>A2.5a/A2.5b - As Artists WALT: talk about our work and listen to the views of others <i>Outcome</i> – children will demonstrate a growing art vocabulary to enable them to talk about their work and share it with others. They will also complete a peer critique, whereby they listen to the views of others and respond to ideas to improve their work.</p> <p>Link to challenge outcome (for weeks learning) – children to consider if an item made of clay would have the right properties to actually fly.</p>	<p>Anniversary of D-Day (6 June) World Oceans Day (8 June) Millicent Garrett Fawcett's birthday (11 June)</p>
Homework	<p>Number bond or timetables practise: Count backwards in 5s</p>	<p>Spellings: patting, patted, humming, hummed, dropping, dropped, sadder, saddest, runner, runny, prove, improve</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: To design a clay sculpture linked to our challenge pack.</p>	
13.06.22	<p>Area of learning: Measure – weight and mass</p> <p>Knowledge and skills: Introduce weight and mass Measure mass Compare mass</p> <p>Mental maths focus: use patterns of similar calculations</p>	<p>Purpose: To Entertain Text type: Character description Text: Izzy Gizmo</p> <p>Knowledge and skills: - <i>Begin to use expanded noun phrases to describe and specify</i> - <i>Use list of 3 for description</i> - Shared write</p>	<p>Year 2 sound of the week adding es to words ending in y</p> <p>Reading lesson: VIPERS - Text: Mariella Queen of the Skies</p>	<p>Materials</p> <p><u>Killer Questions</u> <i>Can you describe why a specific object might be made from a certain material?</i> <i>What are the properties of this material that make it effective for its job?</i> <i>How is this material similar or different to other materials?</i> <i>What would happen if we tried to forcefully twist or stretch this material.</i></p>	<p>Father's Day (19 June)</p>

				<p>Which materials can be changed by applying force to them?</p> <p>S1.1x - As Scientists WALT: identify and name a variety of everyday materials, including wood, plastic, glass, metal, water Outcome – children will explore and label everyday materials.</p> <p>S1.1y – As Scientists WALT: describe the simple physical properties of everyday materials Outcome – children will create a word bank of properties and use these words to best describe everyday materials.</p> <p>S1.1w - As Scientists WALT: distinguish between an object and the material from which it is made Outcome – children will list items which are made from everyday materials and explain why an object is made from the everyday material.</p>	
Homework	Number bond or timetables practise: Count forwards in 10s	Spellings: flies, tries, replies, copies, babies, carries, cries, dries, marries, families, move	Reading book/ Reading Plus	Flipped homework: Materials Hunt – find objects that are made out of different materials. Write or draw the object in the correct box.	3JF Class assembly
20.06.22	<p>Area of learning: Measure - capacity</p> <p>Knowledge and skills: Introduce weight capacity and volume Measure capacity Compare volume Millilitres and litres</p> <p>Mental maths focus: find a small difference by counting up from the smallest number</p>	<p>Purpose: To Entertain Text type: Character description Text: Izzy Gizmo</p> <p>Knowledge and skills: <i>Begin to use expanded noun phrases to describe and specify</i> <i>- Use list of 3 for description</i> <i>- Use commas in a list</i></p> <p>- Write - Edit - Publish</p>	<p>Year 2 sound of the week adding suffixes -ment</p> <p>Reading lesson: VIPERS - Text: Mariella Queen of the Skies</p>	<p>Materials continued</p> <p>S1.1z - As Scientists WALT: compare and group together a variety of everyday materials on the basis of their simple physical properties Outcome – children will work both collaboratively and independently to decide how to group objects.</p> <p>S1.1c - As Scientists WALT: understand that applying forces to objects can change their shape Outcome – children will identify and classify which objects change when force is applied.</p> <p>How can we make something fly?</p> <p>D1.3b - As Designers WALT: design my flying product and explain my choice of materials and tools Outcome – children will work in groups to design their flying product and make links to their learning in Science to explain their choice of materials and tools.</p>	<p>World Refugee Day (20 June) Make Music Day (21 June) Windrush Day (22 June)</p>

				D1.3c - As Designers WALT: cut out a range of materials Outcome – children will use a range of materials and tools to create their flying product Link to challenge outcome (for weeks learning) – children will consider the most suitable materials and tools to make their flying product.	
Homework	Number bond or timetables practise: Count backwards in 10s	Spellings: amazement, enjoyment, argument, merriment, movement, excitement, agreement, sure, sugar	Reading book/ Reading Plus	Flipped homework: Design three different flying products.	2AP Class assembly
27.06.22	Area of learning: Graphs Knowledge and skills: Make tally charts Draw pictograms Interpret pictograms Mental maths focus: count in 2s	Purpose: To Entertain Text type: Narrative Text: Izzy Gizmo Knowledge and skills: - Read and RIP - Box up a narrative - <i>Begin to use a range of sentences</i>	Year 2 sound of the week adding suffixes -ness Reading lesson: Become familiar with poetry	How can we make something fly? continued D1.4d - As Designers WALT: evaluate my outcome against my design identifying strengths and areas for improvement Outcome – children will use a range of thinking hats/CoRT 1 skills to evaluate their outcome against their design. D1.4b - As Designers answer questions about my product and how the process of making took place Outcome – children will share their flying products with the class and discuss how they made them. Link to challenge outcome (for weeks learning) – children will test out and evaluate their flying products.	
Homework	Number bond or timetables practise: Number bonds to 100 (multiple of 10s)	Spellings: sadness, fitness, happiness, illness, darkness, kindness, weakness, eye	Reading book/ Reading Plus	Flipped homework: Evaluate the effectiveness of your flying product.	2SP Class assembly Summer Fair (Tues)
04.07.22	Area of learning: Position Knowledge and skills: Describe position and movement (link to prior Geographical learning) Describe turns Describe movement Mental maths focus: count in 3s	Purpose: To Entertain Text type: Narrative Text: Izzy Gizmo Knowledge and skills: - <i>Vary sentence openers</i> - <i>Know how to maintain consistency of tense</i> - <i>Subject verb agreement</i> - Shared write	Year 2 sound of the week adding suffixes -ful Reading lesson: Discuss books that we like and dislike from Year 2	What is coding and programming? C1.1a - As Digital Technicians WALT: recognise common uses of information technology beyond school Outcome – In groups, children will discuss and create a poster on uses of ICT. C1.3a/C1.3b - As Digital Technicians WALT: understand what algorithms are and how they run as programs on digital devices Outcome – Children will be introduced to Studio Code to demonstrate coding/algorithms.	Eid ul-Adha (begins 10 July)

				<p>C1.3c/C1.3d - As Digital Technicians WALT: create and debug simple programs and use logical reasoning to predict the behaviour of simple programs Outcome – Children will work through the levels (studio code) and receive their certificate of completion.</p> <p>https://studio.code.org/s/minecraft/lessons/1/levels/1</p> <p>https://studio.code.org/s/dance-2019/lessons/1/levels/1</p> <p>Link to challenge outcome (for weeks learning) – discrete.</p>	
Homework	Number bond or timetables practise: Recap number bonds	Spellings: careful, playful, plentiful, cheerful, beautiful, painful, could, would, should	Reading book/ Reading Plus	Flipped homework: Definite algorithm – what does that mean? Can you think of examples in day to day life.	2KK Class assembly Sports days
11.07.22	Recap week	<p>Purpose: To Entertain Text type: Narrative Text: Izzy Gizmo</p> <p>Knowledge and skills: <i>Vary sentence openers</i> <i>- Know how to maintain consistency of tense</i></p> <ul style="list-style-type: none"> - Write - Edit - Publish 	<p>Year 2 sound of the week adding suffixes -less</p> <p>Reading lesson PIRA/Phonics assessments</p>	<p>What can we do if we are worried?</p> <p>A1.9 - As Citizens WALT: identify when someone has a different opinion to me and recognise that this is ok Outcome – children will participate in discussions about different scenarios/topics. They will use sentence stems to build on or challenge others' ideas (links to Oracy framework)</p> <p>B1.1 - As Citizens WALT: identify times when there has been change in my life Outcome – class discussions before/after class transition mornings</p> <p>B1.2 - As Citizens WALT: identify ways that I could get help if I was in need Outcome – children to create a poster identifying different ways they could get help and who they could talk to</p> <p>B1.5 - As Citizens WALT: explain who to go to if I am worried about myself or someone else Outcome – children to listen to the story 'Worrysaurus'. Children will take part in a class discussion about what they can do if they worried about themselves of their peers.</p> <p>Link to challenge outcome (for weeks learning) – discrete.</p>	<p><i>Emmeline Pankhurst's birthday</i> (14 July)</p>

Homework	Number bond or timetables practise: Recap times tables	Spellings: hopeless, penniless, joyless, careless, fearless, thoughtless, homeless, who , whole	Reading book/ Reading Plus	Flipped homework: List your favourite memories from year 2.	Leavers Production
18.07.22	Assessment week	Assessment week	Year 2 sound of the week Reading lesson PIRA/Phonics assessments	Outcome - live dragons den pitch Before children deliver their pitch, children will be provided with opportunities to reflect on what will engage their audience e.g how can then make their flying object for the pitch interesting for their peers. Oracy links: -I can look out to an audience -I can smile whilst I am delivering talk -I can speak in coherent sentences -I can share key information with the audience -I can find the confidence to speak in front of an audience	Mandela Day (18 July)
	Homework	Number bond or timetables practise:	Reading book/ Reading Plus	Flipped homework:	Leavers celebration
					Birmingham Commonwealth Games (28 July – 8 August)