

At Knights Enham Schools we provide...

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

'Together We Achieve'

Year 2 Summer Medium Term Planning Overview



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Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English & Maths	See Separate Subject Overview						
Science	Living things and their habitats I can identify and name a variety of plants and animals in the local habitats (school grounds and Anton lakes?)	Living things and their habitats I can identify and name a variety of plants and animals in micro-habitats (under a log, on a stony path, under bushes) How do the conditions affect the number and type of plants and animals that live there.	Living things and their habitats I can design and create a micro-habitat e.g. a bug hotel	Living things and their habitats I can describe how animals obtain their food from plants and other animals. What do different types of animals eat?	Living things and their habitats I can construct a simple food chain (e.g. grass, cow, human)		
History	The Great Fire of London – event beyond living memory I can gain information from a picture source I can use a date when talking about the past. NC2	The Great Fire of London I can describe the characteristics of London in 1666. NC2	The Great Fire of London I can recognise and talk about a person of importance NC2	The Great Fire of London I can identify and talk about differences in accounts of the fire NC2	The Great Fire of London I can use phrases using intervals of time. NC2	The Great Fire of London I can explain what happened as a result of the fire Assessment How did London change as a result of the fire? NC2	
RE	Special- Special Books Communicate I can talk about special in relation to books.	Special- Special Books Apply: I can identify examples of how and why books can be special to myself and others.	Special- Special Books Enquire: I can describe in simple terms the meaning of specialness.	Special- Special Books Contextualise: I can simply describe ways in which the Bible is special to Christians.	Special- Special Books Contextualise: I can simply describe ways in which the Torah is special to Jews.	Special- Special Books Evaluate: I can describe in simple terms the value of these special book	

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Computing	Unit 2.6 – Creating Pictures Introduction and Impressionism I can explore 2Paint A Picture. I can look at the work of Impressionist artists and recreate them using the Impressionism template. NC 4, 5	Unit 2.6 – Creating Pictures Pointillist Art I can look at the work of pointillist artists such as Seurat. I can recreate pointillist art using the Pointillism template. NC 4, 5	Unit 2.6 – Creating Pictures Piet Mondrian I can look at the work of Piet Mondrian and recreate it using the Lines template. NC 4, 5	Unit 2.6 – Creating Pictures William Morris and Pattern I can look at the work of William Morris and recreate it using the Patterns template. NC 4, 5	Unit 2.6 – Creating Pictures Surrealism and eCollage I can look at some surrealist art and create your own using the eCollage function in 2Paint A Picture. NC 4, 5		
Art/DT	DT Structures and mechanisms Junk model dragons using hinges and levers I can explore and evaluate toys and models with hinges and levers. NC 5 I can make a simple hinge and lever mechanism NC 3	DT I can design a dragon with a moving mouth using hinges and a lever. NC 1 I can label my design and select the materials, components and tools that I need to make my dragon. NC 2, 3 and 4	DT I can make a dragon with an opening and closing mouth using hinges and a lever. NC 3, 4 and 8	DT I can make a dragon with an opening and closing mouth using hinges and a lever. NC 3, 4 and 8	DT I can evaluate and improve my dragon making it strong and stable. NC 6 and 7	DT I can paint or cover my dragon to finish it. NC 1, 3	DT I can evaluate my dragon against my design criteria NC 6
PSHE	Being my Best pre unit assessment You can do it! I can explain the stages of the learning line and show an understanding of the learning process. SCARF 5 Lesson 1	Being my Best My day I can understand and give examples of things that I can choose for myself and things that others choose for me. SCARF 5 Lesson 2	Being my Best Harold's postcard I can explain how germs can be spread, describe simple hygiene routines such as hand washing and understand that vaccinations can help to prevent certain illnesses.	Being my Best Harold's bathroom I can explain the importance of good dental hygiene and describe simple dental hygiene routines. SCARF 5 Lesson 4	Being my Best What does my body do? I can name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain) I can describe how food, water and air get into	Being my Best My body needs I can understand that my body gets energy from food, water and oxygen. I can recognise that exercise and sleep are important to health. SCARF 5 Lesson 6	Being my Best post unit assessment Basic first aid I can say how to make a clear call to emergency services if necessary. I can explain the concepts of basic first-aid.

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			SCARF 5 Lesson 3		the body and blood. SCARF 5 Lesson 5		SCARF 5 Lesson 7
PE	FSS-Teamwork I can work as part of a team. NC: 2 FMS- Ball and Invasion I can control a football. NC: 2	FSS-Teamwork I can take part in a team game of tag. NC: 2 FMS- Ball and Invasion I can take part in a game of football type activities. NC: 2	FSS-Teamwork I can take part in a team game of relay activities. NC: 2 FMS- Ball and Invasion I can take part in a game of tennis type activities. NC: 2	FSS-Teamwork I can take part in a team game of capture the flag. NC: 2 FMS- Ball and Invasion I can take part in a game of basketball type activities. NC: 2	FSS-Teamwork I can take part in a team game of tag rugby. NC: 2 FMS- Ball and Invasion I can take part in a game of hockey type activities. NC: 2	FSS-Teamwork I can take part in a team game of a scavenger hunt. NC: 2 FMS- Ball and Invasion I can take part in a game of netball type activities. NC: 2	FSS-Teamwork I can follow sports specific instructions to work as part of a team. NC: 2 FMS- Ball and Invasion I can take part in conditioned games with opponents. NC: 2
Music		I can read and clap a rhythm based on a phrase from a story NC: 1 NC: 4	I can hear, write and clap rhythms based on a phrase from a story NC: 1 NC: 4	I can use rhythm in different ways to demonstrate structure NC: 1 NC: 4	I can create a structure using rhythmic patterns NC: 1 NC: 4	I can perform a group composition NC: 1 NC: 4	Assessment checkpoint Perform, evidence and evaluate NC: 1 NC: 4
Collective Worship	Summer Term	St George’s Day	Walk to School Week	Knights’ Way	Respect	Resilient	Knights’ Way

Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English & Maths	See Separate Subject Overview						
Science	Uses of everyday materials I can identify and discuss the uses of different everyday materials.	Uses of everyday materials I can explore which materials can be used for lots of different things. E.g. metal I can explore items that can be made from different materials e.g., spoons. Why are spoons not made from glass?	Uses of everyday materials I can investigate which ball is the bounciest	Uses of everyday materials What makes the properties of different materials suitable or unsuitable for particular purposes. E.g. mopping up a spillage	Uses of everyday materials I can find out how the shapes of solid objects made from some materials can be changed. (squashing, twisting, bending and stretching)	Uses of everyday materials I can compare the uses of everyday materials in and around school with materials found in other places. (incl: stories, rhymes and songs)	

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Geography	Oceans I can locate and name oceans on a world map NC 1 & 4	Oceans I can use geographical vocabulary NC 3	Oceans I can use an atlas NC 4	Oceans I can explain why it is important to look after our environment.	Oceans I understand how I can help look after our environment	Oceans Assessment I can locate and name oceans on a world map NC 1 & 4	
RE	God Communicate I can describe in simple terms my own response to the idea of God.	God Apply I can identify simple examples of how ideas about God relate to my own life and the lives of others.	God Enquire I can describe in simple terms the concept of God.	God Contextualise I can simply describe how the idea of God is expressed in Christianity.	God Contextualise I can simply describe how the idea of God is expressed in Judaism.	God Evaluate I can describe in simple terms the importance of ideas about God is to Jews and Christians.	God
Computing	Unit 2.7 – Making Music Introducing 2Sequence I can be introduced to making music digitally using 2Sequence. I can explore, edit and combine sounds using 2Sequence. NC 4, 5	Unit 2.7 – Making Music - Making Music I can add sounds to a tune to improve it. I can think about how music can be used to express feelings and create tunes which depict feelings. NC 4, 5	Unit 2.7 – Making Music - Soundtracks I can upload a sound from a bank of sounds into the Sounds section. I can record their own sound and upload it into the Sounds section. I can create their own tune using the sounds which they have added to the Sounds section. NC 4, 5	Unit 2.8 – Presenting Ideas Presenting a Story Three Ways I can explore how a story can be presented in different ways. NC 5,6	Unit 2.8 – Presenting Ideas Presenting Ideas as a Quiz I can make a quiz about a story or class topic. NC 5,6	Unit 2.8 – Presenting Ideas Making a Non-Fiction Fact File I can make a fact file on a non-fiction topic. NC 5,6	Unit 2.8 – Presenting Ideas Making a Presentation I can make a presentation to the class. NC 5,6
Art/DT	DT Sewing/fastening Pirate flags I can explore and evaluate flag designs. NC 2 and 5	DT I can explore and evaluate sewn articles. NC 5 I can knot thread and thread a needle.	DT I can sew a simple running stitch and back stitch to tie off. NC 3	DT I can select the tools and equipment I need and cut out a flag and a symbol or design. NC 3 and 4	DT I can use a range of sewing and fastening techniques to make a pirate flag. NC 3	DT I can use a range of sewing and fastening techniques to make a pirate flag. NC 3	DT I can evaluate my flag against my design criteria and compare and contrast it to other flags.

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	I can design a flag for a pirate ship. NC 1 and 2	NC 3					NC 6
PSHE	Growing and Changing pre unit assessment A helping hand I can explain simple ways of giving positive feedback to others. SCARF 6 Lesson 1	Growing and Changing Sam moves away I can recognise the range of feelings that are associated with losing (and being reunited) with a person I am are close to. SCARF 6 Lesson 2	Growing and Changing Haven't you grown! I can Identify different stages of growth. I can understand and describe some of the things that people are able to do at these different stages. SCARF 6 Lesson 3	Growing and Changing My body your body I can identify which parts of the human body are private. I can explain that a person's genitals help them to make babies when they are grown up. SCARF 6 Lesson 4	Growing and Changing Respecting privacy I can explain what privacy means. SCARF 6 Lesson 5	Growing and Changing Some secrets should never be kept I can identify how inappropriate touch can make someone feel. I can understand that there are unsafe secrets and secrets that are nice surprises. SCARF 6 Lesson 6	Growing and Changing post unit assessment
PE	FMS- Dance I can use my body to move along to a piece of music. NC: 3 FMS- athletic activities I can engage in team activities. NC: 1 and 2	FMS- Dance I can show topic associated movements. NC: 3 FMS- athletic activities I can send and receive my body forwards and high to complete sports specific aims – long jump, high jump, hurdles. NC: 1 and 2	FMS- Dance I can tell a story by using my body to link actions. NC: 3 FMS- athletic activities I can engage in competitive running. NC: 1 and 2	FMS- Dance I can work with a partner/group to copy and perform a phrase of movements. NC: 3 FMS- athletic activities I can engage in competitive activities such as relay. NC: 1 and 2	FMS- Dance I can select and choose actions to complete along to music in a group. NC: 3 FMS- athletic activities I can take part in taking a score/ counting a score. NC: 1 and 2	FMS- Dance I can link phrases of actions/movements together to span a period of time. NC: 3 FMS- athletic activities I can take part in throwing/target activities for scoring. NC: 1 and 2	FMS- Dance I can plan and perform actions linking with a story and music. NC: 3 FMS- athletic activities I can engage in competitive sports and activities. NC: 1 and 2
Music		I can understand and practise reading different symbols to show pitch NC: 1 NC: 2 NC: 3	I can sing and draw pitch patterns NC: 1 NC: 2 NC: 3	I can read and understand the notation for the song 'Once a Man Fell in a Well' NC: 1 NC: 2 NC: 3	I can use a tuned percussion instrument to play a song NC: 1 NC: 2 NC: 3	I can complete the notation for a short song using a three-line stave NC: 1 NC: 2 NC: 3	Assessment Checkpoint Perform, evidence and evaluate NC: 1 NC: 2 NC: 3
Collective Worship	Summer Term	Clean Air Challenge	Collaborative	Sports Week	Nurturing	Independent	Celebrations