	Elton Primary and Nursery School **Medium Term Overview**		Year Group: 2 Term: Spring 1 Week Beg: 06/01/26		Topic Title: **What can we learn from the past?**	
	Week 1 (6.1.26) (4 days)	**Week 2 (12.1.26)**	**Week 3 (19.1.26)**	**Week 4 (26.1.26)**	**Week 5 (2.2.26)**	**Week 6 (9.2.26)**
S+L opps	Use relevant strategies to build vocab	Participate in performances	Ask relevant questions to extend knowledge	Use relevant strategies to build vocab	Articulate and justify answers, arguments and opinions	Articulate answers, arguments and opinions
Learning Behaviour	Resilience and Flexibility					
English **Pathways to Write**	**The Dragon Machine by Helen Ward** The Dragonsitter Disasters by Josh Lacey **Outcome: Fiction – story with adventure focus**					
	The Owl Who Was Afraid of the Dark Sessions 14 and 15 Editing and evaluating Publishing	**The Dragon Machine** Session 1 Predict Ask relevant questions Articulate and justify answers	**The Dragon Machine** Session 2, 3 and 4 Write sentences with different forms Use punctuation correctly - exclamation marks, question marks Use present and past tenses correctly and consistently Use subordination: because, when	**The Dragon Machine** Session 5, 6 and 7 Write sentences with different forms Use punctuation correctly - exclamation marks, question marks Use present and past tenses correctly and consistently Use subordination: because, when	**The Dragon Machine** Session 8, 9 and 10 Write sentences with different forms Use punctuation correctly - exclamation marks, question marks Use present and past tenses correctly and consistently Use subordination: because, when	**The Dragon Machine** Session 11, 12 and 13 Investigate a model Plan Begin to write
	Mastery Writing Skills: • Write sentences with different forms: statement, question, exclamation, command • Use subordination (apply because, introduce when) • Use present and past tenses correctly and consistently (some progressive) • Read aloud with intonation • Use punctuation correctly - exclamation marks, question marks **Greater depth writing outcome:** To write the story in first person from new character's point of view to allow for description of emotions and viewpoint throughout the story.					

<table>
<tr><td>Reading

Pathways to Read</td><td colspan="6">The Dragonsitter by Josh Lacey and Real Dragons! by Jennifer Szymanski
Mastery Keys: Introduce non-fiction books that are structured in different ways. Answer and ask questions. Make inferences on the basis of what is being said and done.</td></tr>
<tr><td></td><td><u>The Dragonsitter</u>
Retrieve.
Ask and answer questions.</td><td><u>The Dragonsitter</u>
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Answer and ask questions.
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Retrieve.
Introduce non-fiction books that are structured in different ways.</td><td><u>Assessments</u></td></tr>
<tr><td>Maths

White Rose Maths</td><td><u>Shape</u>
Recognise 2-D and 3-D shapes Count sides on 2-D shapes
Count vertices on 2-D shapes Draw 2-D shapes</td><td><u>Shape</u>
Lines of symmetry on shapes
Use lines of symmetry to complete shapes
Sort 2-D shapes
Count faces on 3-D shapes</td><td><u>Shape</u>
Count edges on 3-D shapes
Count vertices on 3-D shapes
Sort 3-D shapes
Make patterns with 2-D and 3-D shapes</td><td><u>Money</u>
Count money – pence
Count money – pounds (notes and coins)
Count money – pounds and pence
Choose notes and coins
Make the same amount</td><td><u>Money</u>
Compare amounts of money
Calculate with money
Make a pound
Find change
Two-step problems</td><td><u>Multiplication and Division</u>
Redistribute from unequal to equal groups
Recognise equal groups
Make equal groups</td></tr>
<tr><td colspan="6">Number - multiplication and division
Pupils should be taught to:
• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
• show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Statistics
Pupils should be taught to:
• interpret and construct simple pictograms, tally charts, block diagrams and 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

Shape-
Pupils should be taught to:
• identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</td></tr>
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<tr><td></td><td colspan="6">

identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]

compare and sort common 2-D and 3-D shapes and everyday objects.

Money-

recognise and use symbols for pounds (£) and pence (p);
combine amounts to make a particular value
find different combinations of coins that equal the same amounts of money
solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

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<tr><td rowspan="2">Science

Switched on Science</td><td>Food chains – what are they, can we think of any food chains we know of?
creating and extending own food chain.</td><td>What do we already know about materials?
Identify different materials (label)</td><td>Identify objects using the same material, and objects which are the same (e.g. ruler) but made from different materials.</td><td>Use senses to identify differences between materials.
Introduce term ‘properties’.
Use terms: flexible, rigid, rough, smooth, translucent, transparent, opaque, waterproof</td><td>Materials outside of school – what can we see, what properties do they have?</td><td>Silly materials – introduce the fact that materials are chosen for certain jobs because of their properties. Think of silly materials, e.g. chocolate teapot. Why is it silly?</td></tr>
<tr><td colspan="6">Uses of everyday materials
Pupils should be taught to:

identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

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<tr><td>Computing

Teach Computing</td><td><u>Lesson 1-</u> Learners will consider a clear and precise set of instructions in relation to an algorithm, and will think about how computers can only follow clear and unambiguous instructions.</td><td><u>Lesson 2-</u> Learners will focus on sequences, and consider the importance of the order of instructions within a sequence.</td><td><u>Lesson 3-</u> Learners will use logical reasoning to make predictions. They will follow a program step by step and identify what the outcome will be.</td><td><u>Lesson 4-</u> Learners will design, create, and test a mat for a floor robot.</td><td><u>Lesson 5-</u> Learners will design an algorithm to move their robot around the mat that they designed in
Lesson 4.</td><td><u>Lesson 6-</u> Learners will take on a larger programming task. They will break the task into chunks and create algorithms for each
chunk.</td></tr>
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<tr><td></td><td colspan="7">Pupils should be taught to:
Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
Create and debug simple programs
Use logical reasoning to predict the behaviour of simple programs</td></tr>
<tr><td rowspan="2">History
The Great Fire of London</td><td></td><td></td><td><u>The Great Fire of London</u>
What can a painting tell us – what can I learn about an event from a picture? Begin timeline</td><td><u>The Great Fire of London</u>
How can I find out about the Great Fire of London – sources.</td><td><u>The Great Fire of London</u>
Timeline of the events of the GFOL. Interactive game.</td><td><u>The Great Fire of London</u> Who was to blame for the GFOL? Use evidence and critical thinking to make judgements.</td><td><u>The Great Fire of London</u>
How would things be different now? Would the fire spread so quickly? Consolidation</td></tr>
<tr><td colspan="7">Pupils should be taught about:
events beyond living memory that are significant nationally or globally
the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
significant historical events</td></tr>
<tr><td rowspan="2">Geography</td><td>Identifying characteristics of Wales-Cardiff and Northern Ireland- Belfast.</td><td>Identifying characteristics of England-London and Scotland-Edinburgh.</td><td colspan="4"></td></tr>
<tr><td colspan="6">Locational knowledge
Pupils should be taught to:
name and locate the world’s 7 continents and 5 oceans
name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
Geographical skills and fieldwork
Pupils should be taught to:
use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</td></tr>
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Art **Kapow** **Craft and Design: Map it Out**	**Lesson 5- collage creation** Composing and arranging collage materials, making choices based on colour and texture.	**Lesson 1- Creative Journey** Investigating how maps can be real or imaginary; comparing features of maps as artworks; creating maps in a chosen style and medium.	**Lesson 2: Relief maps** Exploring 2D to 3D by creating a relief version of map drawings inspired by artist Emma Johnson.	**Lesson 3- abstract maps** Learning about abstract art to develop map drawings into stained-glass style artwork.	**Lesson 4- print possibilities** Developing map drawings into simple print designs, making and using printing tiles and exploring how to display the finished artwork.	**Lesson 5- gallery experience** Evaluating the success of their collaborative and individual artworks against the original design brief; making choices about how to organise and display their artworks in a classroom gallery.
DT						
RE **C.W.A.C. Christianity: The Bible**	**Christianity** What makes a book "special"? Why do Christians try to live their lives according to the Bible's teachings?	**Christianity** What sort of different books are in the Bible?	**Christianity** What words of wisdom are there in the Bible?	**Christianity** What could the story of David and Goliath teach a Christian? How did David show courage?	**Christianity** How does the story of the stilling of the storm help Christians? What other passages have special significance for Christians?	**Christianity** What prayers are there in the Bible and why do Christians pray?
PE - 1 **Complete P.E Dance – Explorers**	**Dance** Responding to stimuli	**Dance** Develop our motif with expression and emotion	**Dance** Applying choreography in our motifs	**Dance** Extending sequences with a partner in our character	**Dance** Extending our motifs	**Dance** Sequences, relationships and performance
PE - 2 **Complete P.E. Gymnastics - linking**	**Gymnastics** Developing linking	**Gymnastics** Linking on apparatus	**Gymnastics** Jump, roll, balance sequences	**Gymnastics** Jump, roll, balance on apparatus	**Gymnastics** Creation of sequences	**Gymnastics** Completion of sequences and performance
Music Kapow	**Lesson 1: Listening for dynamics and tempo**	**Lesson 2: Sound effects and dynamics**	**Lesson 3: Creating a soundscape** To select appropriate	**Lesson 4: Using sound to represent events** To suggest appropriate	**Lesson 5: Musical story performance** To perform a composition showing changes in tempo and dynamics.	

Singing: On this island	To explore listening and analysing a piece of music in relation to a story.	To explore how music and sound effects can tell a story.	sounds to match events, characters and feelings in a story.	sounds to represent parts of a story.		
PSHE	**<u>My Happy Mind</u>** Appreciate Lesson 1	**<u>My Happy Mind</u>** Appreciate Lesson 2	**<u>My Happy Mind</u>** Appreciate Lesson 3	**<u>My Happy Mind</u>** Appreciate Lesson 4		
P4C Concepts	Young Carers Day	**<u>Behaviour</u>** How should we treat others? Why? Link to RE and Christianity	**<u>Behaviour</u>** Is it important to share with others?	**<u>Mental Health</u>** What should we worry about? When is it daft to worry?	**<u>Safer Internet Day</u>**	World Interfaith Harmony Week