



Elton Primary and Nursery School
Medium Term Overview

Year Group: 2
Term: Spring 2
Week Beg: 23/02/26

Topic Title:
What can we learn from the past?

Week 1 (23.02.26)	Week 2 (02.03.26)	Week 3 (9.03.26)	Week 4 (16.03.26)	Week 5 (23.03.26)	Week 6 (30.03.26)
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Enrichment					
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

Learning Behaviour Resilience and Flexibility

English Pathways to Write Spring 2
Major Glad Major Dizzy by Jan Oke
 Naughty Amelia Jane by Enid Blyton
Outcome: Recount – Diary writing

<u>The Dragon Machine</u> Plan Begin to write Write Edit and redraft Publish	<u>Major Glad Major Dizzy</u> Session 1, 2 and 3 Use subordination (because) Use present and past tenses correctly Use the progressive form of verbs in the present and past tense	<u>Major Glad Major Dizzy</u> Session 4, 5 and 6 Use subordination (because, when) Use present and past tenses correctly Use the progressive form of verbs in the present and past tense Introduce possessive apostrophe	<u>Major Glad Major Dizzy</u> Session 7, 8 and 9 Use subordination (because, when) Use present and past tenses correctly Use the progressive form of verbs in the present and past tense Introduce possessive apostrophe	<u>Major Glad Major Dizzy</u> Session 10, 11 and 12 Use subordination (apply because, when; introduce that) Write down ideas, key words, new vocabulary Introduce possessive apostrophe Use present and past tenses correctly Use the progressive form of verbs in the present and past tense	<u>Major Glad Major Dizzy</u> Session 13, 14 and 15 Use subordination (apply because, when; introduce that) Use the progressive form of verbs in the present and past tense Write down ideas, key words, new vocabulary Use present and past tenses correctly and consistently Introduce possessive apostrophe
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Mastery Writing Skills:

- Use the progressive form of verbs in the present and past tense

- Use present and past tenses correctly and consistently
 - Use subordination (apply because, when; introduce that)
 - Write down ideas, key words, new vocabulary
 - Use punctuation correctly introduce apostrophe for the possessive (singular)
- Greater depth writing outcome:** Include in the diary how Major Dizzy felt. What did Major Glad notice about him?

Reading Pathways to Read Spring 2	Owen and the Soldier by Lisa Thompson					
	Mastery Keys: Make inferences on the basis of what is being said and done. Discuss their favourite words and phrases					
	<u>Owen and the Soldier</u> Make inferences on the basis of what is being said and done	<u>Owen and the Soldier</u> Make inferences on the basis of what is being said and done	<u>Owen and the Soldier</u> Make inferences on the basis of what is being said and done	<u>Assessments Owen and the Soldier</u> Make inferences on the basis of what is being said and done	<u>Owen and the Soldier</u> Discuss their favourite words and phrases	<u>Practice SATS reading paper</u>
Spelling Pathways to Spell Spring 2	<u>Pathways Spring 2</u> Words with adjacent consonants	<u>Pathways Spring 2</u> 'l' sounds spelt 'el' and 'le' and at the end of words	<u>Pathways Spring 2</u> 'l' sounds spelt 'al' and 'il' and at the end of words	<u>Pathways Spring 2</u> 'ar' after w 'or' after w 'o' after w and qu	<u>Pathways Spring 2</u> Homophones and near homophones	<u>CEW testing</u>
Maths White Rose: Multiplication and division	<u>Multiplication and Division</u> Redistribute from unequal to equal groups Recognise equal groups Make equal groups	<u>Multiplication and Division</u> Multiplication symbols using the x symbol Multiplication sentences from pictures Make arrays Use arrays Make doubles	<u>Multiplication and Division</u> 2 times table 5 times table 10 times table Make equal groups – sharing (1) Make equal groups – sharing (2)	<u>Multiplication and Division</u> 3 times table Make equal groups – grouping (1) Make equal groups – grouping (2) Activity – sharing and grouping Divide by 2	<u>Multiplication and Division</u> Odd and even numbers Divide by 5 Divide by 10 Consolidation	<u>Length and Height</u> Measure in cm Measure in m Compare lengths and heights Order lengths and heights

	<p>Number - multiplication and division Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 (\times), division (\div) 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 					
<p>Science Switched on Science: Everyday materials</p>	<p>Squash Me, Bend Me, Twist Me, Stretch Me Carousel of objects – which can be squashed, bent etc? What did the children have to do?</p>	<p>Sort Me Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Identify and classify.</p>	<p>Balloon Shapes Find out how the shapes of solids objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Stretchy Socks Find out how the shapes of solids objects made from some materials can be changed by squashing, bending, twisting and stretching. Perform simple tests.</p>	<p>Stretch and Squash Find out how the shapes of solids objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>End of unit knowledge quiz Kahoot</p>
	<p>Uses of everyday materials Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 					
<p>Computing Teach Computing Data and information – Pictograms</p>	<p>Data and information – Pictograms Lesson 1- Understand the importance of organising data effectively for counting and comparing. They will create their own tally charts to organise data, and represent the tally count as a</p>	<p>Data and information – Pictograms Lesson 2- become familiar with the term ‘pictogram’. They will create pictograms manually and then progress to creating them using a computer.</p>	<p>Data and information – Pictograms Lesson 3- think about the importance of effective data collection and will consider the benefits of different data collection methods: why, for example, we would use a pictogram to display the data collected.</p>	<p>Data and information – Pictograms Lesson 4- think about ways in which objects can be grouped by attribute. They will then tally objects using a common attribute and present the data in the form of a pictogram.</p>	<p>Data and information – Pictograms Lesson 5- understand that people can be described by attributes. They will practise using attributes to describe images of people and the other learners in the class.</p>	<p>Data and information – Pictograms Lesson 6- understand that there are other ways to present data than using tally charts and pictograms. They will use a pre-made tally chart to create a block diagram on their device.</p>

	total.					
	Pupils should be taught to: <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.					
History Local People	The Great Fire of London Who was to blame for the GFOL? Use evidence and critical thinking to make judgements.	Local People When did Ellesmere Port start?	Local People Thomas Telford and William Jessop	Local People What are canals? What was the Ellesmere Canal?	Local People How did the canal change our local area? Why wasn't the Ellesmere Canal finished?	Local People Stanney Woods and Delamere Forest – local woodlands.
	Pupils should be taught about: significant historical events, people and places in their own locality.					
Geography						
Art						
DT Kapow Mechanisms – levers and sliders	Baby Bear's Chair Lesson 1: Exploring stability. To explore the concept and features of structures and the stability of different shapes.	Baby Bear's Chair Lesson 2: Strengthening materials To understand that the shape of the structure affects its strength.	Baby Bear's Chair Lesson 3: Making Baby Bear's chair To make a structure according to design criteria.	Baby Bear's Chair Lesson 4: Fixing and testing Baby Bear's chair To produce a finished structure and evaluate its strength, stiffness and stability.	Baby Bear's Chair End of unit knowledge quiz	
	Pupils should be taught to: <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> 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 <p>Evaluate</p>					

	<ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria					
RE C.W.A.C. Christianity Who was Jesus and why is he important?	<u>Christianity</u> Who was Jesus? Who were the disciples?	<u>Christianity</u> Who was Jesus and why is he important to Christians today? - Why was Jesus a teacher and leader? What happened at the feeding of the 5000?	<u>Christianity</u> What does the Parable of the Lost Sheep teach Christians about God?	<u>Christianity</u> How does the Parable of the Good Samaritan teach about Christian love? What does it mean to love your neighbour?	<u>Christianity</u> What do Christians mean when talking about building good foundations in the Parable of the Parable of the Two Builders.	<u>Christianity</u> Why was Jesus' death and resurrection part of a bigger plan for Christians?
PE - 1 Complete P.E. Dance – Water	<u>Dance</u> Responding to stimuli	<u>Dance</u> Developing whole group movement	<u>Dance</u> Improvisation and physical description	<u>Dance</u> Creating sequences	<u>Dance</u> Creating contrasting movement sequences	
PE - 2 Complete P.E. Gymnastics - Pathway	<u>Gymnastics</u> Exploring zig-zag pathways	<u>Gymnastics</u> Developing zig-zag pathways on apparatus	<u>Gymnastics</u> Exploring curved pathways	<u>Gymnastics</u> Developed curved pathways on apparatus	<u>Gymnastics</u> Creation of pathway sequences	
Music Kapow	<u>Contrasting Dynamics: Space</u> Lesson 1: Vocal soundscape To create a simple soundscape using dynamic changes.	<u>Contrasting Dynamics: Space</u> Lesson 2: Creatively responding to music To listen to music and respond creatively, considering how dynamics can be represented.	<u>Contrasting Dynamics: Space</u> Lesson 3: Comparing music To compare two pieces of music.	<u>Contrasting Dynamics: Space</u> Lesson 4: Pitch patterns To create a short pitch pattern to represent a planet.	<u>Contrasting Dynamics: Space</u> Lesson 5: Creating and performing a musical structure To perform a pitch pattern representing a planet, using vocal and instrumental sounds and changes in dynamics.	
PSHE	<u>My Happy Mind</u> Relate Lesson 1	<u>My Happy Mind</u> Relate Lesson 2	<u>My Happy Mind</u> Relate Lesson 3	<u>My Happy Mind</u> Relate Lesson 4		

P4C Concepts	<u>Mental Health</u> What is it daft to worry about?	<u>Behaviour</u> Is it important to share with others?	<u>Behaviour</u> Why should we share?	<u>Safety</u> What does it mean to be safe? Where do we feel safe? Who makes us feel safe?	<u>Safety</u> Do all children always feel safe?
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