



Elton Primary and Nursery School
Medium Term Overview

Year Group: 2
Term: Summer 1
Week Beg: 20.04.26

Topic Title:
How can we look after our environment and community?

Week 1 (20.04.26)
3 days

Week 2 (27.04.26)
Foxhawl residential
28th and 29th

Week 3 (05.05.26)
4 days

Week 4 (11.05.26)

Week 5 (18.05.26)

Enrichment

S+L opps

Give well-structured reasons using 'because'

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Build new vocabulary

Build new vocabulary

Ask relevant questions – differentiate between questions and statements.

Learning Behaviour

Making links and connections

English

Pathways to Write Summer 1

The Last Wolf by Mini Grey
Fantastic Mr Fox by Roald Dahl
Outcome: Persuasive Letter

Major Glad Major Dizzy

Session 9, 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

Major Glad Major Dizzy

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

The Last Wolf

Session 1, 2 and 3
Use subordination (if, that)
The Last Wolf
Session 4, 5 and 6
Use homophones and near homophones
Use punctuation correctly – apostrophes for contracted forms
Use subordination (if, that)
Add -er and -est to adjectives
Use description from session 5 or 6 as potential moderation evidence.

The Last Wolf

Session 7, 8 and 9
Spend longer on session 7 to have diary as moderation evidence.
Use subordination (if, that)
Use punctuation correctly – apostrophes for contracted forms
Scrap session 8 if necessary
Add -er and -est to adjectives
Use homophones and near homophones

The Last Wolf

Session 10, 11 and 12
Use subordination (if, that)
Use punctuation correctly – apostrophes for contracted forms
Add -er and -est to adjectives
Use homophones and near homophones
Use instructions from session 10 as evidence

Mastery Writing Skills:

- Use subordination (if, that)
- Add -er and -est to adjectives
- Use homophones and near homophones
- Use punctuation correctly – apostrophes for contracted forms

Greater depth writing outcome: To write a letter as themselves persuading local people to save the trees.

Owen and the Soldier by Lisa Thompson					
Reading Pathways to Read Summer 1	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>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
Spelling Pathways to Spell Spring 2 and Summer 1	<u>Pathways Summer 1</u> ar' after w 'or' after w 'o' after w and qu (carried from Spring 2)	<u>Pathways Summer 1</u> Homophones and near homophones (carried from Spring 2)	<u>Pathways Summer 1</u> Adding the endings -ing, -ed, -er and -est to words of one syllable ending where no change is needed to the root word	<u>Pathways Summer 1</u> The suffixes -ly, -ful	<u>Pathways Summer 1</u> The /v/ sound at the end of words The /n/ sound spelt n before k -tch
Maths White Rose: Fractions, Length and Height, Position and Direction	<u>Fractions</u> Unit fractions Non-unit fractions Equivalence of a half and 2 quarters PM sessions- addition	<u>Fractions</u> Find $\frac{3}{4}$ Count in fractions Problem solving with fractions PM sessions- subtraction	<u>Time</u> O clock, half past Quarter past, quarter to Tell time past the hour, tell time to the hour PM sessions- multiplication	<u>Time</u> Tell time to 5 minutes Minutes in an hour Hours in the day PM sessions- division	<u>Mass, capacity and temperature</u> Compare mass Measure in grams Measure in kg Four operations with mass PM sessions- worded problems
	<p>Fractions Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise, find, name and write fractions a third, a quarter, two quarters and three quarters of a length, shape, set of objects or quantity write simple fractions for example, half of 6 = 3 and recognise the equivalence of two quarters and one half. <p>Measurement Pupils should be taught to:</p> <ul style="list-style-type: none"> compare and order lengths, mass, volume/capacity and record the results using >, < and = <p>Time</p> <ul style="list-style-type: none"> compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times know the number of minutes in an hour and the number of hours in a day. 				

Science Switched on Science: Plants	Young Gardeners What is growing in our school grounds? Children to go on a plant hunt and name as many plants as they can. Take photos. Discuss the plants back in the classroom.	Young Gardeners What shall we grow? Children to look at seed packets, noting down words they don't recognise i.e. germinate, propagator, sow, drills, intervals etc. Find out what these words mean, using dictionaries and the knowledge organiser. Grow seeds that are quick to germinate.	Young Gardeners- What do seeds need for germination? Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Young Gardeners What do plants need to grow? Focus on plants now, not seeds. Remind the children that seeds do not need light to grow but plants do. Children then choose two options to test i.e. light, no light, different amounts of water etc. The children then observe and compare the two plants over time. What did you find out?	Young Gardeners Growing bulbs. Discuss what a bulb is. Explore some onions, explaining that the bulb itself is a store of food for the shoot inside to grow into the plant above the ground. Now grow bulbs.
	Plants Pupils should be taught to: <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 				
Computing Creating Media Teach Computing	Creating media: Digital music Lesson 1 How music makes us feel Listen to and compare two pieces of music from The Planets by Gustav Holst. Use a musical description word bank to describe how this music generates emotions.	Creating media: Digital music Lesson 2 Rhythms and patterns Explore rhythm. Create patterns and use those patterns as rhythms. Use untuned percussion instruments and computers to hear the different rhythm patterns that they create.	Creating media: Digital music Lesson 3 How music can be used Lesson 4 Notes and tempo Develop an understanding of music. Use a computer to create and refine musical patterns.	Creating media: Digital music Lesson 5 Creating digital music Choose an animal and create a piece of music using the animal as inspiration. Think about their animal moving and create a rhythm pattern from that. Once they have defined a rhythm, they will create a musical pattern (melody) to go with it.	Creating media: Digital music Lesson 6 Reviewing and editing music Retrieve and review work. Spend time making improvements and then share work with the class.
	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. 				
Geography Human and	Local Area Stanney Woods and Delamere Forest – local	Local Area What is the area like where we live? (See Chris Trevor	Local Area Recognise local cities, towns and villages on a map. Discuss	Local Area Human and Physical features – recap which is which. Walk around	Local Area Human and Physical features of the North-West. Sort given

Physical Geography of Local Area	woodlands.	planning, session 2 from Trinidad plans)	the differences between the three types of areas.	Elton, photograph human and physical features of village. Fieldwork	features. Look at different maps and suggest where we would find these (particularly physical features).
	<p>Place knowledge Pupils should be taught to:</p> <ul style="list-style-type: none"> 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>Human and Physical Geography Pupils should be taught to use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork Pupils should be taught to:</p> <ul style="list-style-type: none"> use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 				
History	N/A				
Art	N/A				
DT Mechanisms: -Kapow	<u>Making a moving monster</u> Lesson 1: Pivots, levers and linkages. To look at objects and understand how they move.	<u>Making a moving monster</u> Lesson 2: Making linkages Experimenting with making linkages that will enable the monsters to move.	<u>Making a moving monster</u> Lesson 3: Designing my monster Designing two possible moving monster ideas and then carrying out a tally survey to see which is favoured by their peers.	<u>Making a moving monster</u> Lesson 4: Making my monster Constructing, assembling and evaluating the moving monsters.	
	<p>Pupils should be taught to:</p> <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 				
<p>RE Humanism: What do Humanists think a good life is about?</p> <p>C.W.A.C.</p>	<p><u>Humanism</u> How do Humanists understand human beings?</p>	<p><u>Humanism</u> How do Humanists understand how everyone is special and unique?</p>	<p><u>Humanism</u> What is the 'Happy Human' and why do Humanists want to be happy?</p>	<p><u>Humanism</u> How do Humanists look for evidence which leads them to believe the world is a natural place?</p>	<p><u>Humanism</u> How do Humanists show kindness to animals, people and the planet?</p>
<p>PE - 1 Athletics – Sports Day</p> <p>Complete P.E.</p>	<p><u>Athletics</u> Running – how do we run faster? Why is it important to stay healthy?</p>	<p><u>Athletics</u> Egg and spoon race – balance. Link back to gymnastics.</p>	<p><u>Athletics</u> Sack race – balancing and jumping – two foot jump. Practise jumping first.</p>	<p><u>Athletics</u> Javelin – how do we throw further? Practise aiming and throwing.</p>	<p><u>Athletics</u> Relay race – practise passing the baton. – running and passing at speed.</p>
<p>PE - 2 (Coach) Attacking and Defending – games for understanding</p> <p>Complete P.E.</p>	<p><u>Attacking and Defending</u> Attacking as a team</p>	<p><u>Attacking and Defending</u> Defending as a team</p>	<p><u>Attacking and Defending</u> Understanding the transition from defence to attack</p>	<p><u>Attacking and Defending</u> Create and apply attacking tactics</p>	<p><u>Attacking and Defending</u> Create and apply defending tactics</p>
<p>Music Structure</p> <p>Kapow</p>	<p><u>Myths and Legends:</u> Lesson 1: Reading and clapping rhythms To read and clap a rhythm based on a phrase from a story.</p>	<p><u>Myths and Legends:</u> Lesson 2: Clapping and writing rhythms To hear, write and clap rhythms based on a phrase from a story.</p>	<p><u>Myths and Legends:</u> Lesson 3: Structure To use a rhythm in different ways to demonstrate structure.</p>	<p><u>Myths and Legends:</u> Lesson 4: Compose with structure To create a structure using rhythmic patterns.</p>	<p><u>Myths and Legends:</u> Lesson 5: Rehearse and perform To perform a group composition.</p>

P4C	<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?	<u>Health</u> What do we need to grow? Is it important to keep ourselves feeling well?	<u>Mental Health Awareness Week</u> Loneliness	<u>Family</u> What makes a good family?
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