



Year 2 Medium Term Plan – Excellent Explorers



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| Term | Summer 1 and 2 2025 | | |
| Key text | The Magic Paint Brush, Where the Wild things are | | |
| Key Vocabulary | Navigate, globe, atlas, map, continent, ocean, direction, compass | | |
| Ongoing objectives through this topic | ... | | |
| Topic curriculum coverage and content | | | |
| Lesson WALT | Subject covered within lesson | Curriculum content covered within lesson | What will this look like when it's achieved? |
| WALT: discuss how people travelled the way in the past Children to receive a letter from Queen Elizabeth I asking them – Columbus | History (summer 2) | Identify similarities and differences between ways of life in different periods. Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. | The children will be able to list ways in which people travelled the globe during the Elizabethan age. They will consider what is different to the way they travel now and pose questions for us to investigate. |
| WALT: Describe events beyond living memory | | Speak, draw or write about how he/she has found out about the past. | The children will learn about the Moon Landing. |
| WALT: Recap our learning on the moon landing | | Understand key features of events. | The children will create an information page about the moon landing. They will present their work to Year 5 |
| WALT: Use maps and atlases to locate the continents | Geography (summer 1) | Use world maps, atlases and globes to identify the continents and oceans studied at this key stage. | The children will have used atlases and the globe to help them label a blank map of the globe with the continents names |
| WALT: use the four points on a compass to describe direction | | Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to | The children will register the importance of compasses in historical travel. The children will be able to describe directions using north, south, east and west. They will be able to label the 4 points on a compass |

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| WALT: Use compass directions to describe a route | | describe the location of features and routes on a map. | The children will be given a simple map of the world and simple directional instructions to follow. Label where they finish on the map. The children will rehearse this themselves by given directions using N, S, E and W using a local map of Gaddesby. |
| WALT: Compare the UK to other countries around the world | | Name, describe and compare familiar places. | The children will compare the UK to Spain and the West Indies as these are mapped on Drake’s journey. |
| Assessment 1 – Write a job description to Queen Elizabeth | | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and countries around the world. | The children will write to Queen Elizabeth I asking for some more sailors. They will create an advert and explain what geographical skills they must have in order to be a good sailor. |
| WALT: know about a range of artists (Alfred Wallis) | Art | <u>Comparing artists</u> | The children will explore Wallis’s artwork based on boats. The children will recreate a boat in Wallace’s skill using pastels. |
| WALT: Know about a range of artists (Van Gogh – Starry Night) | | Know about a range of artists, craft makers and designers describing similarities and differences between them whilst also making links to their own work. | The children will explore art work by Van Gogh and recreate his artwork Starry Night using paint. |
| WALT: Compare different artists | | Compare different artistic works made by craftspeople from different cultures and times | The children will compare similarities and differences between Wallace and Van Gogh |
| Discrete Teaching | | | |
| Lesson WALT | Subject covered | Curriculum content covered within unit | What will this look like when it’s achieved? |
| Science | | | |
| WALT: identify familiar plants and recognise that some are eaten. | Plants | Observe and describe how seeds and bulbs grow into mature plants. | The children will revise the different parts of plants. They will be able to explain that some plants are vegetables, fruit and herbs that we eat. They will be able to sort images into groups. |
| WALT: Understand the difference between seeds and bulbs | | Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | The children will explore where seeds are in different fruits using magnifying glasses to observe. |

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| WALT: Describe what plants need to grow and survive | | Use simple equipment to observe closely including changes over time | The children will create a simple investigation to test the growing conditions needed for healthy plants. |
| WALT: Describe what plants need to grow and survive | | Gather and record data to help in answering questions including from secondary sources of information. | The children will observe their investigations and begin to make simple conclusions. |
| Computing – See Kapow scheme of learning | | | |
| For computing we use the Kapow computing scheme – this term's lessons will teach the children about typing and word processing skills. In Summer term, we will teach the children about word processing | | | |
| RE | | | |
| WALT: understand why Muslims follow Allah | Summer 1 Islam | Muslims believe that Allah is the one and only God. | Know what Allah means Know the difference between prophets and Allah Knows how Allah is special to Muslims |
| WALT: describe ceremonies that are held in a mosque | | Muslims believe in the Prophets, special messengers between Allah and the people. | Knows what a mosque is Knows what happens in a mosque Knows how to behave in a mosque |
| WALT: name the Islamic holy book and describe how it is used | | Muslims believe that Allah already knows what will happen in their lives. | Knows what the Islamic holy book is called Knows how to show respect for the Islamic holy book |
| WALT: understand Ramadan and Eid | | Daily prayers take place in the mosque. Festivals, weddings and funerals can take place in mosques too. People remove their shoes when entering the mosque. Before people pray in the mosque, they must wash feet, hands, nose, mouth, throat, ears, arms (up to elbow). Women and men worship separately. The Islamic holy book is the Qur'an. | Understand some important Muslim festivals Recognises that Ramadan and Eid are different Knows what Muslims do during Ramadan and for Eid |

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| | | <p>Muslims show respect for the Qur'an by washing their hands before touching it.</p> <p>When not being used, the Qur'an is often wrapped up in a special cloth and kept on a high shelf to show respect.</p> <p>It must never touch the floor and is placed on a special stand when being read.</p> <p>Many Muslims around the world learn the Qur'an off by heart!</p> | |
| WALT: understand the meaning of the Dharma Wheel. | Summer 2 Buddhism | The dharma wheel is the wheel of life. | Knows what a Dharma Wheel is and what it signifies |
| WALT: describe features of a Buddhist temple. | | It signifies the journey to perfection. | Knows where Buddhists pray Knows what you might find in a Buddhist temple |
| WALT: know how the Buddhist holy book is organised. | | All temples contain an image of statue of Buddha. | Knows what the Buddhist holy book is Knows how the Buddhist holy book is organised Knows about the three baskets |
| WALT: explain ways Vesak is celebrated by Buddhists. | | <p>A lectern is where the head monk may give a talk to worshippers.</p> <p>A courtyard or meditation area – a silent area to sit.</p> <p>The symbol of the Dharma wheel.</p> <p>Tripitaka is split in to three baskets.</p> <p>The first basket is discipline and has rules for the monks to follow.</p> <p>The second basket contains most of the teachings of Buddha.</p> <p>The third basket is for higher teachings and it explains the teaching of Buddha.</p> | <p>Knows what Vesak and Vesaka</p> <p>Knows what meditation is</p> <p>Knows how Buddhists celebrate Vesak</p> |

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| | | <p>Vesak takes place on the day of the full moon in the Buddhist month of Vesakha. This is usually during the month of May.</p> <p>Buddhists celebrate Vesak by decorating temples with flowers, raising the Buddhist flag and singing celebration songs.</p> <p>Buddhists traditionally enjoy vegetarian dishes at Vesak.</p> | |
| Music – Leicestershire Music Hub (see scheme of learning) | | | |
| | Summer 1 Music Technology | | |
| | Summer 2 20 th Century Music | | |
| PSHE | | | |
| WALT: understand what rights are and identify what rights people share | Respecting Rights | <p>Talk about what rights are and identify rights that all people share</p> <p>Explain who helps protect our rights</p> <p>Show respect for the rights of others and understand why this is important</p> <p>Show respect for the differences between people</p> <p>Understand why it is important to be fair Explain why making a positive difference is important</p> | <p>To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</p> |
| WALT: explain who helps protect our rights | | | <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</p> |
| WALT: show respect for the rights of others and understand why this is important | | | <p>To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p> |

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| WALT: show respect for differences between people | | | To identify and respect the differences and similarities between people |
| WALT: understand why it's important to be fair | | | To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class |
| WALT: explain why making a positive difference is important | | | To know how they can contribute to the life of the classroom and school. To understand that they belong to different groups and communities, such as family and school |
| WALT: understand how happy thoughts make me feel good | Think Positive | Understand how happy thoughts can make us feel good | To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. |
| WALT: make good choices and consider the impact of decisions | | Make good choices and consider the impact of our decisions | To recognise that choices can have good and not-so-good consequences |
| WALT: set myself goals and consider how to achieve them | | Set ourselves goals and consider how to achieve them | To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals |
| WALT: discuss my feelings and opinions with others and cope with difficult emotions | | Discuss our feelings and opinions with others and cope with difficult emotions | To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. |
| WALT: discuss things I am thankful for and focus on what I do have rather than what I don't have | | Discuss things we are thankful for and focus on what we do have, rather than what we don't have | Discuss things I am thankful for and focus on what I do have, rather than what I don't have. |
| | | Focus on what is happening now and how we are feeling | |

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| WALT: focus on what is happening now and how I am feeling | | | Discuss things in our lives presently Discuss feelings big or small |
| | PE | | |
| WALT: copy and repeat yoga poses | Summer 1 Yoga | See PE folder | See PE folder |
| WALT: develop an awareness of strength when completing yoga poses | | | |
| WALT: develop and awareness of flexibility when completing yoga poses | | | |
| WALT: copy and remember actions linking them into a flow | | | |
| WALT: create a flow, perform and teach it to a partner | | | |
| WALT: develop the sprinting action | Summer 2 Athletics | See PE folder | See PE folder |
| WALT: develop jumping distance | | | |
| WALT: develop jumping for height | | | |
| WALT: developing jumping for distance | | | |
| WALT: develop throwing for accuracy | | | |
| Part of our PE will be taught by a school sports coach this term. He will deliver net and wall and striking and receiving | | | |
| | Forest School | | |
| WALT identify weather patterns | Summer 2 | Identify weather patterns- field study- forest school | Identify weather patterns through a field study |
| WALT devise a simple map | | Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. | Know what an aerial photograph is Know what a human and physical geography feature is Know what a map and key is |