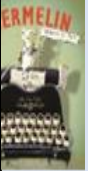


Manor Park First School

Year 2 Medium Term Plan Summer 2 2026

Core subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
ENGLISH  	Writing outcome Fiction: Hermelin the Detective Mouse A diary entry from the perspective of Hermelin.	Writing outcome Non-Fiction: Hermelin the Detective Mouse Newspaper report about what happened in Offley Street.	Writing outcome Non-Fiction: Hermelin the Detective Mouse Newspaper report about what happened in Offley Street.	Writing outcome Fiction: Traction Man is Here A thank you letter to Granny (written as Traction Man) recounting the events and how the suit was crucial to the mission.	Writing outcome Fiction: Traction Man is Here A sequel story describing another mission that Traction Man goes on.	Writing outcome Fiction: Traction Man is Here A sequel story describing another mission that Traction Man goes on.	Writing outcome Non-Fiction: An information page about the author Mini Grey after reading more of her books.
Grammar Focus:	 Include features of the genre I am writing in.  Use an appropriate opening and ending in writing.  Start sentences with an adverbial. (time, cause and place)  Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to	 Include features of the genre I am writing in.  Use an appropriate opening and ending in writing.  Start sentences with an adverbial. (time, cause and place)  Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to	 Include features of the genre I am writing in.  Use an appropriate opening and ending in writing.  Start sentences with an adverbial. (time, cause and place)  Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to	 Include features of the genre I am writing in.  Use an appropriate opening and ending in writing.  Start sentences with an adverbial. (time, cause and place)  Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to	 Include features of the genre I am writing in.  Use an appropriate opening and ending in writing.  Start sentences with an adverbial. (time, cause and place)  Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to	 Include features of the genre I am writing in.  Use an appropriate opening and ending in writing.  Start sentences with an adverbial. (time, cause and place)  Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to	 Include features of the genre I am writing in.  Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to create subordinate clauses.  To use apostrophes for contracted forms and the

	create subordinate clauses.  Use noun phrases.  Adverbs of time to help sequencing  <i>Begin to write in paragraphs (GDS).</i>	create subordinate clauses.  Use noun phrases.  Adverbs of time to help sequencing  <i>Begin to write in paragraphs (GDS).</i>	create subordinate clauses.  Use noun phrases.  Adverbs of time to help sequencing  <i>Begin to write in paragraphs (GDS).</i>	create subordinate clauses.  Adverbs of time to help sequencing  To use apostrophes for contracted forms and the possessive form – the girl's book.  Use of the suffix –er and –est to form comparison of adjectives & adverbs.  <i>Begin to write in paragraphs (GDS).</i>	create subordinate clauses.  Adverbs of time to help sequencing  To use apostrophes for contracted forms and the possessive form – the girl's book.  Use of the suffix –er and –est to form comparison of adjectives & adverbs.  <i>Begin to write in paragraphs (GDS).</i>	create subordinate clauses.  Adverbs of time to help sequencing  To use apostrophes for contracted forms and the possessive form – the girl's book.  Use of the suffix –er and –est to form comparison of adjectives & adverbs.  <i>Begin to write in paragraphs (GDS).</i>	possessive form – the girl's book.
Maths	Number and Place Value count in tens from any number, forward and backward recognise the place value of each digit in a two-digit number (tens, ones)	Addition and Subtraction solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental	Addition and Subtraction solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental	Statistics interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity	Statistics interpret and construct simple pictograms, tally charts, block diagrams and simple tables	Geometry (Position and Direction) order and arrange combinations of mathematical objects in patterns and sequences	Geometry (Position and Direction) order and arrange combinations of mathematical objects in patterns and sequences

	use place value and number facts to solve problems	methods and written methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	methods and written methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems				
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Foundation subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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RE	Christian Parable Why did Jesus teach about God in his parables? I can understand that a parable is like a story	Christian Parable Why did Jesus teach about God in his parables? I can understand the story of 'The Lost Sheep.'	Christian Parable Why did Jesus teach about God in his parables? I can understand the story of 'The Prodigal Son.'	Christian Parable Why did Jesus teach about God in his parables? I can understand the story of 'The Good Samaritan'	Christian Parable Why did Jesus teach about God in his parables? I can say what Christians say about god.	Christian Parable Why did Jesus teach about God in his parables? I can answer the question with examples of parables.	Christian Parable Why did Jesus teach about God in his parables?	
Science Completing final week from Summer 1 	In Science we are learning about: identify and describe the basic structure of a variety of common flowering plants, including trees 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							
Geography 		In Geography we are learning about: What impact does the environment in Africa have on a child's life? • <u>Locational knowledge:</u> • I can locate Africa on a map. • I know the relative location of the continent to the equator • I can name some key landmarks in Africa • <u>Place knowledge:</u> • I can describe Africa in terms of hot and cold areas • I can identify a range of human environment in Africa and describe their similarities and difference within Africa • I can compare an area of Africa to Dorchester. (Child perspective) • <u>Human and physical geography:</u> • Geographical vocabulary to refer to: 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 • <u>Geographical Skills:</u> • I can use a world map map/atlas or globe to identify and locate the continents and seven seas • I can make observations about my local area and describe the physical and human features • <u>Fieldwork</u>						

	• To learn to sing the "Hop Hop Hop" song with body percussion • To perform the "Gretel I want to play" song with good characterisation • To become more confident at "Hop Hop Hop" song • To create a performance of "Hop Hop Hop" song, with characterisation, as a class.	• To learn to sing the "Hop Hop Hop" song with body percussion • To perform the "Gretel I want to play" song with good characterisation • To become more confident at "Hop Hop Hop" song • To create a performance of "Hop Hop Hop" song, with characterisation, as a class.	• To learn to sing the "Hop Hop Hop" song with body percussion • To perform the "Gretel I want to play" song with good characterisation • To become more confident at "Hop Hop Hop" song • To create a performance of "Hop Hop Hop" song, with characterisation, as a class.	• To learn to sing the "Hop Hop Hop" song with body percussion • To perform the "Gretel I want to play" song with good characterisation • To become more confident at "Hop Hop Hop" song • To create a performance of "Hop Hop Hop" song, with characterisation, as a class.	• To learn to sing the "Hop Hop Hop" song with body percussion • To perform the "Gretel I want to play" song with good characterisation • To become more confident at "Hop Hop Hop" song • To create a performance of "Hop Hop Hop" song, with characterisation, as a class.	• To learn to sing the "Hop Hop Hop" song with body percussion • To perform the "Gretel I want to play" song with good characterisation • To become more confident at "Hop Hop Hop" song • To create a performance of "Hop Hop Hop" song, with characterisation, as a class.	
Computing 	To explain that a sequence of commands has a start I can identify the start of a sequence I can identify that a program needs to be started I can show how to run my program	To explain that a sequence of commands has an outcome I can predict the outcome of a sequence of commands I can match two sequences with the same outcome I can change the outcome of a sequence of commands	To create a program using a given design I can work out the actions of a sprite in an algorithm I can decide which blocks to use to meet the design I can build the sequences of blocks I need	To change a given design I can choose backgrounds for the design I can choose characters for the design I can create a program based on the new design	To create a program using my own design I can choose the images for my own design I can create an algorithm I can build sequences of blocks to match my design	To decide how my project can be improved I can compare my project to my design I can improve my project by adding features I can debug my program	