

**Roskear Primary & Nursery School**  
**Foundation Subjects – MEDIUM term plan**

Year Group:	Two		Term:	Summer 1		Topic:	Does it snow in Africa
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Stunning Start/ Fabulous Finish</b>							
<b>Writing</b>	Immersion unit M – T- W- T- F	Innovation unit Meerkat mail M – T- W- T- F	Independent unit Meerkat mail M – T- W- T- F	Non-fiction unit M – T- W- T- F	Non-fiction unit M – T- W- T- F	Creative week M – epic write T- cold task W- T- F	Poetry M – T- W- T- F
<b>Handwriting spelling rule</b>	Unit 21 Building on diagonal join to ascender ck and el  The /ee/ sound spelled ey	Unit 21 Building on diagonal join to ascender el and at  Words with the spelling 'a' after w and qu	Unit 22 Building on diagonal join to no ascender ui and ey  The /er/ and /or/ sound spelled with or or ar	Unit 22 Building on diagonal join no ascender aw and ur  The /z/ sound spelled s	Unit 22 Building on diagonal join no ascender an and ip  The suffixes 'ment' and 'ness'	<u>Unit 23</u> Building on horizontal join, no ascender. Oi, oy and on  The suffixes 'ful' and 'less'	<u>Unit 23</u> Building on horizontal join op and ov  These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
<b>Maths</b>	Fractions M –WALT recognise equivalent fractions T- WALT find three quarters W- WALT count in fractions T- WALT problem solve with fractions	Measurement M –WALT compare lengths and heights T- WALT measure lengths (1) W-WALT measure lengths (2) T- WALT measure length in cm	Measurement M – WALT compare lengths T- WALT order lengths W- WALT use the four operations with lengths T- WALT problem solve with length F -WALT consolidate our learning	M – WALT describe position T- WALT describe position (2) W-WALT problem solve with position T- WALT describe movement activity F- WALT describe movement	M – WALT describe turns T- WALT describe movement (activity) W-WALT describe movements and turns T-WALT make patterns with shapes F- WALT consolidate our learning	Consolidation and problem solving week M – T- W- T- F	Consolidation and problem solving week M – T- W- T- F

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	<i>F WALT consolidate our learning.</i>	<i>F WALT measure length in m</i>					
<b>Science</b> <i>Animals including humans</i>	<i>WALT compare animals found in familiar and unfamiliar habitats</i>	<i>WALT observe how different animals grow</i>	<i>WALT identify how plants and animals are suited to their habitat (Desert)</i>	<i>WALT sort and identify differences between living, non-living and things that have never been alive.</i>	<i>WALT identify how plants and animals are suited to their habitat (Desert)</i>		
<b>Geography</b>	<i>WALT reactivate our knowledge</i>	<i>WALT use a compass</i>	<i>WAL about physical features of Africa</i>	<i>WAL about human features of Africa (Egypt)</i>	<i>WALT understand the effects of weather in Africa</i>	<i>WALT compare and contrast Africa with my local area</i>	<i>End point.</i>
<b>History</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>RE</b>	<i>WALT understand what 'sacred' and 'holy' mean.</i>	<i>WALT explore events linked to Cornish saints</i>	<i>WALT investigate evidence of Cornish saints</i>	<i>WALT know and understand why some places are special to us</i>	<i>WALT explore holy places in Cornwall</i>	<i>WALT explore music</i>	
<b>PSHE</b>							
<b>PE</b>	<i>REAL PE</i>	<i>REAL PE</i>	<i>REAL PE</i>	<i>REAL PE</i>	<i>REAL PE</i>	<i>REAL PE</i>	<i>REAL PE</i>
<b>Computing</b>							
<b>Music</b>	<i>WALT understand music from other cultures</i>	<i>WALT sing a song and perform actions</i>	<i>WALT understand what accompaniment is</i>	<i>WALT perform an accompaniment</i>	<i>WALT explore instruments and performances from other cultures</i>	<i>WALT create a piece of African style music</i>	
<b>DT</b>							
<b>Art</b>							