



Topic Medium Term Planning
Year 2 (EX2)



Paddington Bear Class:
Summer A - 2025/2026



School Theme: Food and Farming

Literacy Tree: The Minpins

Week/ Date	<u>Literacy</u>	<u>Numeracy</u>	<u>Topic: Project Work</u> <u>Science/History</u> <u>Geography/Computing</u>	<u>Art/D&T/Music</u>	<u>RE/PSHE</u>	<u>PE</u>
<p>Week 1 22nd - 25th April</p> <p>Thursday 24th April - Hamp Academy playtime 10.10-10.25</p> <p>Bank Holiday Monday</p> <p>Theme Week - Food and Farming</p> <p>Include ST George's Day flag making</p>	<p>Theme Week - Food and Farming</p> <p>See separate plan.</p>	<p>Theme Week - Food and Farming</p>	<p>Theme Week - Food and Farming</p> <p>See separate planning for details.</p> <p><u>Forest School</u></p> <p>WALT: Transfer natural colours onto fabric.</p> <p>Children enter fire circle in a line and sit on next available log. Discuss fire safety and role of flags. Discuss the colour of different flowers the children can see.</p> <p>Ask the children - How could we create a picture using the flowers, leaves and stems, that would show all the different colours? Discuss children's ideas for transferring colour.</p> <p>Explain children are going to collect plants and flowers, then place them in a piece of fabric folded in half. Children go to wild area, adventure playground</p>	<p>Music Kapow - See separate planning.</p>	<p>PHSE Jigsaw Puzzle 5 - Relationships Piece 1 - Families</p> <p>WALT: Identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.</p> <p>WALT: Accept that everyone's family is different and understand that most people value their family.</p> <p>See separate Jigsaw planning.</p> <p>No RE Rainbow time Children play board games, draw, write or use construction resources.</p>	<p>No Class teacher PE - Forest School</p> <p>PE - Miss Gardner - See separate planning</p>

<p>23/06</p> <p>25/06 display boards?</p>			<p>and field to collect flowers, leaves, stems and any 'fruits' growing.</p> <p>They return to tables by shelter to arrange as a picture on half of a piece of fabric. Children use rubber mallets and stubby hammers to release colour onto their fabric and create their pictures. Did the picture look like you expected? Why did hitting the flora help you create your picture?</p> <p>Children return to fire circle to drink hot chocolate and squash according to weather conditions.</p> <p>Resources needed: Stubby hammers, pin hammers, mallets, 30 x pieces of fabric roughly A4 size.</p> <p>E-Safety Lesson Summer Term A - I am healthy. Age Appropriate.</p> <p>WALT: Describe the things I enjoy about age-appropriate apps, games and websites I am guided to use.</p> <p>See separate eLiM planning.</p>			
<p>Week 2 28th April - 2nd May</p> <p>Thursday 1st May- Hamp Academy playtime 10.10-10.25</p>	<p>The Minpins Week 1 - see separate plan.</p>	<p>Money Week 1</p>	<p>Wow starter - Science</p> <p>WALT: Explore the spectrum of colour.</p> <p>Explore the spectrum of colour. Discuss rainbows. Explain that we are going to conduct the skittles experiment.</p> <p>Follow the instructions: https://howtostem.co.uk/wp-content/uploads/2017/03/Skittle-</p>	<p>Music Kapow - See separate planning.</p> <p>Wow starter -Cultural Awareness</p> <p>WALT: Understand how we can help others in need.</p> <p>Discuss how the Minpins are tiny creatures who live in a dangerous</p>	<p>PHSE Jigsaw Puzzle 5 - Relationships</p> <p>Piece 2 - Keeping Safe - exploring physical contact</p> <p>WALT: Understand that there are lots of forms of physical contact within a family and that some of this is acceptable</p>	<p>Teacher led PE See separate planning</p> <p>PE - Miss Gardner - See separate planning</p>

<p>Literacy Tree Week 1 - Fiction</p>			<p style="text-align: center;">Science.pdf</p> <p>Ask the children: Why do you think the colours don't mix? The skittles are made up of colouring and sugar. The warm water makes them dissolve and diffuse through the water.</p> <p>Resources: skittles, white plates, warm water.</p> <p style="text-align: center;">Wow starter - Geography</p> <p>WALT: Locate China on the globe and identify what makes it a special place to visit.</p> <p>Locate China on the globe and world atlas. Look at the map on the whiteboard. Talk about where China is in relation to where we live. Ask the children to think about any facts they might already know about China. Is it close or far away? How would we get there? How long would it take? How would it feel to visit there?</p> <p>Link to Bingo Bear. Ask the children - Has he been to China? Check his passport. Would he like to go? Why? When he goes, what would he like to find out about China? What would he need to pack for his travels?</p> <p>Take a closer look at Chinese culture: lanterns, dragons, Chinese writing, Cities, food, festivals.</p> <p>Children to draw a picture of Bingo Bear and label him with facts about what he could do when visiting China.</p>	<p>forest, and they need help because they are so small and can't protect themselves. Relate this to people needing help. Why might people need our help? Ask the children - how does this make you feel? Would you like to help? How? What could we do?</p> <p>Link to charity and bullying. Talk about how others are less fortunate than us. Compare things of relevance to the children e.g. school life, toys are home etc. Identify people who help others - e.g. Mother Theresa, Marcus Rashford.</p> <p>In groups, children to mind map all the ways we could help those less fortunate around the world.</p> <p style="text-align: center;">Wow Starter - Art</p> <p>WALT: Sketch an observational drawing of flowers in a vase, taking influence from other artists.</p> <p>Discuss the end project for this unit. Explain that we will be painting on a canvas. Consider the equipment and resources used by an artist. Link to colour by looking at different artists who have painted observational paintings of flowers e.g. White Vase with Flowers by Redon, Bouquet of Roses by Renoir, Still Life with Irises by Van Gogh. Discuss the paintings, the colours used and</p>	<p style="text-align: center;">and some is not.</p> <p>WALT: Know which types of physical contact I like and don't like and can talk about this.</p> <p>See separate Jigsaw planning.</p> <p style="text-align: center;">RE - Agape</p> <p style="text-align: center;">What do Christians believe about love?</p> <p style="text-align: center;">Lesson 1 - The Good Samaritan</p> <p>WALT: Understand the story of the Good Samaritan and what we can learn from it.</p> <p>What do you remember about the Salvation story? What is special about parables? What does this tell us about loving our neighbour? What does this tell us about love?</p> <p>Children to take part in Godly Play. In a circle, children listen to story as it unfolds, answering the wondering questions.</p> <p>Photos to be taken as well as children's comments to be recorded - to be stuck into RE floor book.</p> <p>S&L - Use techniques such as hot seating and freeze frame to explore characters and emotions. After the Godly Play session, children to be given the opportunity to 'hot seat' some of the main people from the story. They should</p>	
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			<p style="text-align: center;"><u>Computing - My Internet Search</u> <u>Session 1/2.</u></p> <p>WALT: Search for information about China.</p> <p>Begin by asking: Where can we get information? Who created the information? Introduce the idea of a search engine to the children. Explain that it sorts through information on the world wide web to find pages that we might find useful.</p> <p>Show the class the search engine they will be using. Explain that they, or people they know, may have used Google previously, but they will be using a search engine which is more appropriate for children to use.</p> <p>Ask the class: What makes this an appropriate search engine to use? What will help them find the best information to read? Model searching for information linked to China. Choose a specific area to focus on e.g. Chinese festivals and model how to narrow down the search. Ask a question, discuss suitable words to search for and display these for pupils to refer to. Look at image or word clues to find the best website to go to for information.</p> <p>Before pupils search independently, ensure they know what they should do if they see something unexpected or something that makes them feel uncomfortable or upset. Pupils access your chosen appropriate search engine through a link.</p>	<p style="text-align: center;">the medium.</p> <p style="text-align: center;">Children to create an observational sketch of flowers in a vase and colour with pencils.</p>	<p style="text-align: center;">be encouraged to consider the thoughts and feelings of the people as well as their actions.</p>	
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			Allow the children time to explore themselves.			
<p>Week 3 5th - 9th May</p> <p>Wednesday 7th May- Hamp Academy playtime 10.10-10.25</p> <p>Literacy Tree Week 2 - Fiction</p> <p>May 5th Bank Holiday</p> <p>May 7th Church assembly 1.15</p> <p>May 9th Somerset Day activities PM</p>	The Minpins Week 2 - see separate plan.	Money Week 2	<p><u>Forest School</u></p> <p>WALT: Draw a flower accurately.</p> <p>Children enter fire circle in a line and sit on next available log. Discuss fire safety and role of flags.</p> <p>Explain children are going to make an observational drawing of a flower. Remind children of meaning of word observational. Children look around wild area, adventure playground and field to find flowers e.g., daisy, dandelion. Children look for flowers and bring back two flowers for each log table. Adult to model observational drawings.</p> <p>Children use pencils and A5 paper to draw one of the flowers. Children colour in their drawing in realistic colours using pencil crayons. Children drink hot chocolate or squash according to weather/ temperature.</p> <p>Resources needed: pencils x 30, A5 paper x 30.</p> <p><u>Science</u></p> <p>WALT: Understand how the walking water experiment works.</p> <p>Revisit last week's lesson. What happened in our skittles rainbow experiment? What was the science</p>	<p>Music Mrs Jolliffe - See separate planning.</p> <p><u>DT</u></p> <p>WALT: Design a puppet considering how we will use sewing skills to make it.</p> <p>Explain that we will be completing a sewing project linked to carnivals. We will design a puppet wearing a carnival costume. Look at images of the types of costumes that are worn at the carnival that include feathers, bright colours etc. Look at images of puppets.</p> <p>In topic books, children to design their own puppet and label it.</p> <p><u>DT</u></p> <p>WALT: Practise our sewing skills by learning how to use different stitches.</p> <p>Show children how to use different stiches when sewing. Explore simple stitches e.g. running stitch and backstitch. S&L - Children to be able to explain the meaning of these words in context. Adult to give visual aids</p>	<p><u>PHSE</u> Jigsaw Puzzle 5 - Relationships</p> <p>Piece 3 - Friends and Conflict</p> <p>WALT: Identify some of the things that cause conflict with my friends.</p> <p>WALT: demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</p> <p>See separate Jigsaw planning.</p> <p><u>No RE</u></p> <p>Rainbow Time</p>	<p>No Class teacher PE - Forest School</p> <p>PE - Miss Gardner</p>

			<p>behind this? Explain that today we will be completing the walking water experiment. Model how to set the experiment up to the class.</p> <p>In groups, children to follow the instructions and complete the experiment: https://www.thebestideasforkids.com/walking-water-experiment/</p> <p>Discuss what happened. Explain the science behind it. Capillary action is what makes the dye move up the paper towel. The water moves upward through the paper towel, lifting the food dye molecules with it. This same phenomenon is what allows trees to get water from the ground with their roots.</p> <p>Resources: Paper Towel - 6 folded half sheets, red, yellow and blue food coloring, water, 7 small plastic cups.</p>	<p>to support. Children to be given the opportunity to practise these stitches on a paper plate using a hole punch, wool, and a needle.</p> <p>Next, look at other ways to join materials. Project cut pieces for puppet and collect other resources for carnival costume using some of the materials gathered from the cupboard. Begin to sew pieces using the stitches taught.</p>		
<p>Week 4 12th May - 16th May</p> <p>T4W Week 3 - Fiction</p>	<p>The Minpins Week 3 - see separate plan.</p>	<p>Measurement - Length and Height - See separate plan.</p>	<p><u>Computing - My Internet Search Session 3</u></p> <p>WALT: Identify the benefits of using technology, including finding information.</p> <p>Recap the previous session. Review the information that was found and revisit the successes and problems encountered. What do we do if we find something unexpected or worrying?</p> <p>Explain that they are going to revisit the challenge today but this time we need to collect enough information to make an</p>	<p>Music Mrs Jolliffe - See separate planning.</p> <p><u>DT</u></p> <p>WALT: Create our puppets and make a carnival costume for our puppets to wear.</p> <p>Continue sewing the puppet and make a carnival costume for your puppet based on the research done earlier this term e.g. feathers, sequence, use of colour.</p>	<p>PHSE Jigsaw Puzzle 5 - Relationships</p> <p>Piece 4 - Secrets</p> <p>WALT: Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</p> <p>WALT: Know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.</p>	<p>Teacher led PE See separate planning</p> <p>PE - Miss Gardner- See separate planning</p>

			<p>information poster about our topic. Provide an example of what an information poster could look like.</p> <p>Ask children to help model the process of calling up the search engine and explain how we go about searching for the information. Remind the children of the key websites which we know are reliable and helpful.</p> <p>Children to create posters, documenting the information they have found out about China.</p>	<p style="text-align: center;"><u>DT</u></p> <p>WALT: Evaluate our DT project.</p> <p>WALT: Create a carnival inspired puppet show.</p> <p>Children to complete their puppets today, adding the final touches.</p> <p>Next, children to work in groups to film a carnival inspired puppet show.</p>	<p>S&L - Children to be taught about secrets and when it is important to speak out. Discuss the ways in which we talk to others and how this can make us feel.</p> <p>See separate Jigsaw planning.</p> <p style="text-align: center;"><u>RE - Agape</u></p> <p style="text-align: center;">What do Christians believe about love?</p> <p style="text-align: center;">Lesson 2 - Zacchaeus - Fresh Start.</p> <p>WALT: Understand the story of Zacchaeus and explain what it tells us about love and forgiveness.</p> <p>Why did Jesus go to Zacchaeus and make friends with him? Why were the other people angry with Jesus when he did that? What does this story say about what Jesus is like? What does this teach us about love?</p> <p>Explain that we will be carrying on thinking about love today. What is the special word that the Bible uses for love that cares for anyone who needs our help? Agape.</p> <p>Next ask - Have you ever upset someone or fallen out with them? Explain that this was what had happened to the man in this story from the Bible.</p> <p>Explain that you will tell a story to show how Christians believe that it</p>	
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					<p>is possible for all people to be saved; rich and poor, good and bad. Show the following: https://www.youtube.com/watch?v=1BBuxq0Oz8M</p> <p>Activity: Discuss the key questions for the session. Explain that everyone needs good friends, and sometimes everyone needs a fresh start too. In groups, make up and act out a story about falling out, going to the other person to say sorry and making a fresh start together. S&L - Children to be encouraged to use gesture, intonation, and expression to aid meaning. Children to share with one another.</p> <p>End the session by asking: What does this story say about what Jesus is like? What does this story say about what we should be like?</p>	
<p>Week 5 19th May - 23rd May</p> <p>Assessment Week</p>	<p>The Minpins Week 4- see separate plan.</p>	<p>SATS week</p>	<p>Forest School</p> <p>WALT: Make a leaf dragon using natural resources.</p> <p>Children enter fire circle in a line and sit on next available log. Discuss fire safety and role of flags.</p> <p>Explain children are going to work in groups to make a leaf picture by making wooden frames in shape of a dragon, then attach leaves and flowers to cover it. Children move to tables by shelter. S&L - Ask the children to consider the most important parts to the instructions given. Children to recall the key</p>	<p>Music Mrs Jolliffe - See separate planning.</p> <p>Art WALT: Use pastels to create observational drawings of flowers in a vase.</p> <p>Revisit observational paintings of flowers e.g. White Vase with Flowers by Redon, Bouquet of Roses by Renoir, Still Life with Irises by Van Gogh. Show the children art where pastels have been used.</p>	<p>PSHE Jigsaw Puzzle 5 - Relationships</p> <p>Piece 5 - Trust and Appreciation</p> <p>WALT: Recognise and appreciate people who can help me in my family, my school and my community.</p> <p>WALT: Understand how it feels to trust someone.</p> <p>See separate Jigsaw planning No RE</p>	<p>No Class teacher PE - Forest School</p> <p>PE - Miss Gardner- See separate planning</p>

			<p>instructions with a partner. Children to be encouraged to practise this skill throughout the task. The adult may need to stop the children at times and ask questions to facilitate this.</p> <p>Using bendy willow sticks, children work together in groups to create dragon shapes, tying sticks together with string and double knots. Model how to do this. Once made, children go to sensory garden and wild area to find leaves and flowers to cover their frame. Children attach leaves using thin string.</p> <p>Groups look at each other's dragons. What have they done well? Children return to fire circle for hot chocolate or squash according to weather. Discuss with children what they found difficult, could they have done anything differently?</p> <p>Resources needed: Bendy sticks, string.</p> <p>History</p> <p>WALT: Explore and understand why red is historically an important colour in China.</p> <p>Discuss how red is historically an important colour to Chinese people. Why is this so important? Explore the ideas behind this. Explain that red is China's national colour and a symbol of good fortune, happiness, and prosperity. Consider what Bingo Bear would wear if he visited China. Would it be a good idea for him to wear red on his visit?</p>	<p>Look back at their drawings created earlier in the term. Talk about how artists use various mediums to draw the same thing but represent it in a different way. How are they the same? How are they different? What do we like about them? Model how to use pastels when creating observational drawings. Explain that the children are to sketch this first.</p> <p>Children to create an observational drawing of flowers in a vase using pastels.</p> <p>Art</p> <p>WALT: Use watercolours to create observational drawings of flowers in a vase.</p> <p>Revisit observational paintings of flowers e.g. White Vase with Flowers by Redon, Bouquet of Roses by Renoir, Still Life with Irises by Van Gogh. Show the children art where watercolours have been used.</p> <p>Look back at their drawings created earlier in the term. Talk about how artists use various mediums to draw the same thing but represent it in a different way. How are they the same? How are they different? What do we like about them? Model how to use watercolours when creating observational drawings. Explain that the children are to sketch</p>	<p>Rainbow time</p>	
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			Children to draw and label pictures showing why the colour red is important in China.	this first. Children to create an observational drawing of flowers in a vase using watercolours.		
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