



## Topic Medium Term Planning

Night Pirates Class: Year 2 (EX2)

Summer A - 2025/2026

School Theme: **Food and Farming**

Literacy Tree: Rosie Revere Engineer/ Iggy Peck Architect

Week/ Date	<u>Literacy</u>	<u>Numeracy</u>	<u>Topic: Project Work</u> <u>Science/History</u> <u>Geography/Computing</u>	<u>Art/D&amp;T/Music</u>	<u>RE/PSHE</u>	<u>PE</u>
<p><b>Week 1</b> 22<sup>nd</sup> - 25<sup>th</sup> April</p> <p>Thursday 24<sup>th</sup> April - Hamp Academy playtime 10.10-10.25</p> <p>Bank Holiday Monday</p> <p><b>Theme Week - Food and Farming</b></p> <p><b>Include ST</b></p>	<p>Theme Week - Food and Farming</p> <p>See separate plan.</p>	<p>Theme Week - <b>Food and Farming</b></p>	<p><b>Theme Week - Food and Farming</b></p> <p>See separate planning for details.</p> <p><b>Online Safety Lesson</b> Summer Term A - I am healthy. Age Appropriate.</p> <p><b>WALT: Describe the things I enjoy about age-appropriate apps, games and websites I am guided to use.</b></p> <p>Discuss a review of an age appropriate game. Remind children of websites, apps and games the class looked at in year 1 Make a list of what makes an age appropriate game. Vote on top ten games - check against list of criteria • Create 'Guide for choosing games'</p> <p>See separate eLiM planning.</p>	<p><b>Music</b> <b>Space soundtrack</b> Representing space using the children's voices and creating atmosphere using dynamics.</p>	<p><b>PHSE</b> <b>Jigsaw Puzzle 5 - Relationships</b> <b>Piece 1 - Families</b></p> <p><b>Identify the different members of my family.</b> <b>Understand my relationship with my family.</b> <b>Know why it is important to share and cooperate.</b> <b>Accept that everyone's family is different.</b> <b>Understand that most people value their family.</b> Ask the children which pictures they think show a family. Draw out that families are diverse so that children can understand that the stereotypical family or Mum, Dad and children isn't always the case. Explain that all the pictures are families and that families come in all different shapes and sizes. Draw out that it is perfectly normal to have a</p>	<p><b>PE - Miss Gardner - See separate planning</b></p>

<p>George's Day flag making 23/06</p>					<p>family that is different from other people. Ask the children why we have families. Explain they are there to protect us and love us. Talk about families and how we belong with them. In pairs invite the children to share all the different people in their family and why each one is special. Make a 'Happy home cake' - what ingredients will we need?</p> <p>See separate Jigsaw planning.</p> <p><u>No RE</u> <u>Rainbow time</u></p> <p>Children play board games, draw, write or use construction resources.</p>	
<p><b>Week 2</b> 28<sup>th</sup> April - 2<sup>nd</sup> May Thursday 1<sup>st</sup> May- Hamp Academy playtime 10.10-10.25</p> <p>Literacy Tree Week 1 - Fiction</p>	<p>Literacy Tree Text 1 Iggy Peck Architect. See separate plan..</p>	<p>Money Week 1</p>	<p><b>Wow Starter</b> <u>Literacy</u></p> <p>Welcome to Iggy Peck's Architecture Academy! Have a sign on the IWB, 'Welcome to Iggy Peck's Architecture Academy!' If possible, have some toy tools, rulers, graph/squared paper and books/leaflets about buildings around the classroom. Perhaps have a doll's house on display also if possible. Ask children, what is an architect? Explain that architects are people who design/draw new building before they are built. Every building that has ever been built has had to be drawn and designed first. Can the children name any famous buildings? The architect must also think about the materials used, the measurements and help the builders build the building. Book talk: Introduce children to the book Iggy Peck Architect. What is Iggy doing on the front cover? What kinds of buildings can</p>	<p><b>Music</b> <b>Listening to space</b></p> <p>Listening to space-inspired music; identifying the dynamics, instruments and mood of the pieces of music; responding creatively by drawing what the children hear.</p> <p>See separate planning.</p> <p><b>Wow Starter</b> <u>Art /DT</u> <b>Art: Focus artist: Banksy</b></p> <p>Discuss different modern forms of art including Graffiti Art. Explain Graffiti Art can often be found on bridges. Look at a variety of Graffiti art on smart screen. Discuss Banksy. Explain he creates pictures on different surfaces including on buildings &amp; houses. Tell children</p>	<p><b>PHSE</b> <b>Jigsaw Puzzle 5 - Relationships</b></p> <p>Piece 2 - Keeping Safe - exploring physical contact</p> <p>Identify the different members of my family. Understand my relationship with my family. Know why it is important to share and cooperate. Accept that everyone's family is different. Understand that most people value their family. Ask the children which pictures they think show a family. Draw out that families are diverse so that children can understand that the stereotypical family or Mum, Dad and children isn't always the case. Explain that all the pictures are families and that families come in all different shapes and sizes. Draw out that it is perfectly normal to have a</p>	<p><b>PE:</b></p> <p>Games Follow simple rules in a game. Work cooperatively with other members of your team. Show good sportsmanship when winning or losing. Warm up: Take children through some simple mobility exercises. Make circles with thumbs, wrists, arms, hips, ankles.</p> <p>Provide each child with a tag. Explain that they need to protect their tag to stay in the game.</p>

			<p>children see on the front and back covers and what are they made from? Which ones look old and which ones look new? What do children think might happen in this story? Begin reading the text up to the end of the line, 'That's disgusting and nasty! It stinks!'</p> <p>Set up several tables in the classroom with construction materials e.g. junk modelling resources, dry spaghetti and plasticine/playdough, plastic cups and plates, toy food etc. Children could also use Lego and blocks for this session (we are not going to use nappies!). Set groups the challenge of building the tallest, strongest building/tower. Which materials work better than others? Which are stronger?</p> <p><b>Wow Starter</b>  <u>History: Significant individual</u>  <b>Isambard Kingdom Brunel</b>  On smart screen look at pictures of Clifton Suspension Bridge. Children find out information / facts about the bridge &amp; Brunel. What other iconic designs has he made? Look at the design of Clifton Suspension bridge and materials it is made from. Compare materials with bridges made in 20<sup>th</sup> / 21<sup>st</sup> century.  Model how to use information found on the internet to construct complex sentences that give information to others. How does this help us?</p> <p><b>Wow Starter</b>  <u>Science/ DT - Materials</u>  Identify which materials would be suitable to make a bridge.</p>	<p>he sometimes incorporates different objects such as a skip into his pictures. Explain art on buildings or houses is called Urban art &amp; Banksy is an artist whose work originated in Bristol which is a city in the South West.</p> <p>Children to look at examples of his work. They create stencils and graffiti in the style of Banksy.</p> <p><b>Art/DT</b>  Children to create clay 'Trolls'. What does a troll look like? Why do you think that?  Children draw their design for the troll. They then use their design to make a clay troll.  Children each have ball of clay, work it until pliable, then create their own troll.</p>	<p>family that is different from other people. Ask the children why we have families. Explain they are there to protect us and love us. Talk about families and how we belong with them. In pairs invite the children to share all the different people in their family and why each one is special. Make a 'Happy home cake' - what ingredients will we need?</p> <p>See separate Jigsaw planning.</p> <p><b>RE - Agape</b>  What do Christians believe about love?  Lesson 1 - The Good Samaritan  Understand the concept of Agape. Know what a parable is. Listen and ask questions about 'The Good Samaritan' parable. Understand that Christians believe you should show kindness to everyone. Today we are thinking about love. Who do you love? The Bible has a word for a special kind of love. Agape. This is about being kind to anyone that needs our help. Even people we don't know. What is special about parables? They are stories with special meanings. Jesus loved telling stories to the crowds of people. Sometimes he shocked the people. Christians can read these parables in the Bible. The good Samaritan is a parable about love for your neighbour. What does neighbour mean here? Tell the story of the Good Samaritan using Godly Play. What does this story say we should do? What things do we do to show love to our friends and families?</p>	<p>Chn to remain within a cordoned off area, if they leave this area they will be out of the game. The key objective is to capture as many tags as possible before losing your own. Discuss some techniques on how you might be able to avoid having your tag taken.</p> <p>Cool down: letter shapes  PE - Miss Gardner - See separate planning</p>
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			<p>Children compare different materials to find out which ones would be suitable to build bridges. E.g., Why would bricks work well? Why would paper not be suitable for bridge building?</p> <p>Discuss other uses for materials. What else could bricks be used for?</p> <p>Talk about which different materials could be used to make bridges e.g., wooden bridges /metal bridges / concrete/ brick bridges.</p> <p>Children to find out how the shape of materials can change when weight is added to the bridge (squashing, bending, twisting, bouncing).</p>		<p>Christians believe you should do these things for everyone - even your enemies.</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><b>S&amp;L</b> - 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 be encouraged to consider the thoughts and feelings of the people as well as their actions.</p>	
<p><b>Week 3</b> 5<sup>th</sup> - 9<sup>th</sup> May Wednesday 7<sup>th</sup> May- Hamp Academy playtime 10.10-10.25</p>	<p><b>Literacy</b> <b>Tree Text 1</b> <b>Iggy Peck Architect - Week 2</b> See separate plan. <b>Writing Assessment</b></p>	<p>Money Week 2</p>	<p><b>Science</b> <b>WALT: Compare uses of everyday materials in different environments.</b></p> <p>In groups children investigate and test different materials they could use to create a waterproof jacket.</p> <p>Children test different materials such as: fabric, paper, tinfoil, plastic &amp; rubber</p>	<p><b>Music</b> <b>Comparing planets</b> Comparing two pieces of music by the same composer; using musical vocabulary to explain differences in tempo, dynamics, timbre and instruments. See separate planning.</p> <p><b>Art/DT</b> Look at different rivers and</p>	<p><b>PHSE</b> <b>Jigsaw Puzzle 5 - Relationships</b></p> <p><b>Piece 3 - Friends and Conflict</b> Understand that there are lots of forms of physical contact within a family. Know which types of physical contact I like and don't like and be able talk about this. In groups ask the children to discuss</p>	<p>No Class teacher PE - Forest School  PE - Miss Gardner</p>

<p>Literacy Tree Week 2 - Fiction</p> <p>May 5<sup>th</sup> Bank Holiday</p> <p>May 7<sup>th</sup> Church assembly 1.15</p> <p>May 9<sup>th</sup> Somerset Day activities PM</p>	<p>1</p>		<p>in a water tray to find out if they are waterproof. Children make predictions about each material before they are tested and observations when tested. Ask children: Are plastic / rubber/ tinfoil natural materials or manmade?</p> <p><b>Who made these materials?</b> Children find out about people who have developed useful materials such as <b>Charles Macintosh &amp; John Dunlop.</b> What helpful properties do the materials they have developed, have? Discuss if tinfoil has all the properties needed to make a waterproof coat. Establish although waterproof, it can easily be broken up/ ripped.</p> <p><u>Geography</u> Explore images of the River Parrett. Do the children recognise it? Locate where it starts and where it ends. Show the children a picture of a map to locate it and see how big it is. Research facts e.g. how long it is, how wide, what it is used for. If possible, visit the river with our class bear and carry out observations, record how fast it flows etc..</p> <p><u>Forest School</u> <b>Can we create a wooden bridge?</b> Children enter fire circle in a line and sit on next available log. Discuss fire safety, role of flags &amp; what to do if whistle blows. Explain children are going to be working in groups to make a bridge that will hold a certain weight. Link back to Brunel. Discuss the shape of the bridge, which shape would be strong enough to hold bricks? Discuss children's ideas. Suggest</p>	<p>bridges around the UK. Focus on local bridges and rivers. Do the children know any? Show children pictures of our class bear visiting Bristol. Children to create observational drawings of the Clifton Suspension Bridge in Bristol. Model shading and using a sketching pencil to add detail.</p>	<p>the sort of touches they like and who they like them from, e.g. a wet kiss from their dog, a hug from a parent or carer, being tickled, holding hands in a crowded place, a rough-and-tumble/play fight with a friend, etc. Share ideas and make a list. As a class discuss some of the touches that we don't like e.g. fighting in the playground, pushing and shoving, a smack or a thump, smothering hugs from a relative or family friend, etc. Ensure all children understand that it is OK not to like some forms of physical contact/ touch. Also explain that different people prefer different types of touch e.g. some people like being tickled and others don't. Ask the children how they can make sure that their hands are kind hands that don't hurt other people. Ensure everyone knows they have the right to say, "Please stop, I don't like that" We need to give our permission to be touched as our bodies belong to us.</p> <p>See separate Jigsaw planning.</p> <p><u>No RE</u></p> <p><u>Rainbow Time</u></p>	
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			<p>an 'A' shape, do you think this shape will be stronger or weaker? Children move to tables by shelter. In groups, children decide on shape to build, then use sticks &amp; string to create their bridge, they tie double knots showing independence. When all groups complete their bridges, test each bridge using up to 3 bricks. Which bridge held the most weight? Why do you think that? Were all the bridges the same shape? Do you think this made a difference? Why? Children return to fire circle to drink hot chocolate.</p> <p><b>Resources:</b> sticks, string, 3 bricks.</p>			
<p><b>Week 4</b> 12<sup>th</sup> May - 16<sup>th</sup> May</p> <p><b>T4W Week 3 - Fiction</b></p>	<p><b>Literacy</b> <b>Tree - 2</b> <b>Rosie</b> <b>Revere</b> <b>Engineer -</b> <b>Week 1.</b> See separate plan.</p>	<p>Measurement - Length and Height - See separate plan.</p>	<p><b>One Lesson: Computing:</b> Light up my Lightbot (programming /core) Children use the program to introduce/ reinforce the use &amp; creation of algorithms, by directing the Light Bot around the course. (Lesson 1)</p> <p><b>Geography - Canals</b> Locate with children on local maps where the Bridgwater &amp; Taunton canal starts &amp; finishes. Using smartboard find out facts about the canal. E.g., How long is it? How long did it take to dig? Discuss &amp; compare canals &amp; rivers. Children to learn differences between the two.</p> <p>Visit the canal by walking to/ past bridge by duck pond.</p>	<p><b>Music</b> <b>Planet motif</b> Creating and playing motifs (short sequences of sound); notating or writing down compositions.</p> <p><b>Fantastic Finishers</b></p>	<p><b>PHSE</b> <b>Jigsaw Puzzle 5 - Relationships</b> <b>Piece 4 - Secrets</b></p> <p><b>Identify some of the things that cause conflict with my friends. Demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</b> Sometimes negative (unhelpful) thoughts and feelings can get in the way of making friends again. Conclude by discussing that it is possible for even the closest of friends to fall out sometimes, but we can learn how to fix a broken friendship if both people are willing to try. Work with a partner to role play how to mend a friendship using the problem solving techniques.</p> <p><b>S&amp;L</b> - Children to be taught about secrets and when it is important to speak out. Discuss the ways in</p>	<p><b>Games</b> <b>WALT take part in team sports</b> <b>WALT keep to the rules of a game</b> Warm up - animal walk</p> <p>Rounders: Decide when to run and where to run. Children to be taught the rules of rounder's using all the skills they have developed this year. Working on competitive games and how to make decisions and communicate with team members,</p> <p>Cool down - shake it out</p> <p><b>PE - Miss</b></p>

					<p>which we talk to others and how this can make us feel.</p> <p>See separate Jigsaw planning.</p> <p><b>RE - Agape</b></p> <p>What do Christians believe about love?</p> <p>Lesson 2 - Zacchaeus - Fresh Start</p> <p>Understand the concept of Agape.          Know what a parable is.          Listen and ask questions about 'Zacchaeus' parable.          Understand the role of forgiveness in friendship.</p> <p>Today we are carrying on thinking about love. <b>What is the special word that the Bible uses for love that cares for anyone who needs our help?</b> Agape.  <b>How do Christians learn about Agape?</b>          Parables in the Bible.  <b>What is a parable?</b>          They are stories with special meanings  <b>Have you ever upset someone or fallen out with them?</b> What happened? Did they stop playing with you? How did that make you feel? What did you do to be friends again? What do you think it would feel like if you had upset everyone and no one was your friend?</p> <p>This little clay Bible animation tells the story well, although with a church context in mind.  <a href="https://www.youtube.com/watch?v=1B8uxq0Oz8M">https://www.youtube.com/watch?v=1B8uxq0Oz8M</a></p> <p><b>Why did no one want to be Zacchaeus's friend? Why did Jesus go to Zacchaeus and make friends with him? Why were the other people</b></p>	<p>Gardner- See separate planning</p>
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					<p>angry with Jesus when he did that? What does this story say about what Jesus is like? What does this story say about what we should be like? What does this story say about love?</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 is possible for all people to be saved; rich and poor, good and bad. Show the following: <a href="https://www.youtube.com/watch?v=1B8uxq0Oz8M">https://www.youtube.com/watch?v=1B8uxq0Oz8M</a></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</p>	
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					<p>other person to say sorry and making a fresh start together. <b>S&amp;L</b></p> <p>- 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><b>Week 5</b> 19<sup>th</sup> May - 23<sup>rd</sup> May <b>Assessment Week</b></p>	<p><b>Literacy</b> <b>Tree - 2</b> <b>Rosie</b> <b>Reverse</b> <b>Engineer -</b> <b>Week 2.</b> See separate plan.</p>	SATS week	<p><b>One Lesson: Computing</b> Light up my Lightbot (Programming /core) Use the program to introduce/ reinforce the use &amp; creation of algorithms, to direct the Lightbot around the course - Lesson 2.</p> <p><b>Forest School</b> Which graffiti shall we draw?</p> <p><b>WALT: create graffiti art in style of the graffiti artist Banksy.</b></p> <p>Children enter fire circle in a line and sit on next available log. Discuss fire safety, role of flags &amp; what to do if whistle blows. Discuss class, focus artist, Banksy. What kind of art does he create? Where does he create it? Explain children are going to work in pairs using playground chalk to create their own graffiti art on the large frames &amp; wall in the Sensory Garden. Children move to the Sensory Garden. Children get into 2 /3s &amp; then decide what they are going to draw. Discuss Bridgwater Docks. What does it look like? What kind of buildings are there?</p>	<p><b>Music</b> <b>Journey to space</b> <b>Combining soundscapes and motifs created in previous lessons to create and perform a longer piece of music.</b></p> <p>SATS Tests - Reading /SPaG</p>	<p><b>PSHE</b> <b>Jigsaw Puzzle 5 - Relationships</b></p> <p><b>Piece 5 - Trust and Appreciation</b></p> <p><b>Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</b> <b>Know how it feels to be asked to keep a secret I do not want to keep.</b> <b>Know who to talk to if someone asks you to keep a secret you aren't comfortable with.</b> Discuss the feelings associated with keeping good secrets. Now focus on the bad secrets and explain that this child is keeping a 'worry secret'. Explain to the children that there are two different types of secrets and it is very important to know the difference. Good secrets help make us feel happy and usually lead to good surprises. But some secrets can make us worry and feel sad or frightened. These are</p>	<p><b>No Class teacher</b> <b>PE - Forest School</b></p> <p><b>PE - Miss Gardner- See separate planning</b></p>

			<p>Discuss drawing the Docks. Explain their art will stay on the wall for a few days or even weeks then will eventually be washed away by the weather. Children create their artwork. As a class, look at the different pictures. Why do you like it? Children return to sit on logs in the fire circle to drink their hot chocolate.</p> <p><b>Resources:</b> Playground chalk in different colours x 30+ pieces.</p>		<p>'worry' secrets.</p> <p>In the class circle, share some of the children's ideas about examples of 'worry' secrets. Talk about why it can be hard to reveal 'worry' secrets - you might be scared of the person who told you to keep it, it might be something you feel guilty about, or you might not know who is a safe person to tell it to. Help the children to think of who they could trust if they had a secret they needed to tell. Point out that 'worry' secrets usually lead to worse results if they are kept secret, but if you tell then the worry can be sorted out</p> <p>See separate Jigsaw planning <b>No RE</b></p> <p><b>Rainbow time</b></p>	
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