

Medium Term Plan Summer 2 2026 Seaside

	<u>Week 1</u> <u>1.6.26</u>	<u>Week 2</u> <u>8.6.26</u>	<u>Week 3</u> <u>15.6.26</u>	<u>Week 4</u> <u>22.6.26</u>	<u>Week 5</u> <u>29.6.26</u>	<u>Week 6</u> <u>6.7.26</u>	<u>Week 7</u> <u>13.7.26</u>
<u>Special activities and values</u>	<u>Kindness</u>		<u>Father's Day</u> <u>(21.6.26)</u>		<u>CAP sports morning</u> <u>Wednesday 1 July.</u> <u>Reports go home Friday.</u> <u>TRANSITION DAY Yr 2-</u> <u>Yr3 Friday 3 July (am).</u>	<u>Friendship</u> <u>Seaside trip 7 JULY</u> <u>Optional Parents</u> <u>evening for reports</u>	<u>End of year</u> <u>performance</u>
<u>Maths</u>	Number- Partitioning in different ways	Calculation- Preferred and efficient addition and subtraction methods	Fractions	Money	Position and Direction	Statistics	Transition
<u>Maths Mastering number</u>	Week 30 Secure fluency with number bonds to 10	Week 31 End of unit review and assessment – bonds to 20, missing number, sum of 2 numbers, bridging 10's	Review	Review	Review	Review	Review
<u>English</u>	Izzy Gizmo Reading responses	Izzy Gizmo Instructions	Izzy Gizmo Explanations	Izzy Gizmo Explanations	Descriptive shape poems	Descriptive shape poems	Transition
<u>Reading</u>	Class readers Izzy Gizmo Reading comprehension lesson	At the Beach (Poetry)	At the Beach (Poetry)	Bears - Paddington takes the test.	Bears - Paddington takes the test.	<i>Assessment</i>	Transition
<u>Phonics and spelling</u>	Why do some longer words have the spelling 'ti' for /sh/? eye shoe sun/son	Why do some longer words have the spelling 'ti' for /sh/? eye shoe sun/son	How do I use the possessive apostrophe (singular possession)? thought through whole/hole	When do I swap, drop or double? (-ing, -er, -est, -y, -ed) blue/blew	When do I swap, drop or double? (-ing, -er, -est, -y, -ed) blue/blew	<i>Assessment</i>	Transition
<u>Science</u>	Use observational skills to identify plants and their parts. Explain the function of each plant part.	Does a plant need leaves? Start investigation Plant bean and start bean diary. Look at examples of different bulbs and seeds using a magnifying glass. Discuss how they are similar and different from each other. Round robin	Plant condition investigation. Does a plant need soil for it to grow? How can we make it a fair test? Children to make predictions about where the seeds will grow best. Whole class investigation. Monitor over time Complete differentiated investigation sheet. Carry on bean diary.	Investigate plant life cycles. Find out the life cycle of a sunflower Carry on bean diary	Children to complete their investigation from week 3 (plant condition experiment) and complete their write up of the bean diary booklet.	Children to complete their investigation from week 3 (plant condition experiment) and complete their write up of the bean diary booklet.	Transition

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<u>Computing</u> <u>Presenting Ideas</u>	Presenting a story in different ways To explore how a story can be presented in different ways - mind map eBook Quiz	Presenting seaside facts as a quiz To make a quiz about the Seaside - 1 of 2	Presenting seaside facts as a quiz To make a quiz about the Seaside - 2 of 2	Presenting ideas - Make a non-fiction fact file on the seaside - use 4 subheadings - Food, Attractions, Safety, Clothes To make a fact file on a non-fiction topic - 1 of 2	Presenting ideas - Make a non-fiction fact file on the seaside - use 4 subheadings - Food, Attractions, Safety, Clothes To make a fact file on a non-fiction topic - 2 of 2		Transition
<u>Online safety</u>		I can recognise that content on the internet may belong to other people.			I know how to keep safe online		Transition
<u>Art/DT</u>	Explore mechanisms and design a vehicle.	Making	Making	Decorating	Decorating	Evaluating	Transition
<u>History/ Geography</u>	Geography - What is a seaside and where do you find them? Look at features of the coast. Explore maps and discuss what the symbols may mean. Revise directions N S E W. Children to use a key to explain what they have found out.	Geography - Discuss and sort physical and human features of seaside.	History - Comparing seaside holidays in the past and present - focus this week on transport.	History - Comparing seaside holidays in the past and present - focus this week on clothing.	History - Comparing seaside holidays in the past and present - focus this week on entertainment and food.	History - Using children's knowledge and understanding from the unit, children to write a postcard	Transition
<u>RE</u> <u>How and why do people take care of the environment?</u>	The gift of creation	Good Stewards of the Earth	Beauty of Nature	Caretakers of Nature	Create a 'celebrating nature' festival.		Transition
<u>Music</u>	Listen and respond - The Sunshine Song Singing The Sunshine Song Playing Performing	Listen and respond - No More Dinosaur Singing The Sunshine Song Improvising Performing	Listen and respond - Four White Horses Singing Four White Horses Playing Performing	Listen and respond - Que LLueva, Que LLueva Singing Four White Horses Improvising Performing	Listen and respond - Down By The Bay Singing Down By The Bay	Practise for end of year performance	Transition

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<u>PHSE/RSE</u>	Habits	Money	RHE lesson 1	RHE lesson 2	RHE lesson 3	Transition Discuss moving up to year 3 what might it be like? What will be different, what will be the same? What are children looking forward to? Do the children have any worries?	Transition Highlights of year 2 – discuss what children have enjoyed the most about year 2. Children to work in groups to make poster/letter for year 1 children with the things they have enjoyed most about year 2.
<u>PE Short</u>	Locomotion week 1	Locomotion week 2	Locomotion week 3	Sports Day Preparation	Sports Day Preparation	Sports Day Preparation	Transition
<u>PE Long</u>	Rackets and Ball Skills	Rackets and Ball Skills	Rackets and Ball Skills	Sports Day Preparation	Sports Day Preparation	Sports Day Preparation	
<u>Handwriting Group 1</u>	Diagonal join ee three, sleep, tree, been, feet	Diagonal join ai, ay, said,,again, day, play	Diagonal join ine, ime, fine, shine, time, slime	Horizontal join op, oy floppy, stop, boy, annoy	Horizontal join, no ascender one, ome phone, gone, bone home, some, come	Horizontal join, no ascender to an anti-clockwise letter oa, og road, toad, float ogre, frog, login	
<u>Handwriting</u>	Diagonal join to ascender - Joins - at, all that, what, cat, wall, ball, fall	Diagonal join to ascender - Join - th the, then, than, these, there, three, with	Diagonal join to ascender - Joins - cl, ch class, climb, clothes, child, children, which	Diagonal join to ascender - Joins - in, im kind, again, into climb, time, improve	Diagonal joins - no ascender - Joins - cr, tr, dr cried - craft tree - train dragon - dripped	Diagonal join no ascender - lp, mp help, gulp, yelp jump, bump, swamp	
<u>Homework</u>	Think about a device in your house - explain how it works.	How do you care for the Earth?	Draw a vehicle.	What are you looking forward to doing in Year 3?	What was your favourite memory from Year 2?		
<u>Spelling</u>	fiction invention attention station caption reception emotion action Prickly spellings eye shoe	collected reflected inventor invented inspection actor collection inspector Prickly spellings eye shoe	the girl's hat Mrs Brown's pen Kim's book the goat's soap the baby's toy Jess's bag the boy's sock the cat's tail Prickly spellings thought through	drier wrapping biggest mixing trying funny silliest replied Prickly spellings eye shoe thought through	latest danced scary nicest whinged icing shiny carer Prickly spellings eye shoe thought through		