



## Kingsteignton School Medium Term Plan

### Summer 2 Year 2 – Primrose and King Cup

Summer 2 2026	Week 1 w.b 1.6.26	Week 2 w.b 8.6.26 <b>SATS</b>	Week 3 w.b 15.6.26 <b>SATS</b> <b>Sports Week</b>	Week 4 w.b 22.6.26	Week 5 w.b 29.6.26	Week 6 w.b 6.7.26	Week 7 w.b 13.7.26 <b>Transition Week</b>
<b>English</b>	<b>Fiction</b> - Stuck by Oliver Jeffers Can I write my own story based on the pattern of Stuck?			<b>Fiction</b> – The Disgusting Sandwich by Gareth Edwards Can I write my own story in the style of the text?			
<b>Maths</b>	Minutes in an hour  Hours in a day  Time assessment  Revision of Addition	Revision of subtraction, multiplication and division.	SATS week	<b>Statistics</b>  Elicitation Task  Make tally charts  Tables  Block diagrams  Draw pictograms	<b>Statistics</b>  Interpret pictograms  Draw pictograms  Interpret pictograms  End of unit task  Position and direction elicitation task	<b>Position and Direction</b>  Language of position  Describe movement  Describe turns  Describe movement and turns	

						Shape patterns with turns  Assessment Task	
<b>Science</b>	<b>Plants (bulbs and seeds)</b>	<b>Growing Up</b>					
	Can I plant bulbs and seeds?  Assessment Task	Elicitation Task  Can I understand that animals, including humans, have offspring which grow into adults?	Can I understand the lifecycle of humans?	Can I see patterns between the life cycles of different mammals?	Can I understand the lifecycle of a frog? Can I understand the lifecycle of a butterfly?	Can I see patterns between the life cycles of different animals?  Assessment Task	
<b>History</b> <b>Great Fire of London</b>	Can I understand what it was like in London in the 1600's?	Can I explain what the Great fire of London was and how it started and spread so quickly?	Can I explain how we know what happened during the Great Fire of London?	Can I understand how the Great Fire of London ended?	Can I explore what people learned from the fire? How do we keep ourselves safe from fire today?	Great Fire of London experience day or assessment.	
<b>DT</b> <b>Structures</b>	Can I evaluate a range of existing products?	Can I understand what makes structures strong and stable?	Can I evaluate a range of joins?	Can I design a product for a purpose for an intended user?	Can I use design criteria to make a product (chair for a bear)?	Can I evaluate my design and suggest changes?	

<b>RE</b> <b>What makes some places sacred to believers?</b>	Can I say which places are special to me?	Can I understand which place of worship is sacred for Christians?	Can I understand which place of worship is sacred for Jewish people?	Can I understand which place of worship is sacred for Muslims?	Can I describe how places of worship are similar and different?	End of unit assessment	
<b>PSHE Jigsaw</b> <b>Changing Me</b>	Can I recognise cycles of life in nature?	Can I tell you about the natural process of growing from young to old and understand that this is not in my control?	Can I recognise how my body has changed since I was a baby and where I am on the continuum from young to old?	Can I recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private?	Can I understand there are different types of touch and can tell you which ones I like and don't like?	Can I identify what I am looking forward to when I move to my next class?	
<b>PE</b>	<b>Athletics Basketball</b>						
<b>Music</b> <b>What is the samba?</b>	Can I understand where samba came from?	Can I name what instruments make up samba?	Can I learn and play as part of a samba band?	Can I compose a samba piece as part of a group?		Can I perform my samba piece with confidence?	
<b>Computing</b> <b>Programming B – programming quizzes</b>	Can I recap using 'Scratch Jr'?	Can I explain that a sequence of commands has an outcome?	Can I create a program using a given design?	Can I change a given design?	Can I create a program using my own design?	Can I decide how my project can be improved?	