


## Medium Term Planning

### CYCLE B

### Year 2

#### School Drivers

- Mental Health and Resilience
- Communication Skills
- The Wider World

	SPRING 1					
	<i><b>THEME-Our Wonderful World</b></i>					
<b>Educational visits/visitors</b>	<ul style="list-style-type: none"><li>• E safety concert</li><li>• Didgeridoo Man</li><li>• Australia Day</li></ul>					
<b>Science</b>	<b><u>Year 2</u></b> <b><u>Focus-Everyday Materials</u></b> <ul style="list-style-type: none"><li>• To identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li><li>• To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li></ul>					
	<b>Reading link-</b>					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	. Lesson 5	
	<b>Some materials are natural and some are man-made.</b>	<b>Predictions are made using knowledge we all know.</b>	<b>An investigation is finding out what happens.</b>	<b>Some materials are harmful for the environment.</b>	<b>Some materials can be recycled.</b>	<b>QUICK QUIZ related to the necessary knowledge</b>
<b>Geography</b>	<b><u>Year 2</u></b> <b><u>Focus- England and Australia</u></b> <ul style="list-style-type: none"><li>• To name and locate the world's seven continents and five oceans.</li><li>• To name, locate and identify characteristics of the four countries and capitals of the United Kingdom and its surrounding seas.</li></ul>					

	<ul style="list-style-type: none"><li>To understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European Country.</li><li>To use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</li></ul> <b>Maths link-</b>				
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	Recap lesson about the countries of the UK and the capital cities  <b>The UK is made up of 4 countries. England, Scotland, Wales and Northern Ireland.</b>	Continents  <b>There are seven continents in the world and five oceans.</b>	Find out facts about Australia.  <b>Australia’s seasons are the opposite to the seasons in the UK.</b>	<u>Australia Day</u> Australian artefacts, fairy bread. didgeridoo, boomerang, hat. Investigate and talk about them.  <b>Koalas and Kangaroos live in Australia.</b>	Compare England and Australia  <b>A famous building in Australia is called The Sydney Opera House.</b>
<b>Art and Design</b>	<b><u>Year 2</u></b> <b><u>Focus-Aboriginal art (Judy Watson Napangardi-Painter)</u></b> <ul style="list-style-type: none"><li>To use a range of materials creatively to design and make products.</li><li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li><li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li><li>To learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines and making links to their own work.</li></ul> <b>Food technology-Lamington Cakes</b> <u>Cooking and nutrition</u> <ul style="list-style-type: none"><li>To use the basic principles of a healthy and varied diet to prepare dishes.</li><li>To understand where food comes from.</li></ul> <b>Reading link-</b>				
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	
	Painting different marks using paintbrushes.	Introducing Judy Watson Napangardi and learn some facts about her.	First attempt at painting in the style of Judy Watson Napangardi.	Feedback and then 2 <sup>nd</sup> attempt.	
<b>Computing</b>	<b><u>Year 2</u></b> <b><u>Focus- Preparing for programming</u></b>				

	<ul style="list-style-type: none"> <li>To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> </ul>			
	Lesson 1	Lesson 2	Lesson 3	Lesson 5
	Brushing teeth drawing and writing  <b>An algorithm is a set of precise instructions.</b>	Use Beebots and record  <b>To be able to follow a simple algorithm.</b>	Worked with partner to create an algorithm and record.  <b>To create a simple algorithm.</b>	Worked with partner to create an algorithm and record.  <b>To create a simple algorithm.</b>
<b>PE Teachers-Games</b> (See separate PE Planning)	<b><u>Year 2</u></b> <b><u>Focus:-Games-Unihoc</u></b> <ul style="list-style-type: none"> <li>To participate in team games, developing simple tactics for attacking and defending.</li> </ul>			
	Lesson 1-5			
	Follow lesson planning for Unihoc <b><u>End of unit outcome</u></b> To be able to control the puck when dribbling. To be able to push pass and stop the puck. To be able to play small-sided games using good attacking principals e.g. space.			
<b>PE Express Coaching-Dodgeball</b> (See separate Express Coaching PE Planning)	<b><u>Year 2</u></b> <b><u>Focus- Gymnastics</u></b> <ul style="list-style-type: none"> <li>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> </ul>			
	Lesson 1-5			
	Weekly lessons on See Express Coaching Planning <b><u>End of unit outcomes</u></b> To successfully transfer floor skills onto the apparatus. Perform travel, rolls, jumps and balances with body tension. Recognise good performance.			
<b>RE</b> (see English Medium term Planning)	<b><u>Year 2</u></b> <b><u>Focus-2.1 Leaders</u></b>			
	<b>A2.</b> Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come. <b>C1.</b> Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. <b>C2.</b> Find out about and respond with ideas to examples of co-operation between people who are different.			

	<p><b><u>End of unit outcomes</u></b> Children to record some good “rules for living”.</p>
<p><b>Music</b> (See separate Charanga Planning)</p>	<p><b><u>Year 2</u></b> <b><u>Focus- I wanna play in a Band.</u></b> <b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>• To listen and appraise Rock music</li> <li>• To learn to sing the song</li> <li>• To play instruments with the song</li> <li>• To improvise with the song (voices and instruments)</li> <li>• To compose with the song</li> <li>• To perform and share</li> </ul> <p>Lessons 1-5</p> <p>Weekly lessons using CHARANGA planning</p> <p><b><u>End of unit outcome</u></b> Record of I wanna play in a Band</p>
<p><b>RHE through JIGSAW</b> (See separate JIGSAW Planning)</p>	<p><b><u>Year 2</u></b> <b><u>Focus- Dreams and Goals</u></b> Use JIGSAW Scheme to plan from.</p> <p>Lessons 1-5</p> <p>Weekly lessons using JIGSAW planning</p> <p><b><u>End of unit outcome</u></b> Record lesson 3</p>
<p><b>BRITISH VALUES</b></p>	<p><b><u>FOCUS-RULE OF LAW</u></b></p> <ul style="list-style-type: none"> <li>• Display up in classroom</li> <li>• Watch PowerPoint</li> <li>• Include photographs of children following the school rules on the display</li> </ul>

**SMSC  
FESTIVALS**

**Cultural  
Capital**

- New Year celebration
- Chinese New Year
- RSPB Big School's Bird Watch (January)
- NSPCC Number Day
- Children's Mental Health Week
- Safer Internet Day
- Valentine's day