

Medium Term Planning

**CYCLE B**

**Year 2**

School Drivers

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

**Summer 2**

***THEME-Food Glorious Food***




**Educational visits/visitors**

- Life Tent

**Science**

<p><b><u>Year 2</u></b>  <b><u>Focus-Exercise, food and hygiene</u></b>  <b><u>Animals including humans.</u></b></p> <ul style="list-style-type: none"> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p><b>Investigation-Germs investigation</b>  <b>Reading link-</b></p>					
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Children will discuss and carry out different exercises. <b>NK Exercise is important to humans to stay healthy</b>	Super Spud and the Stinky Space Rescue. Children will design a hygiene poster for Spuds friends. <b>NK Hygiene is important to</b>	Prediction -Bread investigation <b>NK An investigation is finding out what happens.</b>	<b>Bread investigation</b>	Healthy eating, food groups sort. <b>NK A healthy diet is important to humans to stay healthy.</b>	Unit review and mind map.

		humans to stay healthy.	(2 slices of bread/1 coughed on in sealed food bag/1 hand sanitised)							
History	<b>Year 2</b> <u><b>Focus- Florence Nightingale</b></u> <ul style="list-style-type: none"> <li>To understand the lives of significant individuals in the past who have contributed to national and international achievements. (Mary Seacole)</li> <li>To compare aspects of life in different periods of time.</li> </ul> <b>Reading links-Reading about Florence Nightingale</b>									
	Lesson 1		Lesson 2		Lesson 3		Lesson 4			
	Florence Nightingale was alive over 200 years ago.		Florence Nightingale is known as the lady of the lamp because she carried a lamp when she checked on her patients.		Florence Nightingale was the founder of modern medicine.		Florence Nightingale was awarded the Red Cross for her work.			
Art and Design	<b>Year 2</b> <u><b>Focus-Portrait drawing with pencils (Frida Kahlo)</b></u> <ul style="list-style-type: none"> <li>To use drawing to develop and share their ideas, experiences and imagination.</li> <li>To develop a wide range of art and design techniques in using line, shape, form and space.</li> <li>To learn about the work of a range of artists, making links to their own work.</li> </ul> <b>Reading links-Reading information about Frida Kahlo</b>									
	<b>Food technology-Pumpkin Soup making</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>									
	Lesson 1		Lesson 2		Lesson 3		Lesson 4		Lesson 5	
	<b>Skills</b> Pencil skills (using pencil to create different tones and textures). <i>Floor book- groups of 6 to record evidence of the different pencil skills.</i> <i>Table activity- sketch books practice pencil skills.</i>		<b>Skills</b> Pencil skills (using pastels and charcoals to create tone and texture). <i>Floor book- groups of 6 to record evidence of how to create tone.</i> <i>Table activity- sketch books practice creating tone and</i>		<b>Skills</b> Pencil skills (using pencil skills learnt in previous weeks to sketch realistic facial features). <i>Floor book- groups to record evidence of realistic facial features.</i>		<b>The artist- Frida Kahlo</b> <b>Outcome</b> Learn about Frida Kahlo e.g. what is she famous for, significant information about her life e.g. DOB, DOD, nationality, illness, near death experience etc		<b>Outcome</b> Create a self-portrait using some of the techniques taught using pencil and colouring pencils. 	

		<p><i>texture using pastels and charcoals.</i></p>	<p><i>Table activity- sketch books practice drawing realistic facial features using pencils and pastels/charcoals.</i></p>	<p><i>Floor book- groups to record facts/ information they have learnt about Frida Kahlo</i></p> <p><i>Table activity- Create a self-portrait using some of the techniques taught using pencil and pastels/charcoals</i></p>	<p><i>Floor book- photocopies of a range of portraits created by the children.</i></p> <p><i>Table activity- Create a self-portrait using some of the techniques taught using pencil and pastels.</i></p>
<p><b>Computing</b></p>	<p><b>Year 2</b>  <b>Focus- Grouping Data</b></p> <ul style="list-style-type: none"> <li>• Uses technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>				
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	
	To use technology safely. To understand the SMART rules.	To count objects with the same properties.	To compare groups of objects.	To answer questions about groups of objects.	
<p><b>PE Teachers</b></p>	<p><b>Year 2</b>  <b>Focus- Dance</b>  <b>DDMIX- Lumberjack Hoedown</b></p> <ul style="list-style-type: none"> <li>• To perform dances using simple movement patterns</li> </ul>				
	Lesson 1-5 (2 Forest Schools)				
	<p>Follow lesson planning for</p> <p><b>End of unit outcome</b></p> <ul style="list-style-type: none"> <li>• Learn the key movements of the DDMIX Lumberjack hoedown dance, demonstrating clear dynamics.</li> <li>• Link the DDMIX Lumberjack hoedown key movements to form a dance. Perform with a group using changes of group formation</li> <li>• To work with a partner to create a key movement using the rhythmic pattern of the Lumberjack hoedown dance.</li> </ul>				
<p><b>PE Express Coaching</b></p>	<p><b>Year 2</b>  <b>Focus- Multi Skills</b></p> <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 1-6				



(See separate Express Coaching PE Planning)	Weekly lessons on See Express Coaching Planning <u><b>End of unit outcomes</b></u> <ul style="list-style-type: none"> <li>To be able to move around safely and under control.</li> <li>To be able to prepare hands to catch a ball and do so successfully some of the time.</li> <li>To be able to increase distance of throw by using overarm.</li> <li>To be able to keep score and follow the rules of the game.</li> </ul>			
<b>RE</b>	<u><b>Year 2</b></u> <u><b>Focus:-Belonging</b></u> <ul style="list-style-type: none"> <li><b>A1.</b> Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life in order to find out the meanings behind them.</li> <li><b>B2.</b> Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;</li> <li><b>C2.</b> Find out about and respond with ideas to examples of co-operation between people who are different;</li> </ul>			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	To know there are different ways of belonging	To know the Golden Rule	To know about Jesus' Baptism	To know that baptism shows that someone belongs to the Christian faith (inc. role play baptism with Mr Darlington)
<b>Music</b> (See separate Charanga Planning)	<u><b>Year 2</b></u> <u><b>Focus- Hands, Feet and Heart</b></u> <ul style="list-style-type: none"> <li>To listen and appraise South African music.</li> <li>To sing, play instruments, improvise and compose.</li> <li>To perform a song.</li> </ul>			
	Lessons 1-5			
	Weekly lessons using CHARANGA planning <u><b>End of unit outcomes</b></u> Performance of Hands, Feet and Heart.			
<b>RHE through JIGSAW</b>	<u><b>Year 2</b></u> <u><b>Focus- Being me in my world</b></u>			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	To learn about our hopes and fears for the year	To know the rights and responsibilities of being a member of our class and school	To listen to other people and contribute ideas about rewards	To listen to other people and contribute ideas about consequences  L5: To know that following our class and school rules will help us learn.

<b>BRITISH VALUES</b>	<b><u>Focus- Democracy</u></b> <ul style="list-style-type: none"><li>• Voting from school council members, Eco Warriors, Playground Pals</li><li>• Voting for stories at the end of the day</li><li>• Questions on a wedge outside classroom (lolly sticks)</li></ul>
<b>SMSC FESTIVALS</b>  <b>Cultural Capital</b>	<ul style="list-style-type: none"><li>• Mental Health Awareness Day</li><li>• British Food Fortnight</li><li>• Harvest Festival</li></ul>