


Medium Term Planning

CYCLE A

Year 2

School Drivers

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

	AUTUMN 2				
	<i>THEME-Once upon a time.....</i>				
Educational visits/visitors	<ul style="list-style-type: none"> • Anti Bullying drama session • Visit from Princess Parties-Christmas week 				
Science	<p><u>Year 2</u> <u>Focus-Everyday Materials</u></p> <ul style="list-style-type: none"> • 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. • To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Reading link- Labels for sorting, descriptions for properties Maths link-Statistics-tally chart</p>				
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	Identify uses of different materials Investigate practical uses of materials	Changes in materials Bending, stretching, squashing etc NK-The shape of some objects can be changed by	.Recapping properties of materials from YR1. Identifying and comparing suitability of materials for different purposes and why. NK- Materials have different properties and	Introduce the investigation- Design a roof for the 3 little pigs house. NK-Objects are and materials can be described using words like	Complete, evaluate and record invetsigation. NK-Waterproof means water cannot go through it.

	NK-Objects are made from materials.	squashing, bending, twisting or stretching.	are used to make different things	smooth/rough, hard/soft, shiny/dull waterproof/absorbent.	
Geography	Year 2 <u>Focus-Our Local area</u> <u>Human and physical geography</u> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: *key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather *key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 				
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	
	Skill Focus-To be able to observe key features of a place and make comparisons.				
	Learn about our local area of Clipstone. Look at different types of maps. NK-Clipstone is located in Nottinghamshire.	Learn about the key features that make a village, town and city. NK-Clipstone is a village.	Learn how to draw a route from our school to a significant place in the village e.g shops, library, allotment, Newlands School NK-A route is the path you travel along with a starting point and an end point.	Fieldwork Question Which street close to school is the busiest? NK-Fieldwork is when we investigate our surroundings.	
Design Technology	Year 2 <u>Focus-Design and make a car to escape the big bad wolf.</u>				
	<u>Design</u> <ul style="list-style-type: none"> To design products purposeful, functional, appealing products for themselves and other users based on design criteria To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology. <u>Make</u> <ul style="list-style-type: none"> To select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics. To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. <u>Evaluate</u> <ul style="list-style-type: none"> To evaluate their ideas and products against design criteria. 				

	Food technology-Reindeer Biscuits (skill focus-weighing and mixing) <u>Cooking and nutrition</u> <ul style="list-style-type: none"> To use the basic principles of a healthy and varied diet to prepare dishes. To understand where food comes from. Maths link-Measuring when making the houses. Reading link-Read the recipe when baking			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	Teach the skills of wheels and axles	Design a car to escape the big bad wolf. using specific criteria.	Make a car using the specific skills taught.	Evaluate the car based on the design criteria.
Computing	Year 2 <u>Focus- Preparing for Programming</u> <ul style="list-style-type: none"> To understand what algorithms are. To follow and create a simple algorithm. 			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	Understand what algorithms are.	Follow a simple algorithm.	Create a simple algorithm.	Create a simple algorithm.
PE Teachers-Games (See separate PE Planning)	Year 2 <u>Focus-Games (Parachute Games)</u> To participate in team games, developing simple tactics for attacking and defending.			
	<u>End of unit outcome</u> To be able to correctly hold the parachute and follow a sequence of instructions when completing parachute games.			
	<u>Lesson 1-6</u> Alternate week lessons on parachute games, concentrating on developing team game skills and techniques. See Parachute Games Weekly Planning Alternate weekly FOREST SCHOOL SESSIONS See Forest School sessions planning			
PE	Year 2			

Express Coaching-Dodgeball (See separate Express Coaching PE Planning)	<u>Focus-Games (Dodgeball)</u> To participate in team games, developing simple tactics for attacking and defending.			
	<u>End of unit outcomes</u> To be able to use basic skills associated with dodgeball (throw, catch, dodge, block). To be able to work co-operatively with partners and in teams.			
	Lesson 1-5			Lesson 6
Weekly lessons on dodgeball, concentrating on developing specific skills and techniques. See Express Coaching Planning and Dodgeball weekly planning			Glow in the Dark Dodgeball	
RE	<u>Year 2</u> <u>Focus-1.1 Celebrations and Festivals (CHRISTMAS)</u> A2. 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; B1. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make; B3. Notice and respond sensitively to some similarities between different religions and world views. C1. 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;			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	To understand that the story of The First Christmas comes from the gospels of Luke and Matthew in the Bible.	To be able to retell the story of Christmas and explain it's significance.	To be able to explain the symbolism of the candles of the Advent Wreath	To be able to explain the symbolism of the candles of the Advent Wreath
	<u>Year 2</u> <u>Focus-Charanga Music-Year 2 -Ho, Ho, Ho</u> <ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select and combine sounds using the interrelated dimensions of music <u>End of unit outcome</u> Performance of Ho, Ho, Ho			
Lesson 1-3		Lesson 4-6		
Music (See separate Charanga Planning)				

	Weekly lessons using CHARANGA planning	Christmas songs for concert for parents		
RHE through JIGSAW (See separate JIGSAW Planning)	<u>Year 2</u> <u>Focus-Celebrating Difference and Anti-Bullying</u> <u>End of unit outcome</u> Anti-Bullying work recorded as per plan			
	Lesson 1	WK2	Lesson 3	Lesson 4
		Anti-Bullying lessons		
BRITISH VALUES	<u>FOCUS-RESPECT</u> <ul style="list-style-type: none"> • Having respect for children and adults at school • Having manners. • Saying please and thank-you 			
SMSC FESTIVALS Cultural Capital	<ul style="list-style-type: none"> • Bonfire Night • Remembrance Day • Diwali • St Andrews Day • Christmas 			