


Medium Term Planning

CYCLE A

Year 2

School Drivers

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

	SPRING 1			
	<i>THEME-Our Wonderful World</i>			
Educational visits/visitors	<ul style="list-style-type: none"> • Great Fire of London Drama • Chinese New Year Dancing • Internet Safety workshops 			
Science	<u>Year 2</u> <u>Focus-Everyday Materials</u>			
	<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. 			
	Reading link- Reading labels for different materials (Reading Rex) Maths links-measuring and recording results, sorting and comparing results using the language of more and fewer. (Tiny the turtle)			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	Some materials are natural and some are man-made.	Some materials can be recycled.	Some materials are harmful for the environment.	
History	<u>Year 2</u> <u>Focus- The Great Fire of London</u> Pupils should be taught about:			

	Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London)			
	Reading Links-Reading facts about the Fire Maths link-Timeline, sequencing			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	Skills focus-To be able to find out about events in other times. To be able to confidently describe similarities and differences.			
The Great Fire of London started in a bakery in 1666.	The Fire spread very quickly because the houses were made from wood and straw	When London was rebuilt, the houses were built out of brick.	Samuel Pepys wrote a diary about the Great Fire of London.	
Art and Design	Year 2 <u>Focus-Painting (The great Fire of London)</u>			
	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 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 			
	Food technology-Cheese Scones <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. 			
	Reading link- Reading facts about the artist Vincent Van Gogh Maths links-Pattern Science links-Materials			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	Practice using shade and tone.	Learn about Vincent Vang Gogh, look at his work and practice painting in his style.	Paint the Great Fire of London landscape in the style of Vincent Van Gogh. End of session-WAGOLL and discussion	Evaluate their work against other's using success criteria
Computing	Year 2 <u>Focus- Programming</u>			

	<ul style="list-style-type: none"> To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. 			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	To understand what an algorithm is. To program a Beebot.	To understand what an algorithm is. To program a Beebot.	To program a Beebot to move to a specific place.	To record a simple algorithm.
PE Teachers-Games (See separate PE Planning)	Year 2 Focus: -Games-Unihoc <ul style="list-style-type: none"> To participate in team games, developing simple tactics for attacking and defending. 			
	Lesson 1-5			
	Follow lesson planning for Unihoc End of unit outcome 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.			
PE Express Coaching-Gymnastics (See separate Express Coaching PE Planning)	Year 2 Focus- Gymnastics <ul style="list-style-type: none"> 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. 			
	Lesson 1-5			
	Weekly lessons on See Express Coaching Planning End of unit outcomes To successfully transfer floor skills onto the apparatus. Perform travel, rolls, jumps and balances with body tension. Recognise good performance.			
RE	Year 2 Focus-2.1 Leaders 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. 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. C2. Find out about and respond with ideas to examples of co-operation between people who are different.			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	We are learning about the qualities of a leader.	We are learning that Saint Peter was a leader to Christians.	We are learning that Moses was a leader to Christians and Jewish people.	We are learning that God gave Moses the 10 commandments.

<p>Music (See separate Charanga Planning)</p>	<p>Year 2 <u>Focus- I wanna play in a Band.</u></p> <ul style="list-style-type: none"> To listen and appraise Rock music To learn to sing the song To play instruments with the song To improvise with the song (voices and instruments) To compose with the song To perform and share <p>Year 2 Performance of 'I wanna play in a band' with movement</p> <p>Lessons 1-5</p> <p>Weekly lessons using CHARANGA planning</p> <p><u>End of unit outcome</u> Record of I wanna play in a Band</p>											
<p>RHE through JIGSAW (See separate JIGSAW Planning)</p>	<p>Year 2 <u>Focus- Dreams and Goals</u> Use JIGSAW Scheme to plan from.</p> <table border="1" data-bbox="353 778 2112 979"> <thead> <tr> <th data-bbox="353 778 792 831">Lesson 1</th> <th data-bbox="792 778 1232 831">Lesson 2</th> <th data-bbox="1232 778 1671 831">Lesson 3</th> <th data-bbox="1671 778 2112 831">Lesson 4</th> </tr> </thead> <tbody> <tr> <td data-bbox="353 831 792 979">We are learning about achievements and how they make us feel.</td> <td data-bbox="792 831 1232 979">We are learning to persevere even when we find things difficult.</td> <td data-bbox="1232 831 1671 979">We are learning how working with other people can help us to learn.</td> <td data-bbox="1671 831 2112 979">We are learning to work cooperatively in a group to create an end product.</td> </tr> </tbody> </table>				Lesson 1	Lesson 2	Lesson 3	Lesson 4	We are learning about achievements and how they make us feel.	We are learning to persevere even when we find things difficult.	We are learning how working with other people can help us to learn.	We are learning to work cooperatively in a group to create an end product.
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<p>BRITISH VALUES</p>	<p><u>FOCUS-RULE OF LAW</u></p> <ul style="list-style-type: none"> Display up in classroom Watch PowerPoint Include photographs of children following the school rules on the display 											
<p>SMSC FESTIVALS Cultural Capital</p>	<ul style="list-style-type: none"> 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 											

