


Medium Term Planning

CYCLE A

Year 2

School Drivers

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

	Summer 1		
<i>THEME-Where The Wild Things Are</i>			
Educational visits/visitors	<ul style="list-style-type: none"> • Minibeast activity • Grandad Wheels • Forest School 		
Maths	Statistics (2 weeks)	Addition and Subtraction Problems (2 weeks)	Multiplication and Division Problems (2 weeks)
English	 <p style="text-align: center;">Bug Girl (3 weeks)</p> <p style="text-align: center;">Poetry-Write a minibeast riddle</p>		 <p style="text-align: center;">Bug Girl (3 weeks)</p> <p style="text-align: center;">Non-Fiction-Write a factsheet about a minibeast</p>
Science	<p><u>Year 2</u></p> <p><u>Focus-Living things and their habitats</u></p> <ul style="list-style-type: none"> • To explore and compare the differences between things that are living, dead and things that have never been alive. • To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • To identify and name a variety of plants and animals in their habitats, including microhabitats. 		

	<ul style="list-style-type: none"> To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>Maths link- Statistics</p> <ul style="list-style-type: none"> To interpret and construct simple pictograms, tally charts, block diagrams and simple tables. To ask and answer questions about totalling and comparing categorical data. <p>Reading link-Reading information about different animals and their habitats.</p>			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	Life processes-Living, Dead, Never been alive NK- The environment around us is full of living, dead and non-living things.	Introduce habitats. NK-Animals live in habitats appropriate to their needs.	Recap habitats. Focus on Microhabitats, explore the wildlife area, recording the minibeasts they find using a tally chart. MATHS LINK- Return to the classroom and create a block diagram of the total of minibeasts they find in the different microhabitats. Answer questions linked to the data they have gathered. NK- A microhabitat is a small area within a larger habitat that smaller animals such as minibeasts live.	Food Chains NK- Every animal and plant needs food to live, and they are all part of a food chain.
Geography	<p>Year 1</p> <p>Focus-Map skills.</p> <ul style="list-style-type: none"> To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map, and use and construct basic symbols in a key. 			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	England, Wales, Scotland and Northern Ireland make up the UK.	A key tells us what the symbols mean on a map.	A key tells us what the symbols mean on a map.	A compass shows us the directions NORTH, SOUTH, EAST and WEST.

Art and Design

Year 2

Focus-Design and make a car for The Bug Girl

Design

- 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.

Make

- 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.

Evaluate

To evaluate their ideas and products against design criteria

Food technology-Ladybird Muffin Pizzas (Skill focus-chopping, cutting, grating and presentation

Cooking and nutrition

- To use the basic principles of a healthy and varied diet to prepare dishes.
- To understand where food comes from.

Reading links-Reading the recipe instructions

Baking Session

Ladybird Muffin Pizzas

Skill focus-Chopping, grating and presentation

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Teach the skills of wheels and axles	Design a car for The Bug Girl using specific criteria.	Make a car using the specific skills taught.	Evaluate the car based on the design criteria.

Computing

Year 2

Focus-Digital Music (Making Music)

- To use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Lesson 1	Lesson 2	Lesson 3
Identify that there are patterns in music.	To use a computer to create a musical pattern. • I can identify that music is a sequence of notes	To create music for a purpose.

	<p>To experiment with sounds using a computer.</p> <ul style="list-style-type: none"> I can create a rhythm pattern I can explain that music is created and played by humans I can use a computer to experiment with pitch 	<ul style="list-style-type: none"> I can explain how my music can be played in different ways I can refine my musical pattern on a computer 	<ul style="list-style-type: none"> I can create a rhythm which represents an animal. I can create my animal's rhythm on a computer. I can add a sequence of notes to my rhythm.
<p>PE Teachers-Sports Day Practice (See separate PE Planning)</p>	<p>Year 2 <u>Focus: Sports Day Practise</u></p>		
	<p>Lesson 1-4 (2 Forest Schools)</p>		
	<p>Follow lesson planning for <u>End of unit outcome</u></p> <ul style="list-style-type: none"> To take part in sports day. 		
<p>PE Express Coaching-Athletics (See separate Express Coaching PE Planning)</p>	<p>Year 2 <u>Focus- Athletics</u></p> <ul style="list-style-type: none"> To develop practical skills, in order to participate, compete and lead a healthy lifestyle. To develop and improve athletic technique in a variety of track and field events. To understand the value and importance of teamwork, sportsmanship and competition. 		
	<p>Lesson 1-6</p>		
	<p>Weekly lessons on See Express Coaching Planning <u>End of unit outcomes</u></p> <ul style="list-style-type: none"> To be able to take part in some athletics competitions. 		
<p>RE (see English Medium term Planning)</p>	<p>Year 2 <u>Focus-Believing-The Jewish Faith</u></p> <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. 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. C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>		
	<p>Lesson 1</p>	<p>Lesson 2</p>	<p>Lesson 3</p>
	<p>To learn about the religion of Judaism.</p>	<p>To learn about the creation story.</p>	<p>To learn about the festival of Shabbat.</p>

Music (See separate Charanga Planning)	Year 2 Focus-Friendship Song			
	<ul style="list-style-type: none"> To listen and appraise songs about friendship. To learn and/or build on knowledge and understanding about the interrelated dimensions of 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 			
	Lessons 1-6 Weekly lessons using CHARANGA planning.			
	End of unit outcomes Performance of 'Friendship song' Sung, with choreography and tuned instruments			
RHE through JIGSAW (See separate JIGSAW Planning)	Year 2 Focus- RELATIONSHIPS Use JIGSAW Scheme to plan from.			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	To learn about different families and why it is important to share and co-operate.	To learn about acceptable physical contact within a family.	To learn how to resolve conflicts with friends.	To learn when it is OK to keep a secret and when it is not.
BRITISH VALUES	Focus- Individual Liberty <ul style="list-style-type: none"> See lessons from Twinkl-Having rights 			
SMSC FESTIVALS Cultural Capital	<ul style="list-style-type: none"> May Day Ramadan Walk to school week 			