




## Medium Term Planning

### CYCLE A

### Year 2

#### School Drivers

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

SPRING 2				
<b><i>THEME-Myths, Legends and Monarchs</i></b>				
				
<b>Educational visits/visitors</b>	<ul style="list-style-type: none"> <li>• Trip to Sherwood Forest</li> <li>• Science week</li> <li>• Visit from Sublime Science</li> <li>• Comic Relief</li> </ul>			
<b>Maths</b>	Fractions (2 weeks)	Addition and Subtraction to 100. (2 weeks)	Geometry: Shape (1 week)	Measurement: -Capacity, Mass, Volume, Length and Height. (2 weeks)
<b>English</b>	 <p>The Dragon and the Nibblesome Knight (3 weeks)</p> <p>Recount- write a diary entry in role</p>	 <p>Robin Hood (3 weeks)</p> <p>Fiction- write an alternative story</p>		

<b>Science</b>	<b>Year 2</b> <b>Focus-Plants</b> <ul style="list-style-type: none"> <li>To observe and describe how seeds and bulbs grow into mature plants.</li> <li>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <b>Reading link- Reading labels for different plants, seeds and bulbs</b> <b>Maths links-measuring and recording results</b>			
	Lesson 1	Lesson 2	Lesson 3	. Lesson 4
	Introduction to bulbs and seeds, looking at their similarities and differences.  <b>Plants are living things that grow and reproduce.</b>	Bulb planting.  <b>Germination is the process by which seeds begin to grow into plants.</b>	<b>Science Week</b> <b>Sublime Science workshop.</b> Set up investigation-Predict and then plant beans in different conditions. <b>Different plants have different needs. Not all plants needs the same amount of water, light or air, or the same temperature to grow.</b>	Look at beans and discuss what has happened.  <b>Without the right amount of water, light, air or the suitable temperature plants may wilt and die.</b>
<b>History</b>	<b>Year 2</b> <b>Focus-</b> <ul style="list-style-type: none"> <li>To learn about significant historical events, people and places in their locality.</li> </ul> <b>Reading links-Reading information about Sherwood Forest and Robin Hood</b>			
	Lesson 1	Lesson 3		Lesson 5
	<b>Robin Hood is a Legend who lived in Sherwood Forest, Nottingham.</b>  <b>Robin Hood was an outlaw.</b>	<b>Trip to Sherwood Forest</b>		<b>He stole from the rich and gave to the Poor.</b>

## Design Technology

### Year 2

#### **Focus-Dragon Sock Puppet**

##### **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 range of tools and equipment to perform practical tasks (for example cutting, shaping, joining, and finishing)
- To select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.

##### **Evaluate**

- To evaluate their ideas and products against design criteria.

#### **Food technology-Honey Cakes**

##### Cooking and nutrition

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

#### **Reading link-Reading instructions for making cakes**

Lesson 1	Lesson 2	Lesson 3	. Lesson 4
To learn what a puppet is, practice threading a needle and practice a running stitch.	To design and label a sock puppet	To make, join and decorate their own sock puppet.	To evaluate their sock puppet against a success criteria.

## Computing

### Year 2

#### **Focus-Digital Writing**

- To use a computer to create and manipulate text.
- Use a keyboard and mouse to enter and remove text.
- To change the look of their text and justify their reasoning in making these changes.
- Consider the differences between using a computer to create text and writing text on paper.

Lesson 1	Lesson 2	Lesson 3	
Exploring the keyboard: To use a computer to write. To add and remove text on a computer.	Exploring the toolbar: To change text using bold, italic and underline.	Making changes to writing: To change the font	

<b>PE Teachers-Dance-</b>	<b>Year 2</b> <b>Focus-Dance</b> <ul style="list-style-type: none"> <li>To learn the key movements of the DDMIX Lumberjack Hoedown dance.</li> </ul>		
	Lesson 1-5 (2 Forest Schools)		
	Follow lesson planning for DDMIX Lumberjack Hoedown Dance. <b>End of unit outcome</b> <ul style="list-style-type: none"> <li>To be able to perform Dances for others</li> </ul>		
<b>PE Express Coaching-Gymnastics</b> (See separate Express Coaching PE Planning)	<b>Year 2</b> <b>Focus-Gymnastics</b> Pupils should be taught 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 1-6		
	Weekly lessons on See Express Coaching Planning <b>End of unit outcomes</b> To be able to create gymnastic sequences.		
<b>RE</b>	<b>Year 2</b> <b>Focus-Increasing pupils' understanding of Easter -Celebration and festivals (cont.)</b> <b>A1.</b> 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. <b>B2.</b> Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.		
	Lesson 1	Lesson 2	Lesson 3
	I know about the story of Easter and where it comes from.	I know why Easter is important to Christians.	I know about how the Easter cross is decorated and what each object means.
<b>Music</b> (See separate Charanga Planning)	<b>Year 2-Zootime</b> <ul style="list-style-type: none"> <li>To listen and appraise Reggae 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>		
	Lessons 1-5		
	Weekly lessons using CHARANGA planning <b>End of unit outcome</b> <ul style="list-style-type: none"> <li>Performance of "Zootime".</li> </ul>		

<b>RHE through JIGSAW</b> (See separate JIGSAW Planning)	<b>Year 2</b> <b><u>Focus- HEALTHY ME</u></b> Use JIGSAW Scheme to plan from.			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	I know what I need to keep my body healthy	I know what relaxed means.	I know how medicines work and how to use them safely.	I know which foods my body needs to keep healthy.
<b>BRITISH VALUES</b>	<b><u>Focus- MUTUAL TOLERANCE</u></b> <ul style="list-style-type: none"> <li>• Tolerance of people who have different faiths/religions.</li> <li>• Tolerance of people from different cultures.</li> </ul>			
<b>SMSC FESTIVALS</b>  <b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>• Mother's Day</li> <li>• St Patrick's day</li> <li>• St David's day</li> <li>• World Book Day</li> <li>• Holi</li> <li>• National Pet Month</li> <li>• Easter</li> <li>• World Autism Awareness Day</li> <li>• Earth Day</li> <li>• St George's day</li> </ul>			