


Medium Term Planning

CYCLE B

Year 2

School Drivers

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

Summer 1					
 <p>African Animals</p>	<h2 style="font-style: italic;">THEME-Where The Wild Things Are</h2>				
Educational visits/visitors	<ul style="list-style-type: none"> • Trip to Yorkshire Wildlife Park • Allotment visits 				
Science	<p><u>Year 2</u> <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. • 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>Reading link-Reading information about different animals and their groups.</p>				
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	Living/Dead/Never been alive	TRIP	Omnivores/Carnivores/Herbivores	Food chains	FOREST SCHOOLS Habitats and Micro habitats

Geography	<p>Year 2 <u>Focus-Africa/Kenya</u></p> <ul style="list-style-type: none"> To name and locate the world's seven continents and five oceans. To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country <p>Reading links-Reading information about the different countries and the animals that live there.</p>			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	Kenya is located in the continent of Africa.	Leopards, rhinos, buffalos and wildebeest are some of the animals you would see on a Kenya Safari.	The Kakamega rainforest is in Kenya.	The capital city of Kenya is Nairobi.
Art and Design	<p>Year 2 <u>Focus-</u></p> <p>To use a range of materials creatively to design and make products.</p> <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, 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. <p>Reading links-Reading information about Henri Matisse</p> <p>Maths links-Pattern</p> <p>Food technology-Make pizza base and then an abstract pizza (Skill focus-chopping, cutting, grating and presentation</p> <p><u>Cooking and nutrition</u></p> <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. <p>Reading links-Reading the recipe instructions</p>			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	Learning about artist and practicing the skill-Matisse	Making a collage in the style of Henri Matisse	Evaluation/ORACY	Baking
	<p>Year 2 <u>Focus-Making digital music</u></p> <ul style="list-style-type: none"> To compare creating music digitally and non- digitally. To look at patterns and purposefully create music. 			
Lesson 1	Lesson 2	Lesson 3		

	Identify there are patterns in music and experiment with sounds.	To use a computer to create a musical pattern.	To create music for a purpose.
PE Teachers-Dance-DDMIX Sports Themed Dance (See separate PE Planning)	Year 2 Focus- Dance To perform dances using simple movement patterns.		
	Lesson 1-3 (1 Forest School)		
	Follow lesson planning for End of unit outcome <ul style="list-style-type: none"> To use the sports theme to create a sequence of motifs/movements that they can remember and repeat, linking at least 3 moves together. 		
PE Express Coaching-Athletics (See separate Express Coaching PE Planning)	Year 2 Focus- Athletics <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 <ul style="list-style-type: none"> To be able to demonstrate basic movements in a range of activities. 		
RE	Year 2 Focus-Believing-The Jewish Faith 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.		
	Lesson 1	Lesson 2	Lesson 3
	To learn about the religion of Judaism.	To learn about the creation story.	To learn about the festival of Shabbat.

Music (See separate Charanga Planning)	Year 2 <u>Focus-Friendship Song</u> <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 1-5			
	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 <u>Focus- RELATIONSHIPS</u> Weekly planning using JIGSAW SCHEME			
	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	<u>Focus- Individual Liberty</u> <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 			