


## Medium Term Planning

### CYCLE B

#### Year 2

#### School Drivers

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

	<b>Summer 2</b>				
	<b><i>THEME-Over and Under the Ocean</i></b>				
<b>Educational visits/visitors</b>	<ul style="list-style-type: none"> <li>• Grace Darling Drama workshops</li> <li>• Vicar Water</li> </ul>				
<b>Science</b>	<p><b><u>Year 2</u></b> <b><u>Focus-Animals including Humans.</u></b></p> <ul style="list-style-type: none"> <li>• To notice that animals, including humans, have offspring which grow into adults.</li> <li>• To find out about and describe the basic needs of animals, including humans, for survival (water, food, air)</li> </ul> <p><b>Reading link-Reading information about different animals and their basic needs</b></p>				
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<b>Animals have offspring which develop and grow into adults.</b>	<b>Animals have offspring which develop and grow into adults.</b>	<b>Animals have offspring which develop and grow into adults.</b>	<b>There are 5 stages to the human lifecycle.</b>	<b>Animals need air, food and water to survive and thrive.</b>
<b>History</b>	<p><b><u>Year 2</u></b> <b><u>Focus-Grace Darling</u></b></p>				

	<ul style="list-style-type: none"> <li>To understand the lives of significant individuals in the past who have contributed to national and international achievements. (Grace Darling)</li> <li>To compare aspects of life in different periods of time.</li> </ul>			
	<b>Reading links-Reading information about Grace Darling</b>			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	<b>Grace Darling was alive over 200 years ago.</b>	<b>Grace darling rescued 9 people from the sea during a storm.</b>	<b>Grace Darling received a £50 reward and a letter from Queen Victoria for her bravery.</b>	<b>The RNLI (Royal National Lifeboat Institution) was set up to rescue people stranded at sea.</b>
<b>Design Technology</b>	<b>Year 2</b> <b><u>Focus-Designing, making and evaluating a lighthouse.</u></b>			
	<b><u>Design</u></b> <ul style="list-style-type: none"> <li>To design products purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology.</li> </ul>			
	<b><u>Make</u></b> <ul style="list-style-type: none"> <li>To select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.</li> </ul>			
	<b><u>Evaluate</u></b> <ul style="list-style-type: none"> <li>To explore and evaluate a range of existing products.</li> <li>To evaluate their ideas and products against design criteria.</li> </ul>			
	<b>Reading links-Reading information about lighthouses/Reading instructions to make a lighthouse.</b>			
	<b>Maths links-Measuring</b>			
	<b>Food technology-Seaside cakes (skill focus-weighing, mixing, presentation)</b>			
	<b><u>Cooking and nutrition</u></b>			
	<ul style="list-style-type: none"> <li>To use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>To understand where food comes from.</li> </ul>			
	Lesson 1	Lesson 2	Lesson 3 and 4	Lesson 5

	<b>I know what a structure is.</b>	<b>I can design a lighthouse.</b>	<b>I can make a lighthouse using different materials.</b>	<b>I can evaluate my work.</b>
<b>Computing</b>	<u>Year 2</u> <b>Focus- Programming Quizzes- Scratch Junior</b> <ul style="list-style-type: none"> <li>To understand sequences of commands have an outcome.</li> <li>Use and modify designs to make a quiz on Scratch Junior.</li> <li>To evaluate a design.</li> </ul>			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	<b>To explain that a series of events has a start and an outcome.</b>	<b>To create a program using a given design.</b>	<b>To change a given design.</b>	<b>To create a program using my own design.</b>
<b>PE Teachers-Kwick cricket</b>	<u>Year 2</u> <b>Focus- Kwick cricket</b> <ul style="list-style-type: none"> <li>To participate in team games, developing simple tactics for attacking and defending.</li> </ul>			
	Lesson 1-5 (2 Forest Schools)			
	<b>Follow individual lesson plans</b>			
<b>PE Express Coaching-striking and Fielding-Rounders</b> (See separate Express Coaching PE Planning)	<u>Year 12</u> <b>Focus- Summer Games-Rounders</b> <ul style="list-style-type: none"> <li>To participate in team games, developing simple tactics for attacking and defending.</li> </ul>			
	Lesson 1-6			
	Weekly lessons on See Express Coaching Planning			
<b>RE</b> (see English Medium term Planning)	<u>Year 2</u> <b>Focus- Story-How and why are some stories important to Christians and Jewish?</b> <u>Outcomes</u> <ul style="list-style-type: none"> <li>To record the story of Jonah and the Whale as a comic strip</li> </ul>			

	Lesson 1	Lesson 2	Lesson 3		
	We are learning about the story of Noah and its importance to the Christian and Jewish faiths.	We are learning that the story of Jonah and the whale is important to both the Christian and Jewish Faith.	We are learning about the stories of Noah and Jonah and their importance to the Christian and Jewish faith.		
<b>Music</b> (See separate Charanga Planning)	<b>Year 2</b> <b>Focus- Reflect, Rewind and Replay</b>				
	<ul style="list-style-type: none"> <li>To perform and share different types of Music.</li> </ul>				
	Lessons 1-5 Weekly lessons using CHARANGA planning.				
	<b>End of unit outcomes</b> Performance  <b>Sung, with untuned instruments and movement to music</b>				
<b>RHE through JIGSAW</b> (See separate JIGSAW Planning)	<b>Year 2</b> <b>Focus- CHANGING ME</b> Use JIGSAW Scheme to plan from.				
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	We are learning about the cycles of life in nature.	We are learning about growing from young to old.	We are learning about how our bodies have changed since we were babies.	We are learning about the physical differences between boys and girls, and the correct names for the private parts of the body .	We are learning about different types of touch.
	Weekly lessons using JIGSAW planning				
<b>BRITISH VALUES</b>	<b>Focus- WHOLE SCHOOL PROJECT</b>				

**SMSC  
FESTIVALS**

**Cultural  
Capital**

- World Oceans Day
- Children's art week
- Healthy Eating week
- Father's Day