Medium Term Planning   Term: Summer 2016_17 Willow Class Year 2

Topic: Habitats/ The Great Fire of London

Launch– Science – field work to locate habitats and animals in the local area	
Landing : Cooking Stuart period food	

Essential Opportunities (Subject content NC coverage + schools)

History	Geography	Art & DT	PE	RE	Music	French
To investigate and interpret the past To build an overview of world history To understand chronology To communicate historically	To investigate places To investigate patterns To communicate geographically	To master practical skills To design, make, evaluate and improve To take inspiration from design throughout history Use experiences and ideas as the inspiration for artwork. • Share ideas using drawing, painting and sculpture. • Explore a variety of techniques. • Learn about the work of a range of artists, artisans and designers.	• Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns.	To understand beliefs and teachings To understand practices and lifestyles To understand how beliefs are conveyed To reflect To understand values	To perform To compose To transcribe To describe music	To read fluently To write imaginatively To speak confidently To understand culture

Essentials for Progress (skills coverage)

| • Observe or | Ask and answer | Painting and sketching | **Games and gymnastics** | **See separate** | **See Charanga music** | **Basic vocabulary and** |

				planning	scheme online	phrases – bonjour, salut, au revoir, a demain, assez-vous, levez-vous

handle evidence to ask questions and find answers to questions about the past.

• Ask questions such as: What was it like for people? What happened? How long ago?

• Use artefacts, pictures, stories, online sources and databases to find out about the past.

• Identify some of the different ways the past has been represented.

Describe historical events.

• Describe significant people from the past.

• Recognise that there are reasons why people in the past acted as they

---

geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).

• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.

• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.

• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environ

---

techniques
Looking at the Baroque period of art and especially at portrait artists such as Rembrandt

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home and school, gardens and playgrounds, the local community, industry and the wider environment.

When designing and making, pupils should be taught to:

Design

• design purposeful, functional, appealing products for themselves and other users based on design

---

Copy and remember moves and positions.

• Move with careful control and coordination.

• Link two or more actions to perform a sequence.

• Choose movements to communicate a mood, feeling or idea.

Copy and remember actions.

• Move with some control and awareness of space.

• Link two or more actions to make a sequence.

• Show contrasts (such as small/tall, straight/curved and wide/narrow).

• Travel by rolling

Study the main stories of Christianity.

• Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.

• Study other religions of interest to pupils

Use their voices expressively by singing songs and speaking chants and rhymes.

• Play tuned and untuned instruments musically.

• Listen with concentration and understanding to a range of high-quality live and recorded music.

• Make and combine sounds using the inter-related dimensions of music.

Read out loud everyday words and phrases.

• Use phonic (or logographic in Mandarin) knowledge to read words.

• Read and understand short written phrases.

• Read out loud familiar words and phrases.

• Use books or glossaries to find out the meanings of new words.

Write or copy everyday words correctly.

• Label items and choose appropriate words to complete

did. Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of	ment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.	criteria. • generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. **Make** • select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing. • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. **Evaluate** • explore and evaluate a range of existing	forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance.			short sentences. Write one or two short sentences. • Write short phrases used in everyday conversations correctly. Understand a range of spoken phrases. • Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give basic information. • Give responses to questions about everyday events. • Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns Identify countries and communities where the language is

the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.		products. • evaluate their ideas and products against design criteria. **Technical knowledge** • build structures, exploring how they can be made stronger, stiffer and more stable. • explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. **Cooking and nutrition** • use the basic principles of a healthy and varied diet to prepare dishes. • understand where food comes from. Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as			spoken. • Demonstrate some knowledge and understanding of the customs and features of the countries or communities

		ideas develop. Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils Use repeating or overlapping shapes.				

Cross – Curricular opportunities (Basic Skills coverage)

Using Communication	Using Maths
Writing - Cross Curricular Ideas **Speaking and Listening :**	**Maths – Cross Curricular Ideas**

Writing	Count and calculate in a range of practical contexts.• Use and apply mathematics in everyday activities and across the curriculum.
<u>Transcription:</u>	
To present neatly	
To spell correctly	• Repeat key concepts in many different practical ways to secure retention.
To punctuate accurately	
<u>Composition:</u>	• Explore numbers and place value up to at least 100.
To write with purpose	
To use imaginative description	• Add and subtract using mental and formal written methods in practical contexts.
To organise writing appropriately	
To use paragraphs	• Multiply and divide using mental and formal written methods in practical contexts.
To use sentences appropriately	
	• Explore the properties of shapes.
<u>Analysis and presentation:</u>	
To analyse writing	• Use language to describe position, direction and movement.
To present writing	
	• Use and apply in practical contexts a range of measures, including time.
Reading:	
To read words correctly	• Handle data in practical contexts.
To understand texts	

Computing

Essential Opportunities	Essential for Progress (Skills)
To code	Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
To connect	
	• Write and test simple programs.
To communicate	
	• Use logical reasoning to predict the behaviour of simple programs.
To collect	
	• Organise, store, manipulate and retrieve data in a range of digital formats.

	• Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school.

Science

Essential Opportunities	Essential for Progress (Skills)
To work scientifically through geography links: To explore and compare living, dead and things that have never been alive To identify habitats of living things and describe how they are suited To name and identify a variety of plants and animals in their habitats, including micro-habitats To describe a simple food chain	Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. • *Observe the apparent movement of the Sun during the day.* • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.

Personal Development (PSHE)

To try new things

To work hard

To concentrate

To push oneself

To imagine

To improve

To understand others

To not give up

E-safety

Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school.

Curriculum Drivers			
Community	**Spiritual and Moral**	**Risk Taking**	**Mastery**
As people concerned with developing a sense of community we will Remember that we are not the only ones that matter, listen to others, be considerate and respectful	**In our spiritual and moral development we will** SEAL: Going for Goals/ Good to be me The awareness that the growing development of a personal identity is an important aspect of being human. A growing realisation that an emphasis on self alone is not sufficient as a means of living out the self. An evolving sense of the concept of identity as more than purely physical characteristics or our likes and hobbies. Can set goals for my work and behaviour that will help me to progress. Learning from life: understanding an awareness of the affect of others–	**As people concerned in developing children's ability to take risks** Not be afraid to fail. Trial and error is how we find out if things work or not and give us answers to the 'what if's'	**As people concerned with developing mastery we will:** Plan opportunities for the children to deepen and broaden their understanding of key skills and concepts relevant to their age. We will revisit key objectives in a variety of contexts so children have an opportunity to use and apply their knowledge and skills. We will encourage children to explain their reasoning and to solve ever increasing complex problems.

	Provide openings for spiritual development and respond and reflect on experiences of beauty		

ENRICHMENT OPPORTUNITIES

- **Visit from the local Fire brigade / vintage fire engine visit**
-

Implications for next term

Skills to revisit	Subject Knowledge