

MEDIUM TERM PLANNING FOR Y2

TERMLET 1	1	2	3	4	5	6	7
<p>Science</p> <p><i>Uses of everyday materials</i></p> <p><i>Vocabulary:</i></p> <p><i>material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, cardboard, rubber, shape, push/pushing, pull/puling, twist/twisting, squash/squashing, bend/bending, stretch/stretching</i></p> <p><i>hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, opaque, transparent, translucent, reflective, non-reflective, flexible, rigid</i></p>	<p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p>						
			<p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>		<p>asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions</p>		
	<p>Complete a 'materials hunt' around the classroom and school. Write down what objects are made from wood, metal, plastic, glass, brick, rock, paper and cardboard.</p>	<p>Investigate the vocabulary related to the properties of materials. What adjectives could be used to describe each of the materials? Children create 'What if...?' questions. E.g. What if windows were made of paper? They use the vocabulary to explain why it may not be appropriate.</p>	<p>Give the children a set of objects. Investigate if the objects can change shape by squashing, bending, twisting or stretching.</p>	<p>On the walk around the village notice what objects are made of and discuss the reasons why. What do you notice about the materials used for the older buildings compared to the newer buildings?</p> <p>Find out about the inventor John McAdam and how he invented the beginnings of the roads we use today.</p> <p>Sort a variety of objects based on their properties.</p>	<p>Paper: Investigate the absorbency of different types of paper.</p> <p>What paper is best at mopping up water spillages? How could we test this? What different types of paper could we use? What equipment will we need? Children discuss and share ideas. Carry out the investigation. What happened? What did we find out? What worked well?</p>	<p>Paper: Investigate the strength of different types of paper.</p> <p>Which paper is best to make a bag? How could we test this? What different types of paper could we use? What equipment will we need? Children discuss and share ideas. Carry out the investigation. What happened? What did we find out? What worked well?</p>	<p>Investigate the best way to keep Columbus' maps dry.</p> <p>Children will be provided with a paper 'map'. They will need to develop a way to stop the map from becoming wet. Children work together to think of what materials to use and discuss their reasons. Think about how to test whether it has worked.</p>

History Let's Explore- Changes in the villages of Langtoft. Famous explorers- Columbus and Armstrong				significant historical events, people and places in their own locality changes within living reveal memory – where appropriate, these should be used to aspects of change in national life	the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods (Christopher Columbus and Neil Armstrong)		
				What do explorers do? Explain that we will be finding out about famous explorers from the past but first we will be explorers in our village. What characteristics will we need? During village walk look at the buildings. Which ones are older and which are newer. How do we know? What materials were used? What differing features were there? Compare the old school to the new school.	Look at old and new photographs to compare Langtoft now to the past. What has changed? What was there before?	Do you know any explorers? How would people have explored in the past? Who was Christopher Columbus? Share powerpoint and Christopher Columbus text teaching the children key information about his life and what life was like in 1492. What did he do? Why is he famous? Order key events of his life on a timeline.	What was life like on board of a ship in 1492? Look at a range of sources and discuss why there may be variations in events. Write a job advert asking people to apply for a job on Columbus' ship.
Geography Let's Explore- Langtoft Vocabulary: Human features, physical features, Soil, vegetation, city, town, village, factory, farm, house, office, shop		understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (compare with a city and a rural area in China in term 4) use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: soil, vegetation, key human features, including: city, town, village, factory, farm, house, office and shop use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map 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 use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment			use world maps, atlases and globes to identify the United Kingdom and its countries, (revision from Y1) as well as the countries, continents and oceans		
		What do we know about Langtoft?	Look at different types of maps, including google maps.	Provide a map of Langtoft. Use aerial photographs and Google maps,	Draw a map of Langtoft showing the location of key human and physical features.	Revise the countries of the United Kingdom	Revision of names of continents and oceans.

<p>Compass directions, north, south, east, west,</p> <p>Aerial photographs, landmarks, map, symbols, fieldwork,</p>		<p>What are the main features of Langtoft?</p> <p>Teach the children about human and physical features.</p> <p>Children complete a table where they write/draw pictures of the main human features they can think of in Langtoft.</p>	<p>Find examples of cities, towns, villages, factories, farms, houses, shops and offices, rivers, mountains, How are places shown? Look at the use of symbols to show where places are.</p> <p>Children design an imaginary town, using symbols to show what physical and human features are there.</p> <p>Use the maps use compass directions, north, south, east, west. What is north of Langtoft? Name a place south of London...</p> <p>Play games where children move N, S, E, W.</p>	<p>including satellite version.</p> <p>Draw and label different symbols shown on the map around Langtoft, eg church, pub, post office.</p> <p>Carry out fieldwork in Langtoft. Notice the human and physical features and the location of them.</p> <p>Follow a route around the village.</p> <p>Complete a 'quiz' focusing on key human features and landmarks.</p>	<p>(Base map may be provided for children to add information to).</p> <p>Create a booklet/leaflet/poster providing information about Langtoft.</p>	<p>and locate using an atlas.</p> <p>Teach the continents and oceans of the world. Use an atlas, globe and world map to locate.</p> <p>Mark on a world map.</p> <p>Ext: Be able to name some of the countries in each continent. Know that England is in Europe.</p>	<p>Quizzes where children locate the continents and oceans.</p>
<p>P.E.</p> <p>Fundamentals</p> <p>Net and Wall</p>		<p>Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.</p>					
		<p>To develop balance, stability and landing safely</p>	<p>To explore how the body moves differently when running at different speeds</p>	<p>To develop changing direction and dodging</p>	<p>To develop and explore jumping, hopping and skipping action</p>	<p>To develop coordination and combining jumps</p>	<p>To develop combination jumping and skipping in an individual rope</p>
		<p>Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates.</p>					
	<p>To develop racket familiarisation</p>	<p>To develop placing an object</p>	<p>To use the ready position to defend a space on court</p>	<p>To develop returning a ball with hands</p>	<p>To develop returning a ball with a racket</p>	<p>To move an opponent to win a point</p>	

Art Sketching buildings- textures, shape,			to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination			
			Use pencil to create different textures and shades.	Copy a photograph of a building from Langtoft using pencil. Focus on the shapes and the way of using pencil to create different textures.	Use pencils and pencil crayons to draw Columbus' ship. Use techniques to show the textures.		
D & T						design purposeful, functional, appealing products for themselves and other users based on design criteria	select from and use a range of tools and equipment to perform practical tasks [for example, 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
						Design a moon buggy. Research what features a moon buggy would have. Plan out what the end product will look like and the materials needed to make it	Using their plan, children make their moon buggy. Reflect on it's effectiveness.
R.E. Being Human (Christianity)	<p>What does the Bible say about how Christians should treat others and live their lives?</p> <p>How can Christian faith and beliefs be seen in the actions of inspirational Christians?</p>						

Lincolnshire Locally Agreed Syllabus		The Christian Creation Story Learn about the story of creation. Sequence the story.	How should humans live? Read stories from the Bible- Daniel in the lion's den, Noah's Ark Relate to knowing the difference between right and wrong.	The Parable of the Lost Son	The Parable of the Good Samaritan	The Parable of the Mustard Seed	Thinking of ways we could help others in the local community.
PSHE Being Me in My World (JIGSAW)		identify some of my hopes and fears for this year know how to use my Jigsaw Journal recognise when I feel worried and know who to ask for help	understand the rights and responsibilities of being a member of my class and school know how to help myself and others feel like we belong	listen to other people and contribute my own ideas about rewards and consequences help make my class a safe and fair place	listen to other people and contribute my own ideas about rewards and consequences help make my class a safe and fair place	understand how following the Learning Charter will help me and others learn work cooperatively	recognise the choices I make and understand the consequences to follow the Learning Charter
		Hopes and fears for the year	Rights and responsibilities	Rewards and consequences	Rewards and consequences	Our Learning Charter	Owning our Learning Charter
Music Charanga Hands, Feet, Heart		use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically (children will experiment with sounds that can be made using their body, e.g. clapping, tapping, ...) listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music					
		a. Warm-up Games b. Flexible Games c. Listen and appraise: Hands, Feet, Heart by Joanna Mangona	a. Warm-up Games b. Flexible Games c. Listen and appraise: The Click Song sung by Miriam Makeba d. Listen out to music around the world:	a. Warm-up Games b. Flexible Games c. Listen and appraise : The Lion Sleeps Tonight sung by Soweto Gospel Choir	a. Warm-up Games b. Flexible Games c. Listen and appraise: Bring Him Back Home by Hugh Masekela d. Listen out to music around the world: Libertango – South America	a. Warm-up Games b. Flexible Games c. Listen and appraise: You Can Call Me Al by Paul Simon d. Listen out to music around the world: Vaishnava Jana – India	a. Warm-up Games b. Flexible Games c. Listen and appraise: Hlokolozza by Arthur Mofokate d. Listen out to music around the world: Oye Como Va – Mexico

		d. Listen out to music around the world: Birdsong – China	Bring Him Back Home – South Africa	d. Listen out to music around the world: Jai Ho – India			
Computing IT around us (Teach Computing)		To recognise the uses and features of information technology I can identify examples of computers I can describe some uses of computers I can identify that a computer is a part of IT	To identify the uses of information technology in the school I can identify examples of IT I can sort school IT by what it's used for I can identify that some IT can be used in more than one way	To identify information technology beyond school I can find examples of information technology I can sort IT by where it is found I can talk about uses of information technology	To explain how information technology helps us I can recognise common types of technology I can demonstrate how IT devices work together I can say why we use IT	To explain how to use information technology safely I can list different uses of information technology I can talk about different rules for using IT I can say how rules can help keep me safe	To recognise that choices are made when using information technology I can identify the choices that I make when using IT I can use IT for different types of activities I can explain the need to use IT in different ways
		What is IT?	IT in school	IT in the world	The benefits of IT	Using IT safely	Using IT in different ways.