


## Medium Term Planning

### CYCLE A

### Year 2

#### School Drivers

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

Summer 1						
		<i>THEME-Where The Wild Things Are</i>				
<b>Educational visits/visitors</b>		<ul style="list-style-type: none"> <li>• White Post Farm visits with minibeasts</li> <li>• Vicar Water visit</li> </ul>				
<b>Science</b>		<p><b><u>Year 2</u></b>  <b><u>Focus-Living things and their habitats</u></b></p> <ul style="list-style-type: none"> <li>• To explore and compare the differences between things that are living, dead and things that have never been alive.</li> <li>• 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.</li> <li>• To identify and name a variety of plants and animals in their habitats, including microhabitats.</li> <li>• 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.</li> </ul> <p><b>Investigation-Ant farm</b>  <b>Reading link-Reading information about different animals and their habitats.</b></p>				
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
		End of unit Quick Quiz-Spring 2  Life processess	Introduce Habitats Investigate the school wildlife area.	Visit from White Post Farm with minibeasts. Set up ant farm.	Design a habitat (Make in Forest School Session)	Food Chains

<b>Geography</b>	<b><u>Year 1</u></b> <b><u>Focus-Map skills.</u></b> <ul style="list-style-type: none"> <li>To 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.</li> </ul>				
	Lesson 1	Lesson 2	Lesson 3 and 4	Lesson 5	
	<b>John T Rice School is in Forest Town, Nottinghamshire which is in England.</b>	<b>Aerial photographs and maps show us more detail about where we are.</b>	<b>A key tells us what the symbols mean on a map.</b>	<b>A compass shows us the directions NORTH, SOUTH, EAST and WEST.</b>	
<b>Art and Design</b>	<b><u>Year 2</u></b> <b><u>Focus-Printing and Painting with natural materials (Caroline Bell)</u></b> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, line, shape, form and space.</li> <li>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.</li> </ul>				
	<b>Reading links-Reading information about Caroline Bell</b>				
	<b>Maths links-Pattern</b>				
	<b>Food technology-Ladybird Muffin Pizzas (Skill focus-chopping, cutting, grating and presentation</b>				
	<u>Cooking and nutrition</u> <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>				
	<b>Reading links-Reading the recipe instructions</b> <b>Baking Session</b> Ladybird Muffin Pizzas Skill focus-Chopping, grating and presentation				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	
To learn about Caroline Bell and talk about her work.	Learn about primary and secondary colours. Create a colour wheel.	To know what shade and tone is.	Create a print picture in the style of Caroline Bell.	Evaluate work and compare it to the work of Caroline Bell.	

<b>Computing</b>	<u><b>Year 2</b></u> <u><b>Focus-Presentation Skills</b></u> <ul style="list-style-type: none"> <li>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	<b>Rhythms and Patterns</b> <ul style="list-style-type: none"> <li>I can create a rhythm pattern</li> <li>I can play an instrument following a rhythm pattern</li> <li>I can explain that music is created and played by humans</li> </ul>	<b>How music can be used</b> <ul style="list-style-type: none"> <li>I can connect images with sounds</li> <li>I can use a computer to experiment with pitch</li> <li>I can relate an idea to a piece of music</li> </ul>	<b>Notes and Tempo</b> <ul style="list-style-type: none"> <li>I can identify that music is a sequence of notes</li> <li>I can explain how my music can be played in different ways</li> <li>I can refine my musical pattern on a computer</li> </ul>	<b>Creating Digital Music</b> <ul style="list-style-type: none"> <li>I can create a rhythm which represents an animal.</li> <li>I can create my animal's rhythm on a computer.</li> <li>I can add a sequence of notes to my rhythm.</li> </ul>
<b>PE Teachers- Dance-Where the wild things are</b> <small>(See separate PE Planning)</small>	<u><b>Year 2</b></u> <u><b>Focus- Dance-Where the wild things are.</b></u> <ul style="list-style-type: none"> <li>To perform dances using simple movement patterns.</li> </ul>			
	Lesson 1-6 (2 Forest Schools)			
	Follow lesson planning for <u><b>End of unit outcome</b></u> <ul style="list-style-type: none"> <li>To use the theme (Where the Wild things are) to create a sequence of movements that they can remember and repeat, linking at least 3 moves together.</li> </ul>			
<b>PE Express Coaching- Striking and Fielding</b> <small>(See separate Express Coaching PE Planning)</small>	<u><b>Year 2</b></u> <u><b>Focus- Games-Invasion Games (Rounders)</b></u> <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 <u><b>End of unit outcomes</b></u> <ul style="list-style-type: none"> <li>To be able to play an invasion game where the teams attack and defend their goals.</li> </ul>			
<b>RE</b> <small>(see English Medium term Planning)</small>	<u><b>Year 2</b></u> <u><b>Focus-Believing-The Jewish Faith</b></u>			

	<p><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>C1.</b> 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.  <b>C3.</b> Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> <p><b>Outcomes</b>  Children to act out the celebration of Shabbat and talk about the meaning around it.  Record 2 lessons in floor books</p> <p><b>CC links</b></p>
<p><b>Music</b>  (See separate Charanga Planning)</p>	<p><b>Year 2</b>  <b>Focus-Friendship Song</b></p> <ul style="list-style-type: none"> <li>• To listen and appraise songs about friendship.</li> <li>• To learn and/or build on knowledge and understanding about the interrelated dimensions of 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> <p>Lessons 1-6</p> <p>Weekly lessons using CHARANGA planning.</p> <p><b>End of unit outcomes</b>  Performance of 'Friendship song'</p> <p><b>Sung, with choreography and tuned instruments</b></p>
<p><b>RHE through JIGSAW</b>  (See separate JIGSAW Planning)</p>	<p><b>Year 2</b>  <b>Focus- RELATIONSHIPS</b>  Use JIGSAW Scheme to plan from.</p> <p>Lessons 1-6</p> <p>Weekly lessons using JIGSAW planning.</p> <p><b>End of unit outcome</b>  Record 2 lessons in floor books</p>
<p><b>BRITISH VALUES</b></p>	<p><b>Focus- Individual Liberty</b></p> <ul style="list-style-type: none"> <li>• See lessons from Twinkl-Having rights</li> </ul>

**SMSC  
FESTIVALS**

**Cultural  
Capital**

- May Day
- Ramadan
- Walk to school week