

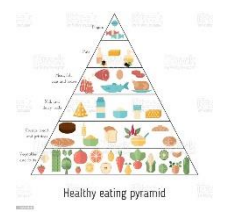
## Medium Term Planning

### CYCLE B

### Year 2

#### School Drivers

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

	<h2 style="margin: 0;">Autumn 1</h2>					
<h1 style="margin: 0;"><i>THEME-Food Glorious Food</i></h1>						
<b>Educational visits/visitors</b>	<ul style="list-style-type: none"> <li>• Allotment visit</li> <li>• Life Space-My Wonderful Body</li> <li>• Walk around Clipstone</li> <li>• Forest Schools x2</li> <li>• Black History week (WC 14.10.24)</li> </ul>					
<b>Science</b>	<p><b><u>Year 2</u></b>  <b><u>Focus-Exercise, food and hygiene</u></b>  <b><u>Animals including humans.</u></b></p> <ul style="list-style-type: none"> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p><b>Investigation-Germs investigation</b>  <b>Reading link-</b></p>					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
	Children will discuss and carry out different exercises.	Super Spud and the Stinky Space Rescue. Children will design a	Mouldy Bread investigation- prediction and set up of investigation	Mouldy Bread Investigation- results	Healthy eating, food groups sort.	Unit review and defining frame.

	<b>Exercise is important to humans to stay healthy</b>	hygiene poster for Spuds friends. <b>Hygiene is important to humans to stay healthy.</b>	<b>Hygiene is important to humans to stay healthy.</b>	<b>Using soap and water is a good way to keep our hands clean</b>	<b>A healthy diet is important to humans to stay healthy.</b>	
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<b>Geography</b>	<p><b><u>Year 2</u></b>  <b><u>Focus-Clipstone and The United Kingdom</u></b></p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>To use world maps, atlases and globes to identify the United Kingdom and its countries.</li> </ul> <p><b>Reading links-Reading facts about the countries of the United Kingdom</b></p> <p><b>Maths links-Directional language</b></p>					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
	<p>Walk around the local area (Clipstone Village) and identify key features.</p> <p>Introduce the children to the words physical and human.</p> <p><b>Clipstone is in Nottinghamshire, in England.</b></p>	<p>Draw pictures on large scale maps/roads of the features we saw.</p> <p>Identify Clipstone on a map of the UK.</p> <p><b>The headstocks is a human feature of Clipstone.</b></p>	<p>Focus on the country of England. Look at capital city, foods, landmarks</p> <p><b>The capital city of England is London.</b></p>	<p>Focus on the country of Scotland. Look at capital city, foods, landmarks</p> <p><b>The capital city of Scotland is Edinburgh.</b></p>	<p>Focus on the country of Wales Look at capital city, foods, landmarks</p> <p><b>The capital city of Wales is Cardiff.</b></p>	<p>Focus on the country of Northern Ireland Look at capital city, foods, landmarks</p> <p><b>The capital city of Northern Ireland is Belfast.</b></p>

<b>Design Technology</b>	<p><b><u>Year 2</u></b>  <b><u>Focus-Designing and Making a Fruit Smoothie</u></b></p> <p><u>Design</u></p> <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> <p><u>Make</u></p>					

	<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> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>To explore and evaluate a range of existing products.</li> </ul> <p>To evaluate their ideas and products against design criteria.</p> <p><b>Reading links-Reading instructions to make a fruit smoothie</b></p>			
	<p><b>Food technology-Pumpkin Soup making</b></p> <p><u>Cooking and nutrition</u></p> <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	Lesson 4
	To name and taste different fruit, using our senses and express likes and dislikes	Design own fruit smoothie using specific criteria (3 fruits)	Make own fruit smoothie using the different skills (cutting, peeling, chopping) to prepare food	Evaluate own fruit smoothie against the original criteria.
<b>Computing</b>	<p><b><u>Year 2</u></b></p> <p><b><u>Focus-Computing Systems and Networks/ Technology all around us</u></b></p> <ul style="list-style-type: none"> <li>Learners will develop their understanding of what technology is and begin to identify examples.</li> <li>They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals and libraries.</li> <li>Learners will investigate how IT improves our world and the importance of using IT responsibly.</li> </ul>			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	To recognise the use and features of IT.  To be introduced to the SMART RULES	To identify IT in school. To identify IT in the world.	To recognise how to use IT safely.	To recognise that choices are made when using IT.
<b>PE</b>	<p><b><u>Year 2</u></b></p> <p><b><u>Focus- Dance</u></b></p> <ul style="list-style-type: none"> <li>To perform dances using simple movement patterns</li> </ul>			
	Lesson 1-6			

<p><b>Express Coaching</b></p>	<p>Follow lesson planning for <b><u>End of unit outcome</u></b></p> <ul style="list-style-type: none"> <li>• To be able to copy a set performance successfully.</li> <li>• To be able to create own short performance with beginning and ending positions.</li> <li>• To be able to count the beat/ rhythm in isolation</li> </ul> <p>Follow lesson planning for Express Coaching End of unit outcome</p> <ul style="list-style-type: none"> <li>• To use the theme of “The circle of life” to retell the story of the Lion King through animal movements.</li> </ul>
<p><b>PE Express Coaching</b> (See separate Express Coaching PE Planning)</p>	<p><b><u>Year 2</u></b> <b><u>Focus- Multi Skills</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Lesson 1-5 (Forest Schools)</p> <p>Weekly lessons on See Express Coaching Planning</p> <p><b><u>End of unit outcomes</u></b></p> <ul style="list-style-type: none"> <li>• To be able to move around safely and under control.</li> <li>• To be able to prepare hands to catch a ball and do so successfully some of the time.</li> <li>• To be able to increase distance of throw by using overarm.</li> <li>• To be able to keep score and follow the rules of the game.</li> </ul>
<p><b>RE</b></p>	<p><b><u>Year 2</u></b> <b><u>Focus:-Belonging</u></b></p> <ul style="list-style-type: none"> <li>• <b>A1.</b> Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life in order to find out the meanings behind them.</li> <li>• <b>B2.</b> Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;</li> <li>• <b>C2.</b> Find out about and respond with ideas to examples of co-operation between people who are different;</li> </ul> <p><b><u>Outcomes</u></b></p> <ul style="list-style-type: none"> <li>• An understanding of living together, showing tolerance and respect for all people.</li> <li>• Understanding that a christening / baptism is a way of showing that someone belongs to the Christian family.</li> </ul>
<p><b>Music</b> (See separate Charanga Planning)</p>	<p><b><u>Year 2</u></b> <b><u>Focus- Hands, Feet and Heart</u></b></p> <ul style="list-style-type: none"> <li>• To listen and appraise South African music.</li> <li>• To sing, play instruments, improvise and compose.</li> <li>• To perform a song.</li> </ul> <p>Lessons 1-5</p> <p>Weekly lessons using CHARANGA planning</p> <p><b><u>End of unit outcomes</u></b> Performance of Hands, Feet and Heart.</p>

<p><b>RHE through JIGSAW</b> (See separate JIGSAW Planning)</p>	<p><b><u>Year 2</u></b> <b><u>Focus- Being me in my world</u></b> Use JIGSAW Scheme to plan from.</p> <hr/> <p>Lessons 1-5</p> <hr/> <p>Weekly lessons using JIGSAW planning <b><u>End of unit outcome</u></b> Record lessons using floor books.</p>
<p><b>BRITISH VALUES</b></p>	<p><b><u>Focus- Democracy</u></b></p> <ul style="list-style-type: none"> <li>• Voting from school council members, Eco Warriors, Playground Pals</li> <li>• Voting for stories at the end of the day</li> <li>• Questions on a wedge outside classroom (lolly sticks)</li> </ul> <p>RECORD SOME SESSIONS IN FLOOR BOOKS</p>
<p><b>SMSC FESTIVALS</b></p> <p><b>Cultural Capital</b></p>	<ul style="list-style-type: none"> <li>• Mental Health Awareness Day</li> <li>• Harvest Festival</li> <li>• Black History week</li> </ul>