

Medium Term Planning – Year 2

Spring Two – History Detectives

English Text – The Owl who was afraid of the dark

*Additional days – World book day, Red Nose day, Feel Fab Friday, Church,*

Subject National Curriculum	Prior Learning EYFS	Prior Learning Year 1	Year 2
<p><b>Science</b></p> <p align="center"><b>Plants</b></p> <p>observe and describe how seeds and bulbs grow into mature plants; find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p align="center"><b>Scientific skills:</b> <b>Identifying and classifying</b></p>	<p>Children have explored what might happen to a plant without water or light. They have looked at the different parts of plants and thought about where our food comes from. They have also explored the lifecycles of butterflies and frogs, including seasonal changes for plants and the natural world.</p>	<p>The children have explored the different seasons, including the signs of spring and named the parts of a tree and flowering plant. They have written simple instructions to plant a seed and thought about the conditions a seed would need to grow. The children have also looked after their vegetable patch, observing any growth or change.</p> <p><b>Prior Learning Year 2</b></p> <p><b>SPRING 1</b></p> <p>Lesson 1 - Children will be introduced to the topic through a Year 1 knowledge recap. The children will set up a cress experiment blocking out light, water etc to investigate how different conditions affect plants.</p> <p>Lesson 2 - Children will observe and record the results of their experiment.</p> <p>Lesson 3, 4 and 5. Children will create a double page spread about plants and what they need to grow in their science books. They will add information/diagrams each lesson.</p>	<p>Lesson 1 <b>get up and do!!</b> planting sweet peas in toilet rolls with soil Recap over the previous unit of work and look at what plants need to survive. Discuss the temp and that it is not suitable for all seeds/bulbs to be planted outside at the moment.</p> <p>Children will create a – Lots of discussion and feedback on Natterhub? Upload video? Small groups with each child with a key role – video, photo must be taken. Could this be over 2 pages? Instructions on one, caring on another?</p> <p>Lesson 2 –written instructions Sequencing images</p> <p>Lesson 3 – continue with the focus on the care of the plant. Create a do's and don't's for plant care.</p> <p><b>Starter activity – sorting seeds/classifying</b></p>
<p><b>RE</b></p> <p align="center"><b>Salvation</b> UC Unit 1.5</p> <p>Enquiry question: <b>What does it mean to make sacrifices?</b> <b>What does it mean to live in hope?</b></p>	<p>The children have explored the creation story and harvest. They have looked at different places of worship and thought about how Christians celebrate Easter</p>	<p>Children have learned that a person who follows the teachings of Jesus is a Christian.</p> <p>In Spring term 1 last year, it was down on the long term plan to cover Faith in everyday life. The focus of the sessions was the creation story. The plenary sessions supported the children in answering 'I wonder' questions which linked the learning to every day life.</p> <p><b>Prior Learning Year 2</b></p>	<p>3 sessions plus <b>Mother's day and Easter</b> Digging deeper Session 1- Enter class with an 'Easter lunchbox' containing chocolate egg, pancake and hot cross bun, and make a fuss about how excited you are to have such delicious food. Discuss with pupils whether they think this food is the most important thing about Easter for many Christians. Remind pupils of prior learning and draw out of them the symbolism of each piece of food. Ask what they think is really important at Easter for Christians. If they had to put a picture on the outside of the lunchbox</p>



*There has not been a focus on Faith in everyday life yet this year however the children have thought about personal expression when learning about different festivals and celebrations.*

*showing the most important thing about Easter, what would pupils choose?  
Read the Easter Story as a recap  
Ask pupils to decide what they think are the most interesting, puzzling, enjoyable, upsetting, and most important moments, and why. What ideas do they have about the content of the story? Ask for their ideas about why they think it is so important that it is still remembered today*

#### *Session 2*

*Find out about signs of Easter and the Easter story. These could include pictures, crucifix, empty cross, chalice and paten, colours used. Ask pupils to recap Easter practices that they learned last year. Look at images of footwashing from Maundy Thursday — what part of the story do pupils think it links to?*

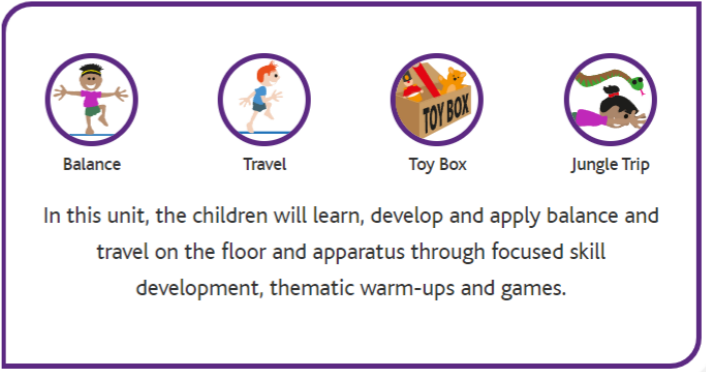


*What example does Jesus set here? Give some instances of when Christians try to follow Jesus' example and look after other people. Find out some examples of local churches helping the homeless, running a foodbank, or helping people with disaster relief around the world. How does this link with the idea of Jesus 'saving' people? Jesus wants Christians to rescue those who are suffering too.*

*Read a story such as Let's Be Friends Again! by Hans Wilhelm, where one of the main characters needs to forgive another. Stop as the turtle is released, and ask what both pupils should do. At the end of the story, discuss who said sorry, how the brother felt before and after forgiving, and what might have happened if he never forgave his little sister.*

*Ask if pupils have heard the phrase 'forgive and forget'. Do they think the brother will really forget what his sister did? Why is it important for him to forgive and wipe the slate clean anyway? Children to record their ideas on a sticker for books.*

#### *Session 3*

*Look at Jesus' words on the cross: 'Father, forgive them; for they do not know what they are doing.' Discuss who Jesus is forgiving and what is being forgiven. Remind pupils of their own examples of things that were hard to forgive, and discuss what an enormous thing Jesus was actually forgiving — the people who are killing him! Explain that Christians ask God to forgive their sins, because of Jesus' example and action — being prepared to die to save/rescue people and heal their friendship with God. Christians believe that God certainly has the*

			<p>power to forgive sins. For them, Jesus' resurrection proved many things, one of which was Jesus' power to forgive sin. Think, pair, share at least one reason why forgiveness is important to Christians.</p> <p>Easter cards and Mother's day cards</p>
<p><b>PE</b></p> <p><b>Real Pe – Gymnastics health and fitness unit 1 and 2</b></p> <p>Gym Skills</p> <p>Balance</p> <p>Flight</p> <p>Travel</p> <p>Rotation</p>	<p>The children have taken part in the bikability to support the development of balance and spatial awareness. Handwriting exercises to support fine motor. They have worked with a coach on their gross motor skills by working with a ball.</p>	<p>The children have practised skills of throwing and catching, rolling, jumping. They have looked and explored different ways of travelling around the space. They have linked their basic movement with a shape. They have explored different heights they could add to their movements.</p> <p>Prior Learning Year 2</p> <p>The children have worked in partners to develop basic movements, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. They have used mirroring and listened to music to change the speed and shape of their movements. They have worked in partners to create a short sequence of movements.</p>	  
<p>Art</p> <p>To develop a wild range of art and design techniques in using colour, pattern, texture, line, form and space.</p> <p>Painting- artist Vincent Van Gogh</p>	<p>Children to have used their fine motor skills of the movements up and down with threading, moving objects like cars and aeroplanes, and painting movements. Children to have experienced skills of cutting and sticking. Opportunities of fine motor skills of cutting papers and fabrics. To have had opportunities to look at artwork, sculpture, paintings, and drawing</p>	<p>Lesson 1- Observational drawings of spring flowers-line drawings with pencils Lesson 2- Painting of flowers Lesson 3- looking at the artist, creating trees, large scale with oil pastels. Lesson 4- Creating landscapes with roads, buildings and houses. Lesson 5- Save the whale posters</p> <p>Painting- artist Freidensreich Hundertwasser</p> <p>Prior Learning</p>	<p>Titanic on the starry night <b>NO CYPRESS TREE</b> Lesson 1 – BIG PAPER The children may have already looked at the starry night by Van Gogh. Show them the image and discuss. Discuss the different texture, lines and pattern. Look at the colours chosen. Model creating a simple line drawing of the starry night Children will draw the outline – needs to be light!</p>

	<p>by different artists. Children to have had opportunities to talk, touch and look at different artwork.</p>	<p><b>Year 2</b></p> <p>The children have explored printing in the style of Roy Lichtenstein. They explored contrasting colour to create a pop art piece of work.</p>	<p>Lesson 2 – Paint! Model to the children adding paint to their outline of Starry Night. Describe how VVG used short brush strokes to create texture. Look at the way we hold the brush and the choice of thickness. Children to paint their outline</p> <p>Lesson 3 – Titanic The children will have already learned about the Titanic. Watch a short video showing details of the ship. Watch the how to video on Natterhub and children progress at their own speed.</p> <p>Lesson 4 – pastel Time to add pastel to their Titanic. Their drawings will be cut out and added to their Starry night background Photo onto Natterhub!</p>
<p><b>Computing</b></p> <p><i>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i></p> <p><i>NATTERHUB – mind it lesson 2</i></p> <p><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i></p> <p><i>Use logical reasoning to predict the behaviour of simple programs.</i></p> <p><i>Create and debug simple programs.</i></p> <p><i>Programming B – An introduction to quizzes</i></p>	<p>The children have completed an E-Safety lesson every half term.</p> <p>The children have used the IWB for mark making and used IT in their role play areas.</p> <p>They have used IT with the help of an adult and through independent access of provision.</p> <p>The children explore ‘how to’ do different tasks and will find things out through continuous provision</p>	<p>The children have completed an E-Safety lesson every half term using Natterhub.</p> <p>The children have accessed their online profile and edited it. They know how IT around us can help us.</p> <p>The children have used floor robots to create simple algorithms and explored simple debugging.</p> <p><b>Prior Learning</b></p> <p><b>Year 2</b></p> <p>Children have explored the meaning of IT, including IT around us in school, day-to-day life and the wider environment. They have learned about different types of IT and what it can be used for. They have also taken part in a Natterhub lesson about when it is appropriate to spend time on a device, alongside a lesson on choices in IT. Children have explored algorithms, created their own floor mats for Beebots and created algorithms to direct the Beebots to different places. They have used logical prediction skills and tested their algorithms. The children have also used problem-solving skills to debug their programs.</p>	<p><b>NATTERHUB</b> -Mind it lesson 2</p> <p>Lesson 1 - scratch junior recap During this lesson, learners will discover that a sequence of commands has an ‘outcome’. They will predict the outcomes of real-life scenarios and a range of small programs in ScratchJr. Learners will then match programs that produce the same outcome when run, and use a set of blocks to create programs that produce different outcomes when run.</p> <p>Lesson 2 Using a design During this lesson, learners will be taught how to use the <b>Start on tap</b> and <b>Go to page (Change background)</b> blocks. They will use a predefined design to create an animation based on the seasons. Learners will then be introduced to the task for the next lesson. They will predict what a given algorithm might mean.</p> <p>Lesson 3 Changing a design During this lesson, learners will look at an existing quiz design and think about how this can be realised within the ScratchJr app. They will choose backgrounds and characters for their own quiz projects. Learners will modify a given design sheet and create their own quiz questions in ScratchJr.</p>

			<p>Lesson 4          Designing and creating a program          During this lesson, learners will create their own quiz question designs including their own choices of question, artwork, and algorithms. They will increase the number of blocks used within their sequences to create more complex programs.          Evaluate - They will think about how they could improve their designs by adding additional features. They will modify their designs and implement the changes on their devices. Learners will find and correct errors in programs (debug) and discuss whether they debugged errors in their own projects.</p>
<p><b>Music</b></p>	<p>Children will have listened to and performed nursery rhymes and well known songs.          They will have carried out listening/sound walks in their local area.          Children took part in the whole school Christmas singalong, learning one Christmas song per class and performing for a school film.</p>	<p>Children have used their voice expressively and creatively by learning singalong songs. They have explored dynamics, pitch and tempo of different songs to see the effect this creates.</p> <p>The children have also listened to pieces of live music, discussed the feelings the music created and discussed the choice of musical instruments used.</p> <p>Prior learning          Year 2</p> <p>They have listened to a variety of music and have appraised what they have listened to.          They have used Glockenspiels to accompany the main song they have been learning. They have explored the pace and beat of the music.</p>	<p>Sing up – Trains unit</p> <p>Lesson 1 – Children will listen to music that inspired by transport. Children will identify, respond and discuss these pieces. Children will respond to and notice the volume and tempo in the selected pieces. They will also explore the terms ‘crescendo’ and ‘diminuendo’. Throughout the session they will explore the importance of the conductor.</p> <p>Body percussion will be used and children will take it in turns to be the conductor, adjusting tempo and volume accordingly.</p> <p>Lesson 2 – Children will experiment with different train noises as a warm up, reminding themselves of ‘crescendo’ and ‘diminuendo’.</p> <p>Children will explore rhythms on drums, shakers and scrapers. They will use the piece ‘Villa-Lobos’ as an example. As they progress through the lesson they will layer the different beats to create a piece of music to reflect trains. This will be performed as a group and a quick diagram will be recorded to note the composition.</p> <p>Lesson 3 – Children will use the musical diagram to practise last lessons piece on trains. Together adjustments to tempo and volume will be made and practised. Elgar’s ‘Moving down the tracks’ will provide inspiration for the changes and children will practise their piece with a conductor.</p> <p>The finished piece should be performed or recorded and will include simple rhythms, changes in volume and tempo, as well as layering.</p>

**History**  
**THROUGH ENGLISH**  
 Events beyond living memory that are significant nationally or globally.  
*Titanic double page spread*

# See English planning Week 1

**PSHE**  
**Across full Spring Term:**  
**Living in the wider world Belonging to a community**  
 Belonging to a group; roles and responsibilities; being the same and different in the community  
**Media literacy and digital resilience**  
 The internet in everyday life; online content and information  
**Money and work**  
 What money is; needs and wants; looking after money

Early on, the children have focused on good manners and building relationships. They have thought about who is in their family and being respectful, keeping boundaries and how to recognise not feeling safe.  
 They have talked about keeping secrets and that not all secrets are good to keep. The children have continued to focus on the school rules.  
 NSPCC focus  
 Pantosaurus lesson  
 Oral health and Buddy the dog for E-Safety

The children have learned about important people in their lives and discussed why. They have explored different feelings and how these present themselves.  
 The children have thought about being unkind and how hurting someone makes you feel. The children have also completed a PANTS session  
 Prior Learning  
 Year 2  
 The children have discussed emotions and what to do if they are feeling lonely or sad. They have explored families and positive/negative relationships through circle time and natural art. The children have thought about what makes a good friend and how unkind words can make people feel. They have discussed what makes us unique/special through self-portraits and been introduced to exploring differences through a 'friend' bingo activity.  
**SPRING 1**  
**Lesson 1 – Belonging to a community**  
**Lesson 2 Roles and responsibilities**  
**Lesson 3 Media literacy and digital resilience** **Through E-SAFETY DAY**  
 The internet in everyday life; online content and information

**3 lessons**  
**Money and work**  
 What money is; needs and wants; looking after money  
 Lesson 1  
 Talk about what is money, why we need it, different types of money  
 Lesson 2  
 Sorting things into wants and needs  
 Lesson 3  
 How to look after our money