Medium Term Plan

Year 2- Autumn 1

Cross Curricular Learning Ideas

British Isles and Amazing Animals - Linking to their existing understanding of the natural environment and the British Isles.

Forest School and Science

Computing Unit: Coding (Purple Mash)
PE unit: Invasion Games (see PE Passport)
Science: Animals including Humans
RE: Who is Muslim and How do they live? (unit 1.6)

PSHE – Being Me in My World

In this Puzzle (unit), the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children learn about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter.

Music – Charanga

Exploring Simple Patterns

This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum, Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning, and further musical exploration.

British Isles

Prior Learning:

- My route to school, my school, my locality, shops
- Where do I live- street, city/town
- Identify seasonal and daily weather patterns in the UK
- Use basic geographical vocabulary to refer to: key human and physical features

Future Learning: *see geography skills progression document:

- The UK – countries, capitals, national flags, major towns and cities, rivers, industry
- Small area of UK (London and compare to local area - Mickleton)
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

Artefact Box (from Wilson Museum):

British Isle box

Key Texts:

Writing Books: Dick Whittington
Trust me, Jack's beanstalk stinks!

Viper: The deep dark woods

Reading for Pleasure:
Red riding hood was rotten
The true story of the three little pigs
Usbourne Illustrated stories from around the world
Ninja red Riding Hood
Nimesh the Adventurer

Trips/Visitors/Outdoor learning:

Birmingham Think Tank Museum – Amazing Animals Workshop

Global Curriculum Links

Harvest
Ice Age Europe Day
Recycle Week
Black History Month
World Space Week
World Mental Health Day

Key vocabulary: History/Geography

- Coast - beach, cliff, coast, sea, ocean, river, harbour
- North Sea, English channel, Irish Sea
- Inland - forest, hill, mountain, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, and shop
- Directions - North, South, East, West
- Landmarks – Big Ben, Tower of London, St. Paul's Cathedral, Buckingham Palace
- Plan perspective, key, symbol, route, atlas,
- Human and physical features
- Capital city
- Country

Key vocabulary: Art

Patterns, textures, tones, tints, pressing, rolling, rubbing, stamping, lines – think, thin, long, short, colour, shape, contrast, method, cut

Geography

- Children encouraged to ask simple geographical questions; Where is it? What's it like?
- Use NF books, stories, maps, pictures/photos and internet as sources of information.
- Investigate their surroundings
- Make appropriate observations about why things happen.
- Make simple comparisons between features of different places.
- Draw a map of a real or imaginary place.
- Begin to understand need for a key. Use class agreed symbols for a key.
- Use an atlas to find and locate the United Kingdom and its capital cities.
- Begin to spatially match places (i.e UK on a map) Locate and name on UK map major features.

History

- Discuss reliability of photos/ accounts/stories
- Use a source – observe or handle sources to answer questions about the past based on simple observations.
- Communicate their knowledge through: discussion, pictures, drama/role play, model making, writing and using ICT.

Art – ArtBase

- Layer different media, e.g. crayons, pastels, felt tips, paint…
- Experiment with the visual elements; line, shape, pattern and colour.
- Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.

Science

- To sequence and describe the life cycle of different animals
- To sequence the stages in a human life cycle
- To match the young of different animals to their adult form
- To explain what humans need to survive
- To explain what animals need to survive
- To explain how exercise produces changes in the body
- To explain the different food groups and how they help us to stay healthy

PE

Invasion Games

This unit explores some strategies of attack and defence like using the width of the pitch when attacking and closing the space down quickly when defending.

RE

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, appropriate to their age and stage, so that they can:

Make sense of belief:

- Recognise the words of the *Shahadah* and that it is very important for Muslims
- Identify some of the key Muslim beliefs about God found in the *Shahadah* and the 99 names of Allah, and give a simple description of what some of them mean
- Give examples of how stories about the Prophet show what Muslims believe about Muhammad

Understand the impact:

- Give examples of how Muslims use the *Shahadah* to show what matters to them
- Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)
- Give examples of how Muslims put their beliefs about prayer into action

Make connections:

- Think, talk about and ask questions about Muslim beliefs and ways of living
- Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas
- Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

Computing:

- To understand what an algorithm is.
- To create a computer program using an algorithm.
- To create a program using a given design.
- To understand the collision detection event.
- To understand that algorithms follow a sequence.
- To design an algorithm that follows a timed sequence.
- To understand that different objects have different properties.
- To understand what different events do in code.
- To understand the function of buttons in a program.
- To understand and debug simple programs.