

Focus Education Statements

Science I can carry out simple tests, I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. I can suggest why a material might or might not be used for a specific job. I can explore how shapes can be changed by squashing, bending, twisting and stretching.

Geography I can explain how an area has been spoilt or improved and give my reasons. I can say what I like and do not like about the place I live in, I can explain how jobs may be different in other locations, I can explain the facilities that a village, town and city may need and give reasons, I can find where I live on a map and I can name the capital cities of England, Wales, Scotland and Ireland

History: I can use words and phrases like: before, after, past, present, then and now, I can give examples of things that were different in the past by talking to an older person and I can find out things about the past by talking to an older person

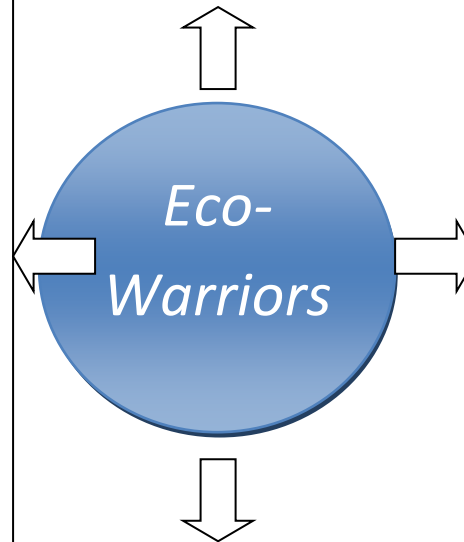
Design I can measure materials to use in a model (vehicles), I can think of an idea and plan what to do next, I can explain what went well with my work, I can choose tools and materials and explain why I have chosen them.

Music I can perform simple patterns and accompaniments keeping a steady beat, I can create music in response to different starting points, I can order sounds to create a beginning, middle and end.

PE Indoor PE – Gymnastics- I can plan and perform a sequence of movements, I can improve my sequence based on feedback, I can work on my own and with my partner.

PE Outdoor PE – Games- I can use one tactic in a game, I can follow rules, I can decide the best space to be in during a game

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National Curriculum

As **Scientists** we will carry out simple tests as well as identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. We will also find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

As **Geographers** we 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.

Design Technologists we will design purposeful, functional, appealing products for ourselves and others users based on design criteria. We will select from a wide range of materials, according to their characteristics. We will build structures, exploring how they can be made stronger, stiffer and more stable.

As **Musicians** we will experiment with, create, select and combine sounds using the inter-related dimensions of music

In **Computing** we will understand what algorithms are: how implemented on digital devices and that programs execute by following precise and unambiguous instructions

As **Exercise** we will show agility and co-ordination in dance and participate in team games, developing some tactics for attacking and defending

Citizenship we will develop an interest in and commitment to, volunteering.

Curriculum Drivers:

Our Values

As people concerned with our environment we will:

Explore how things might be improved through our actions and/or the actions of others. So look at how our actions affect the local environment.

SEMH (social, emotional and mental health)

As people concerned with our environment we will:

Find out we will identify the difference between people's needs and wants. Do we need to use electricity all of the time?

Enterprise

As enterprising people we will:

Explore how and why charities raise money to help the environment and to look after the world that we live in. How do charities raise money with our recycled goods? We will also be raising money for re-investing spending by making photo frames out of re-cycled materials to sell to family members.

Environment

As people concerned with our environment we will:

Find out about what we currently do in school to save energy and put in place an action plan from this. Find out what we can do to help support both our local and global environment/community as individuals, as a

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Science

Chn will compare the uses of everyday materials, identify and classify the uses and record their observations. Chn will also be encouraged to think creatively about how materials can be used by designing a new invention e.g. a bubble maker – look at existing bubble makers and choose an appropriate material and design?

Chn will also look at how materials can be changed – heated, cooled down, stretched and bent.

Chn will also make a moving vehicle that we then test down a ramp and across different materials – carry out an investigating about this with recording being the focus.

Citizenship

To observe and record how energy is being used in school, through questionnaires, and decide on an action plan that can help the school to save money and energy.

Create posters to remind others to save energy.

Litter picking with/for the local community.

Geography

To review where the UK, Yorkshire, Leeds and Wetherby are on the map. To re-look at aerial pictures of the local environment and identify the land use and physical features. Chn to design own ideal town that is environmentally friendly – what would it look like? What would it include? Chn to use a key and symbols.

To look at how humans effect the planet and think of ways to combat this. How have we affected the local area? The planet? Look at how energy is made and alternative sustainable sources of energy.

Look at global warming

Writing

Phonics – look at ed and ing endings and different rules. Past and Present.

Narrative – look at stories set in familiar places and the author Dick King Smith– look at writing in full sentences and using adjectives, different conjunctions and openers to interest the reader. Beginning to make improvements to their own work and evaluate their own work with peers. For HA – to extend ideas over more than one sentences. **Non-Narrative** – dictionary work and diary writing linked to the idea of them being an eco-warrior and on a mission to fight peacefully to save the planet

Reading: I can talk about and give an opinion on a range of texts (amongst others)

Speaking: I can hold the attention of people I am speaking to by adapting the way I talk

Mathematics

Measure –mass link to recycling (look at packages) and length, link to measuring own environment and the space that we need to provide energy too e.g. lighting and heating.

Time – link to measuring how long lights are used for, days of the week that the bin men come etc...

Money – financial capability link. How much do things cost and what can we do to save money and energy at home and at school?

Introduce multiplication – arrays, repeated addition and grid method – link to recycling

History –

Comparing toys from the past to present day (Christmas link)

RE

How can we look after our planet? 2.4 scheme of work:

Pupils will learn about the views of different religions/beliefs regarding the origins of the world. They will consider the ways in which religious and non-religious individuals and organisations show care and concern for the planet

DT

To explore ways in which materials can be joined together.

Investigate different materials that can be used in design – create a collage for calendar.

To design and make a picture frame that is purposeful, functional and appealing. First research photo frames and rate their function, appeal, purpose and material. The focus will be on using recycled materials. The final product will be sold as part of the enterprise project.

To create a space buggy moving vehicle using wheels and different tools. Wood sawing.

Music

To use percussion instruments to follow the beat and respond to music.

Changing tempo.

PE

Indoor = gymnastics – using large mats – investigating making shapes with bodies and travelling at different levels.

Outdoor = defending and attacking skills – building up to put in to games.

