

MEDIUM TERM PLANNING



YEAR: 2

TERM: Spring

TOPIC: Fire! Fire!

SUBJECT	NATIONAL CURRICULUM	STICKY KNOWLEDGE	SKILLS	EVIDENCE
History	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements. 	<ul style="list-style-type: none"> 2nd September 1666-4 days and 4 nights To know why the fire spread-building materials/close together. To know who the King was at the time. Samuel Pepys informed the king. Kept a diary of events. Why the fire started and where To know where the fire spread to and consider distance on a map. There was no fire brigade in London in 1666 so Londoners themselves had to fight the fire using buckets, squirts and firehooks. Destroyed 70,000 homes. Less than 10 people died in the fire, but it is thought that poor people were not recorded. 	<ul style="list-style-type: none"> To show chronological understanding through sequencing events on a time line. To use vocabulary such as 'long time ago' 'recently' 'past' present. Compare photographs and old maps. To ask questions about the past using authentic historical sources. 	<ul style="list-style-type: none"> Recount from the viewpoint of a townspeople. Extract from Samuel Pepys diary.
Geography	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<ul style="list-style-type: none"> Explain where Kenya is located in the world and find Kenya on an atlas and globe. Identify London on a map and key areas of interest. Identify animals that live in Kenya and begin to explain the concept of 'endangered species' There are two main languages spoken in Kenya: English and Swahili Identify the features of a national park and begin to explain the difference to a game reserve. 	<ul style="list-style-type: none"> Draw a map of Kenya and locate the capital city, some main cities and oceans. use compass directions to move around a map. Use an atlas/globe to locate accurately places and landmarks in Kenya. 	<ul style="list-style-type: none"> Completed simple map of Kenya with main areas identified. Comparison of our life and a child's life in Kenya.

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<p>Art</p>	<ul style="list-style-type: none"> to use drawing to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists 	<ul style="list-style-type: none"> Recognise types of artwork To know different types of media will create differing effects To recognise layering of colours creates different shades of colour. 	<ul style="list-style-type: none"> To develop sketching skills To use a range of materials for a desired effect. 	<ul style="list-style-type: none"> sketches/artwork of London landmarks. Completed collage of London houses on fire.
<p>DT</p>	<ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. evaluate their ideas and products against design criteria 	<ul style="list-style-type: none"> To know that a designed product should have a purpose. To know that we can research our ideas using ICT. To know what makes up a healthy plate of food. 	<ul style="list-style-type: none"> Select and use ingredients. Design and make a healthy sandwich 	<ul style="list-style-type: none"> Completed sandwich design Devaluation of their design.
<p>Science</p>	<p>Animals including humans.</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<ul style="list-style-type: none"> To know humans have offspring that looks like them. Compare to animal caterpillar to butterfly. To know that humans and animals need water food and air to survive. To know keeping healthy means caring for our body so we have enough energy to learn, play and grow. Food contains nutrients (link to living things) which we need for our body to stay active. What does 5 a day mean/look like? Sugary foods are bad for your health. We should have 30-60 minutes of exercise each day. 	<ul style="list-style-type: none"> Compare scientific evidence. Use ICT to research scientific facts and to answer questions. Use a simple table and record in numbers. Remember words and facts about science. Construct block charts. 	<ul style="list-style-type: none"> Life cycle of a human-comparison with butterfly. Research a healthy diet. Create a food diary. Classify healthy/unhealthy foods and create a bar chart.

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Music	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> To recognise the genre rock. To identify different musical instruments in a piece of music. To recognise verses and chorus in a song. 	<ul style="list-style-type: none"> To be able to move/ clap to the pulse of a song. To begin to play some simple notes on a musical instrument. 	<ul style="list-style-type: none"> Photographs and children's thoughts to be captured in our music floor book.
Computing	<ul style="list-style-type: none"> Unit 2.3 Spreadsheets Unit 2.4 questioning 	<ul style="list-style-type: none"> To know we can use a spreadsheet to complete calculations To know that a pictogram is a diagram to represent data To know that a database is a computerised system that makes it easy to search for and select information. 	<ul style="list-style-type: none"> To be able to load up and manipulate a spreadsheet. To check simple calculations using a spreadsheet To be able to collect data and create a graph. To input data into a pictogram 	<ul style="list-style-type: none"> Completed graph Completed pictogram.
PE	<p>Unit 4: Coordination- Ball skills Counter balance with a partner</p>	<p>To know how to create counter balances with a partner.</p>	<ul style="list-style-type: none"> I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression (Level 3) I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme (Level 2) I can explore and describe different movements (Level 1) 	<ul style="list-style-type: none"> Photographs and pupil voice in p.e floor book.
RE	<ul style="list-style-type: none"> What does it mean to belong in Christianity? The meaning of Easter – How do Christians celebrate Easter? 	<ul style="list-style-type: none"> Children are able to identify some beliefs and features of Christianity. To know key messages in the Easter story 	<ul style="list-style-type: none"> asking relevant questions making the association between religions and individual, community, national and international life 	<ul style="list-style-type: none"> Simple re-tell of the Easter story. Labelled picture of Easter celebration.
RAISING ASPIRATIONS	<p>Children to have pride in the rich heritage of the local area. To understand the limitations that existed the past and how their life aspirations can be very different.</p>			
ADDITIONAL READING	<p>Class book to be read for pleasure- unlinked to topic 'the faraway tree' Great fire of London text.</p>			

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ADDITIONAL WRITING	Great fire of London- diary entry-recount of events. R.e Retell of the Easter sotry.
EDUCATIONAL VISITS	Local area walk