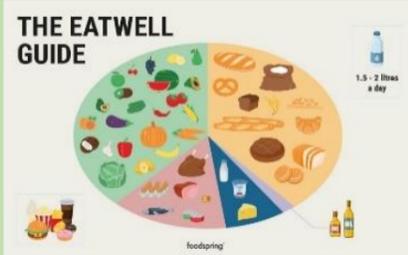




Year 2 – Medium Term Planning

Aspirations – Collaboration – Connections – Creativity - Expression

Learning Unit 1 – Healthy Me (6 weeks)				
Experiences / Visits	Disgusting sandwich experience		Supermarket Visit	Forest Schools
SUBJECT	PRIOR KNOWLEDGE	EXPECTED	POSSIBLE MISCONCEPTIONS	Further Extension
<p>SCIENCE</p> <p>KSU</p> <p>Animals, including humans</p> <p>Know how...</p> <p>Know how to...</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Understand some important processes and changes in the natural world around them, including the seasons</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>Understand what constitutes a healthy lifestyle (<i>with regards to a healthy, balanced diet, drinking plenty of water, exercising regularly and good hygiene</i>)</p> <p>Know why it is important to wash your hands before and after eating and after going to the toilet (<i>in relation to preventing the spread of germs</i>)</p> <p>Know what is meant by a 'balanced diet' (using the 'Eatwell guide') including eating 5 portions of fruit and vegetables a day and keeping sugary food to a minimum</p>  <p>Know what happens to our bodies when we exercise and why it is important to be active (Related to Health-Related Exercise (PE))</p> <p>Teacher Notes – Food</p> <ul style="list-style-type: none"> • Carbohydrates give us energy. They are found in foods such as bread, potatoes and pasta. • Proteins help our bodies to repair themselves. They are found in foods such as fish, meat, beans, nuts, seeds, eggs and cheese. • Fats help store energy for our bodies. They are found in foods such as butter, cheese, nuts and fried food. • Fibre is important for helping us digest our foods. It's found in fruit and vegetables. <p>Working Scientifically (Related to Health-Related Exercise (PE))</p> <p>Ask questions about what humans need to stay healthy and suggesting ways to find answers to their questions.</p> <p>Observe the impact of exercise on the body</p> <p>Carry out tests to understand the effect of exercise on the body (<i>notice changes such as skin temperature/colour, heartbeat/pulse and breathing rate</i>)</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> • eating chocolate is unhealthy (<i>a balanced diet is healthy, just keep sugary snacks to a minimum and remember to have 5 fruits and vegetables a day</i>) • it doesn't matter what they drink (<i>some drinks contain a lot of sugar</i>) • eating sugary foods taste good and doesn't really hurt us anyway (<i>in simple terms, it may rot our teeth and it may make us ill later on</i>) • exercise is weight lifting and going to the gym (<i>exercise is any activity that increases your heart rate: playing tag, climbing a hill, playing football and dancing are all forms of exercise</i>) • exercise is just about getting big muscles (<i>It feels good to have a strong, flexible body that can do all the things you enjoy. Exercising can also put you in a better mood. When you exercise, your brain releases chemicals that make you feel happier</i>) 	<p>Why does your heart need to beat faster when you exercise? (<i>When the muscles start to work, they need more oxygen so the heart pumps more oxygenated blood around the body</i>)</p> <p>Explain why eating a balanced diet is important.</p> <p>Create a poster to explain why exercise is good for you.</p>
<p>HISTORY</p> <p>KSU</p> <p>Changes within living memory</p> <p>Know....</p> <p>Know how to....</p>	<p>Know about some things that are different in their life from that of their grandparents when they were young (How has Burton changed?)</p>	<p>Understand how the way we shop for food has changed over time (<i>Last 75 years - changes in the types of shop e.g. separate smaller shops like the butcher, grocer and bakery being replaced by larger supermarkets /the variety of shopping experiences from markets to online shopping /the variety and choice of food found in large supermarkets /changes in technology e.g. electronic weighing machines rather than traditional weighing scales; barcodes on items and items being scanned; self-checkout machines</i>)</p> <p>To identify, compare and talk about the similarities and differences between photos from the past and the present (shopping for food)</p> <p>Use time language and chronology skills to see that shops change over time</p> <p>Use words and phrases such as before (I was born) after (I was born) past, present, then and now when talking about shopping for food in the past and now</p> <p>Teacher notes</p> <p>BBC Teach has a clip about how shops have changed over the last 75 years. KS1 History. Changes within living memory: Shops - BBC Teach</p> <p>Teachers should also utilise photographs of food shopping over the last 75 years. As a starting point there are some here: How has shopping changed? - BBC Bitesize</p>	<p>Some children might think:</p> <p>Shopping for food now is the same as in the past and people in Britain have always shopped in supermarkets (<i>people often shopped in different shops – butcher, baker, greengrocer</i>)</p>	<p>Ask my family my parents / grandparents / aunts / uncles about their experiences of shopping for food when they were younger. How are they similar or different to my own?</p>



<p>GEOGRAPHY</p> <p>KSU</p> <p>Locational Knowledge</p> <p>Geographical skills</p> <p>Know how...</p> <p>Know how to...</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen</p> <p>Locate UK on a map and globe and describe some features of an island</p> <p>Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Know the names of the four countries that make up the United Kingdom</p> <p>Know the names of three seas that surround the UK (English Channel, North Sea, Irish Sea)</p> <p>The names of the capital cities of England, Wales, Scotland and Northern Ireland</p>	<p>Name the seven continents (<i>Europe, Asia, North America, South America, Australia, Africa, Antarctica</i>) and locate them on a globe or map</p> <p>Understand what continent means (<i>Continents are the large solid area of land that covers the surface of Earth. In simple words, a continent is one of Earth's seven main divisions of land</i>)</p> <p>Name the world's five oceans and locate them on a map – <i>Pacific, Southern, Artic, Atlantic, Indian</i></p> <p>Recall some facts about the continents of the world</p> <p>Use world maps, atlases and globes to identify continents</p> <p>Teacher Notes</p> <p>Geography Text- The World Came to My Place Today by Jo Readman and Ley Honor Roberts</p> <p>Continent facts</p> <ul style="list-style-type: none"> • Asia is the largest of all continents • Africa is the hottest continent in the world and houses the longest river in the world – the Nile • Antarctica is the southernmost continent and it is the coldest, driest, windiest continent in the world • Australia is the smallest continent in the world • Europe has the smallest country in the world (Vatican City. Five out of the top ten tourist destinations in the world are located in Europe (France is the number one tourist destination in the world) • North America has 23 countries in total including, the United States of America (USA), Canada and Mexico • South America is home to the longest mountain range - the Andes and the highest waterfalls - the Angel Fall <p>Oak Academy link</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> • Africa (or another continent) is a country not a continent • Earth's oceans are separate and not connected (<i>Earth's oceans are all connected and part of one global ocean system</i>) 	<p>Compare and contrast - How would my life be different if I lived in a different continent?</p> <p>Locate Europe in an atlas and use it to identify and name as many countries as possible.</p> <p>I know where I would prefer to live and can explain why</p>
<p>DESIGN AND TECHNOLOGY</p> <p>KSU</p> <p>Principles of Nutrition and Cooking</p> <p>Healthy Breakfast dish</p> <p>Know....</p> <p>Know how to....</p>	<p>Children will have explored a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function independently and with others</p> <p>They will have shared their, talked about what they created</p> <p>Know that all foods come from plants and animals</p> <p>Categorise different food stuffs into the two main food sources (From Animals / From Plants)</p> <p>Research, design, make and evaluate a healthy salad</p> <p>Use the bridge technique / claw grip / fork secure when cutting tomato, cucumber, soft cheese</p>	<p>COOKING AND NUTRITION: Find out where some of the food we buy in the UK originally comes from (Relate to geography knowledge of continents - <i>Our broccoli and oranges mostly come from Spain (Europe), UK bananas mostly come from the Caribbean (North America), Cocoa for chocolate comes from Africa or North America, Thailand (Asia) is the biggest producer of tinned tuna, milk, wheat, potatoes and carrots are all produced in the UK</i>)</p> <p>Name different food and drinks consumed at breakfast time</p> <p>Explain why it is important to have breakfast every day</p> <p>Sort a selection of food and drink items into their plant or animal origin (e.g. <i>milk- animal, strawberries-plant, eggs- animal</i>)</p> <p>Know what makes a healthy breakfast (<i>i.e. food, drink and inclusion of a 5 A DAY item – relate to Eatwell plate</i>)</p> <p>RESEARCH: Explore and describe what I like about different types of breakfasts (cereal, porridge, breakfast bar) and relate to my understanding of a healthy, balanced diet (<i>i.e. children might enjoy a breakfast bar but notice from the packaging that there are high levels of sugar</i>)</p> <p>Express their opinion about ingredients they taste using sensory vocabulary</p> <p>DESIGN: Design a simple breakfast dish based on simple criteria for a user and purpose (breakfast pot)</p> <p>MAKE: Perform simple food preparation skills safely and hygienically (e.g. peel, mash, juice, cut, spoon, arrange). Know how to use the bridge technique, claw grip or 'fork secure' to cut food safely (i.e. fresh and tinned fruits)</p> <p>Present the breakfast pot according to their design</p> <p>EVALUATE: Taste and evaluate their breakfast dish, suggest ways their dish could be modified in the future</p> <p>Teacher resources – Food a fact of life website</p>	<p>Some children may think that:</p> <ul style="list-style-type: none"> • all breakfast products are healthy (<i>need to check the labels as some can have high sugar content</i>) • fruits all taste the same • all food in the UK is produced in the UK 	<p>Explain what I liked about my breakfast and other breakfast dishes (presentation, taste). How did they compare to the products we looked at/tasted?</p> <p>Redesign my breakfast pot based on my evaluation</p>
<p>COMPUTING</p> <p>KSU</p> <p>Coding (Purple Mash)</p> <p>Know...</p> <p>Know how to....</p>	<p>Understand what coding means in computing</p> <p>Create unambiguous instructions</p> <p>Build one- and two-step instructions</p> <p>Create a simple program</p>	<p><i>NB: Coding is a longer computing unit so it will run into Learning Unit 2</i></p> <p>Coding (Focus: Algorithms, Using Repeat, Using a Timer)</p> <p>Understand what an algorithm is</p> <p>Create a computer program using simple algorithms</p> <p>Know how the turtle object moves and understand how to use the repeat command with an object</p> <p>Understand how use the repeat command</p> <p>Understand how to use the timer command</p> <p>Know that the turtle and character objects have different properties and move in different ways</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> • they are not able to code and need to be brilliant at maths (<i>coding can be mastered gradually, step by step</i>) • work is always automatically saved 	<p>Explain why it is important that designs are precise (<i>so that algorithms can be successfully translated into code</i>)</p>



	<p>Design a scene for a program Use code blocks to make the characters move automatically Add an additional character and use the Stop button to make characters stop when the background is clicked</p>	<p>Compare the actions of the turtle and character objects Coding (Focus – Debugging, Different object types) Know what debugging means Understand the need to test and debug a program repeatedly Know how to debug simple programs Create programs using different kinds of objects whose behaviours are limited to specific actions Predict what the objects will do in other programs, based on their knowledge of what the object is capable of Explain how they know that certain objects can only move in certain way (as that is what the objects were limited to)</p>		
<p>PE KSU <i>(Power of PE)</i> Health Related Exercise Know... Know how to....</p>	<p>Understand the term pulse and how to check their pulse Identify whether their pulse is faster or slower Have an awareness of meditation and exercise and how they impact on their bodies Perform fitness tests Understand that when we exercise, the heart beats faster</p>	<p>Understand the term 'meditation', explain some reasons why people meditate and know what happens to their pulse when they meditate Perform fitness tests: Speed test, Running test, Muscle test, Catching test to identify their own strengths (repeat and compare performance, could also compare to Y1) Know that regular exercise improves health and fitness Identify where the four main muscle groups (Biceps, Quads, Abs, & Deltoids) are by performing exercises that work each of the four groups Talk about the impact of exercise on their own bodies Understand that muscles need oxygen for power, and it is the job of the heart and lungs to provide our muscles with oxygen Know that when we exercise, the heart beats faster and show an understanding that this is because our muscles need more fuel (oxygen!)</p>	<p>Children may think:</p> <ul style="list-style-type: none"> pupils may think the fastest person is the fittest (<i>there are actually different types of fitness - Some people are very strong, some people are very supple/bendy, some people can keep exercising for a long time (have good stamina)</i>). 	<p>See 'Stages for differentiation' on 'Power of PE' Y1 Multi skills planning document</p>
<p>RE KSU Creation Story (Christianity) <i>(Discovery RE)</i> Know... Know how to....</p>	<p>Talk about how it felt to create something special Know that Christians believe there is a God Retell the Christian Creation story, recalling some things that Christians believe God created on different days Know that God wants Christians to look after the world</p>	<p><i>Theme: What did Jesus teach us?</i> <i>Concept: Gospel</i> <i>Religion: Christianity</i> <i>British Values: Individual Liberty, Mutual Respect, Tolerance</i> <i>SMSC: Moral, Social</i> My learning is to: Know what it means to be kind Explain when I have been kind to others even when it was difficult Re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people Re-tell a story Jesus told about being kind (or give an example of when Jesus showed kindness) Explain why I think Christians should be kind and give a reason</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> being kind is always easy 	<p>Talk about their own experiences of kindness and relate this to a bible story they have learnt about</p>
<p>PSHE KSU Being Me in My World <i>(Jigsaw PSHE)</i> Know... Know how to....</p>	<p>Know that they belong to the class and it is a safe place for everybody to learn Know why their class is a happy, safe place to learn Understand the rights and responsibilities as a member of the class Know that their views are valued Recognise how it feels to be proud of an achievement Recognise the choices they make and understand the consequences Recognise the range of feelings associated with certain consequences</p>	<p><i>Theme: Being Me in My World</i> <i>British Values: Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance</i> <i>SMSC: Social, Moral, Spiritual</i> <i>Emotional Literacy: Self-awareness, Social Skills, Motivation</i> My learning is to: Identify how it feels to be part of a new group Identify some hopes and fears for the year Recognise when I feel worried and know how to ask for help Know how to make my class a safe and fair place Know that my views are valued Understand what it means to be a responsible member of the class Know that the choices I make have consequences and identify the associated feelings Listen to other people and contribute their own ideas about rewards and consequences Know how to work cooperatively with others</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> we can never make mistakes working cooperatively means everyone doing what I say consequences are always negative and only relate to bad choices (<i>they can be positive following a positive choice i.e. the consequence of smiling at someone could be that they smile back!</i>) 	<p>Explain my own responsibilities in helping maintain a safe and fair learning environment (<i>make a list and talk about my responsibilities</i>)</p>

NB: Music is taught by specialist music teachers from Rock it! Music. Please see the Music Knowledge, Skills and Understanding Progression grid for further details.