



Year 2 – Medium Term Planning

Aspirations – Collaboration – Connections – Creativity - Expression

Learning Unit 3 – Adventures in Africa (6 weeks)				
Experiences / Visits	Drumming session with Rock it!		Forest Schools	
SUBJECT	PRIOR KNOWLEDGE	EXPECTED	POSSIBLE MISCONCEPTIONS	Further Extension
<p>GEOGRAPHY KSU</p> <p>Locational Knowledge</p> <p>Place Knowledge</p> <p>Human and Physical Geography</p> <p>Geographical skills</p> <p>Know how...</p> <p>Know how to...</p>	<p>In Y1: Locate UK on a map and globe and describe some features of an island</p> <p>Know the names of the four countries that make up the United Kingdom (England, Northern Ireland, Scotland, Wales) and locate them on a map</p> <p>Know the names of the capital cities of countries in the UK</p> <p>Know how weather patterns change according to season in the UK</p> <p>Know the main differences between a village, town and city</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>In Y2: Name the seven continents and locate them on a map</p>	<p>Overarching aim: Know the main differences between a place in England (London) and that of a place in a non-European country (Nairobi, Kenya)</p> <p>Recall the names the UK countries, the four capital cities of England, Northern Ireland, Scotland and Wales (London, Belfast, Edinburgh, Cardiff) and locate them on a map (notice that the UK is part of Europe)</p> <p>Locate the continent of Africa on a map and locate the country Kenya in Africa</p> <p>Know name of the capital city of Kenya (Nairobi) and locate it on a map</p> <p>Know that there are two main seasons in Nairobi (<i>Dry season is June to October and Wet season is November to May</i>) and compare this to the seasons in the UK</p> <p>Know how the weather patterns change with the seasons in Nairobi</p> <p>Use aerial photographs and videos to recognise landmarks and basic human and physical features (<i>London and Nairobi</i>)</p> <p>Use vocabulary related to human features (<i>shops, houses, apartments, places of worship, school, offices, leisure facilities, population, special landmarks</i>) when describing cities (<i>London and Nairobi</i>)</p> <p>Explain some of the advantages or disadvantages of living in a city (<i>compare London and Nairobi</i>)</p> <p>Explain where you would prefer to live, London or Nairobi, referring to the information you have found out about each capital city</p> <p>Seasonal Changes - Winter (Dec/Jan/Feb)</p> <p>Observe and describe weather associated with the seasons and how day length varies. Gather data on weather: temperature, wind, length of day, changes to woodland - Covered in Forest Schools and daily weather class chart</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> • There are four seasons in Nairobi, the same as the UK • It is always dry in Nairobi <p>Some children may confuse continent, country, capital city (<i>this is why it is important to start with prior knowledge - recall of UK countries and capital cities and that the UK is part of Europe</i>)</p>	<p>What landmarks in London or Nairobi would you like to visit / have visited?</p> <p>Tell a partner what you know about them.</p> <p>In your opinion, what would be the pros and cons of living in each capital city?</p>
<p>SCIENCE KSU</p> <p>Living Things</p> <p>Know how...</p> <p>Know how to...</p>	<p>Identify and name a variety of common wild and garden plants</p> <p>Identify and name a variety of common animals: fish / amphibians / reptiles / birds / mammals</p> <p>Identify, name, draw and label the basic parts of the human body</p> <p>Identify and know the difference between deciduous and evergreen</p>	<p>Know that living things react to their surroundings, grow, reproduce (have babies), feed, get rid of waste and need air</p> <p>Identify some living things (humans, animals, trees, flowers) <i>There is a link here to Africa and Mama Panya's Pancakes</i></p> <p>Understand the key features of things that are living, as opposed to dead</p> <p>Know that dead items were once alive (such as fallen leaves or dried flowers) and other things have never been alive at all (such as lamp posts and stones)</p> <p>Be able to sort into alive, dead, never been alive</p> <p>Sort and classify things according to whether they are living, dead or were never alive and record their findings using charts (<i>Children could use brushes and bug collector pots to carefully collect some minibeasts e.g. spider, woodlouse (know that we shouldn't use our fingers because they are fragile and we need to be very gentle). They could compare these to some found dead minibeasts, looking closely with lenses</i>)</p> <p>Teacher's notes</p> <p>Characteristics of Living Things BBC Clip</p>	<p>Children might think that:</p> <ul style="list-style-type: none"> • all living things breathe in the same way (<i>Respiration is a necessary function for all living, but it is accomplished in vastly different ways. Mammals have lungs and fish have gills, while trees perform respiratory functions through their leaves and many insects actually "breathe" through special openings in their thorax</i>) • animals all reproduce like humans (<i>Mammals bare their young live, but other animals like birds and reptiles produce eggs</i>) • non-living things must have died (<i>all living things react to their surroundings, grow, reproduce, feed, get rid of waste and need air. These characteristics are contrasted with dead items, such as fallen leaves, and things that have never been alive at all, such as lamp posts and stones</i>) • Non-living things don't move (<i>pupils often use movement to distinguish is something is living or non-living. Many non-living things move - Fire moves, water moves, a robot moves, etc.</i>) 	<p>Explore questions for example: 'Is a flame alive? Is a robot a living thing? Is a deciduous tree dead in winter?'</p>



SUBJECT	PRIOR KNOWLEDGE	EXPECTED	POSSIBLE MISCONCEPTIONS	Further Extension
<p>COMPUTING</p> <p>KSU</p> <p>Effective Searching</p> <p>Making Music</p> <p><i>(Purple Mash)</i></p> <p>Know...</p> <p>Know how to....</p>	<p>Know how to refine searches using the Search tool</p> <p>Know how to share work electronically using the display boards</p> <p>Use digital technology to share work on Purple Mash to communicate and connect with others locally</p> <p>Develop knowledge and understanding about sharing more globally on the Internet</p> <p>Understand how we talk to others when they are not there in front of us</p> <p>Understand that information put online leaves a digital footprint or trail</p> <p>Adding simple sound effects to stories in 2Create a Story</p>	<p>Effective Searching</p> <p>Recall the meaning of key internet terms</p> <p>Understand the terminology associated with searching</p> <p>Identify the basic parts of a web search engine search page</p> <p>Know how to search for answers to a quiz on the internet</p> <p>Know how to create a leaflet to help someone search for information on the Internet</p> <p>Making Music</p> <p>Understand what 2Sequence is and how it works</p> <p>Know how to use the different sounds within 2Sequence to create a tune</p> <p>Explore how to speed up and slow down tunes</p> <p>Understand what happens to the tune when sounds are moved</p> <p>Know how to add sounds to a tune they've already created to change it</p> <p>Understand how music can be used to express feelings and create tunes which depict feeling</p> <p>Know how to upload a sound from a bank of sounds into the Sounds section</p> <p>Know how to record their own sound and upload it into the Sounds section</p> <p>Know how to create their own tune using the sounds which they have added to the Sounds section</p>	<p>Some children may think that:</p> <ul style="list-style-type: none"> • Google is the only search engine (<i>it is the one most people use but there are others not as well known: Bing, Yahoo, DuckDuckGo etc</i>) • IT can't be used to create music 	<p>Making music - Challenge them to use the rows to add guitars and (optionally) sound effects. How does the tune sound now?</p> <p>Open their happy and sad tunes, re-save with a new file name. Challenge: turn their happy tune into a sad tune and their sad tune into a happy tune. What did they alter? (<i>the tempo / the sounds used</i>). Explain why this made their tune sound different</p>
<p>ART AND DESIGN</p> <p>KSU</p> <p>Colour</p> <p><i>(watercolour)</i></p> <p>Drawing</p> <p><i>(pencil and pastels)</i></p> <p>Know...</p> <p>Know how to....</p>	<p>Y1: Use a sketchbook to gather artwork</p> <p>Use different sized pencils to explore different lines</p> <p>Know how to use a viewfinder to focus on form</p> <p>Use shading techniques to show different textures and shades</p> <p>Apply their knowledge of line, form and shading</p> <p>Know how to match the size of the brush to the area being covered</p> <p>Create tints by adding white and shades by adding black to ensure the colour matches the intended colour</p>	<p>Watercolour (creating a wash inspired by different skies)</p> <p>Know how to create secondary colours by mixing primary colours</p> <p>Explore tertiary colour mixing: red-orange (Vermilion); red-purple (Magenta); blue-purple (Violet); yellow-orange (Amber)</p> <p>Use a sketchbook to practise watercolour blending techniques (<i>focus on colour mixing for sunset colours – African inspired</i>) and compare to other colours – <i>what does this create? Stormy? Dark?</i>)</p> <p>Apply understanding of watercolour blending to paint a blended sunset and another watercolour wash of their own choosing to create a sky with a different 'feeling'</p> <p>Pastels (inspired by Jen Starwalt)</p> <p>Use pencil to sketch animals, paying close attention to facial features</p> <p>Know how to build pastels from light colours to dark colours and blend the colours together</p> <p>Layer two pastel colours and explore the effect of starting first with one colour and then the other (in sketch books)</p> <p>Know how to use the technique 'short strokes' with two colours when using pastels</p> <p>Know how to use the technique 'long strokes' with two colours when using pastels</p> <p>Know how to clean the pastels (<i>rubbing onto kitchen towel</i>)</p> <p>Explore and experiment with oil pastel techniques: blending, layering, short strokes and long strokes (<i>in their sketchbook</i>)</p> <p>Apply oil pastel techniques to their drawn animal image in the style of Jen Starwalt</p> <p>Teacher's notes</p> <p>Oil pastel techniques video (blending, layering, short strokes, long strokes)</p> <p>Jen Starwalt Contemporary Wildlife Art</p>	<p>Some children might think:</p> <ul style="list-style-type: none"> • Pastels are the same as crayons 	<p>Explain to a talk partner why I chose particular techniques for different parts of my animal image – what was the impact/effect?</p>
<p>RE</p> <p>KSU</p> <p>Prayer at home (Islam)</p> <p><i>(Discovery RE)</i></p> <p>Know...</p> <p>Know how to....</p>	<p>Children will have learnt about Christian and Jewish religions, including celebrations and talking / praying to God</p>	<p>Theme: <i>Prayer at home</i></p> <p>Key Question: <i>Does praying at regular intervals help a Muslim in his/her everyday life?</i></p> <p>Religion: <i>Islam</i></p> <p>British Values: <i>Rule of Law, Mutual Respect, Tolerance of those of different beliefs and faiths</i></p> <p>SMSC: <i>Spiritual, Moral, Cultural</i></p> <p>My learning is to:</p> <p>Begin to understand the meaning of commitment (by stopping doing something i.e. playing Lego to exercise when the bell is sounded)</p> <p>Explain how it felt to have to stop and do something several times to reach a target</p> <p>Use the right words to describe how Muslims pray (introduced to the term Salat)</p> <p>Understand that Allah is the God Muslims pray to</p> <p>Consider how praying 5 times a day might help in some ways more than others</p> <p>Teachers' notes: Muslim prayer - KS1 Religious Education - BBC</p> <p>Salat - Muslim prayer - GCSE Religious Studies - BBC Bitesize</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> • All religions believe in the same God • Everyone has the same beliefs • Everyone prays in the same way 	<p>Talk about why commitment can be hard.</p> <p>Describe the Muslim prayer routine. Explain how they believe this could help them in their everyday lives.</p> <p>Think of three ways Muslims might be helped in their everyday lives by praying 5 times a day, with reasons.</p>



SUBJECT	PRIOR KNOWLEDGE	EXPECTED	POSSIBLE MISCONCEPTIONS	Further Extension
<p>PSHE</p> <p>KSU</p> <p>Dreams and Goals</p> <p><i>(Jigsaw PSHE)</i></p> <p>Know...</p> <p>Know how to....</p>	<p>Set simple goals and work out how to achieve it</p> <p>Understand how to work well with a partner</p> <p>Identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them</p> <p>Explain how I feel when I succeed</p>	<p><i>Theme: Dreams and Goals</i></p> <p><i>British Values: Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance</i></p> <p><i>SMSC: Social, Spiritual</i></p> <p><i>Emotional Literacy: Self-awareness, Social Skills, Managing Feelings</i></p> <p>My learning is to:</p> <p>Be able to talk about some things I have achieved and how it made me feel</p> <p>Know what my strengths as a learner are and talk about what they are</p> <p>Choose a realistic goal and think about how to achieve it</p> <p>Know how to carry on trying (persevering) even when I find things difficult</p> <p>Recognise who I work well with and who it is more difficult for me to work with</p> <p>Know how to work well in a group to solve problems</p> <p>Know how working with other people helps us learn</p> <p>Know how to share success with other people</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> • learner strengths refer to physical strength (<i>persevering and patience are also strengths</i>) 	<p>Analyse the different roles people played in a group, identifying what was helpful and what wasn't</p> <p>Identify a range of feelings associated with working in a group</p> <p>Explain how we could improve our group skills next time</p>
<p>PE</p> <p>KSU</p> <p>GYMNASTICS</p> <p>Know...</p> <p>Know how to....</p>	<p>Use changes of direction, speed & level during warm up and performance</p> <p>Talk about some changes to the body during exercise</p> <p>Explore different types of balances with support</p> <p>Be able to hold themselves in a balance showing increasing control</p> <p>Travel in a range of ways</p> <p>Plan, perform and repeat sequences of movements</p>	<p>Gymnastics – Floor and small apparatus</p> <p>Use changes of direction, speed & level during warm up and performance</p> <p>Understand how the body changes during exercise</p> <p>Know that there are 5 different types of balances: 1-point, 2-point, 3-point, 4-point and patch (<i>1 – 4 point indicates the points of contact with the mat. i.e. – 3 Point balance = 2 arms, 1 leg. A patch balance is one that involves the trunk of the body</i>)</p> <p>Be able to hold themselves in a balance showing control (3-4 seconds)</p> <p>Be able to hold a balance with increasing confidence showing balance and extension (5-6 seconds)</p> <p>To link travelling movements and core shapes</p> <p>To consider how speed changes the impact of the movement and shape</p> <p>To link travelling movements with point balances</p> <p>To show control</p> <p>To link together a balance, two jumps and a travelling movement in a sequence and coordination</p> <p>To perform a roll and a jump, moving smoothly from floor to standing position</p> <p>Sequence gymnastic movements with control and precision</p> <p>Choose and vary compositional ideas in sequences</p>	<p>Some children may think:</p> <p>In order to do gymnastics, you must have a certain body type (<i>Anyone can participate in gymnastics no matter their size, shape or strength level. As with any sport, the more a child participates, the more he/she increases strength and flexibility</i>)</p> <p>Safety rules don't apply during the floor work</p>	<p>Pupils should strive to ensure all the limbs appear as straight as possible when balancing.</p> <p>Pupils who can hold their legs/arms in these positions will need moderate core strength.</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.