



Landkey Community Primary Academy
 Medium Term Planning: Year Two Autumn Term 2

<p>Key Questions</p> <p>Where in the world is the UK?</p>	<p>Broadening minds/horizons</p> <p>Use of google earth to look at the different continents and location of UK.</p>		
<p>Key Texts</p> <p>A range of books by Julia Donaldson</p>			
<p>Oracy Skills:</p>			
<p> Physical</p>	<p> Linguistic</p>	<p> Cognitive</p>	<p> Social & Emotional</p>
<p>none</p>	<p>To adapt how they speak in different situations according to audience.</p>	<p>To build on others' ideas in discussions.</p>	<p>To be aware of others who have not spoken and to invite them into discussion.</p>

<p>SCIENCE – Plants – Longitudinal Study (Planting bulbs) 1 lesson</p>
<p>Key Concepts: Seeds and bulbs need to be planted at different times of the year (bulbs in <u>Autumn</u> and seeds, generally, in Spring). For these to reach full maturity, they need to complete their life cycle. This will be determined by the plant, not the time allocated to the topic. Once planted, the beds will need to be visited regularly to weed and make observations of growth.</p> <p>Learning Opportunities: Children safely handle and experience planting bulbs successfully.</p>



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Children label drawings of bulbs and record what they will become using information from the packaging – could photocopy images from the packaging etc. When will we expect to see signs of this plant? (spring)

SCIENCE – Uses of everyday materials (properties of materials statements only)

Prior Learning

- Distinguish between an object and the material from which it is made. (Y1 - Everyday materials)
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 - Everyday materials)
- Describe the simple physical properties of a variety of everyday materials. (Y1 - Everyday materials)
- Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials)

Key Concepts:

All objects are made of one or more materials that are chosen specifically because they have suitable properties for the task. For example, a water bottle is made of plastic because it is transparent allowing you to see the drink inside and waterproof so that it holds the water. When choosing what to make an object from, the properties needed are compared with the properties of the possible materials, identified through simple tests and classifying activities. A material can be suitable for different purposes and an object can be made of different materials.

Pupils might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.

Key Vocabulary:

Names of materials – wood, metal, plastic, glass, brick, rock, paper, cardboard
Properties of materials – as for Year 1 plus opaque, transparent and translucent, reflective, non-reflective, flexible, rigid

Skills:

Questioning: Ask simple questions, (with support) as a starting point to develop comparative fair tests.

Find out things from a range of secondary information sources including books, websites and information packs.

Planning: Suggest ideas for how they might go about finding answers to their question and explain their steps.

Prediction: Beginning to make their own relevant predictions based on what you know.

Observation: Observe closely while manipulating simple equipment to generate and explore answers to questions.

Identify and classify objects and living things through comparison of similarities and differences.



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<p>Knowledge: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>	<p>Learning opportunities: Classify materials. • Make suggestions about alternative materials for a purpose that are both suitable and unsuitable Can sort materials using a range of properties • Can explain using the key properties why a material is suitable or not suitable for a purpose • Can begin to choose an appropriate method for testing a material for a particular property • Can use their test evidence to select appropriate material for a purpose e.g. Which material is the best for a rain hat?</p>
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Enquiry types:				
Identifying and Classifying	Comparative Testing	Pattern Seeking	Research	Observation over time
Which materials will float and which will sink?	Which shapes make the strongest paper bridge?	How do materials change with heat? leave outside in sunshine/windowsill/radiat	How have the materials we use changed over time? How are plastics made?	How long do bubble bath bubbles last for? What will happen to our snowman?
Which materials will let electricity go through them, and which will not?	Which material would be best for the roof of the little pig's house?	or How does amount of water affect the strength of a kitchen towel?		
Which materials are shiny and which are dull?				

HISTORY/GEOGRAPHY – UK & World – Location & Place - Map Skills

Prior Learning Pupils have learnt about their immediate locality - school (Reception) and Landkey village (Year 1). They have also completed a country study of a contrasting country – Kenya (Year 1). They now learn about the country in which they live (UK) and its location in the World.

<p>Key Concepts: Place • Understand that Place looks at Physical characteristics including: weather and temperature, land and soil, and plant and animal life. • Understanding of different sorts of places, e.g. what is a city, village, lake?</p>	<p>Key vocab map location place country</p>
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<p>Location</p> <ul style="list-style-type: none">• Understand 'where is it?' in terms of describing where a place is relative to another place or feature• Beginning to understand simple compass points to locate places.• Beginning to understand a map is representing the location of a place or feature	<p>city capital city United Kingdom England, Scotland, N Ireland, Wales, London, Belfast, Edinburgh, Cardiff, sea population</p> <p>world map continent ocean Europe. Africa, Asia, Australasia, N America, S America, Antarctica compass north, south, east, west</p>
<p>Skills:</p> <p>Mapping skills Look at photos of different places and use key words to discuss the features. Read and make simple maps of the area Devise a simple map and key. Make simple maps and plans.</p> <p>Directions/Compass Simple compass directions – N, S E, W Simple locational language (near, far, left, right, up and down).</p> <p>Collecting/Recording Data Use simple atlas and world maps to identify countries including the UK, continents and oceans. To begin to use simple tally charts to record the information they are collecting.</p> <p>Observing/investigating Look at aerial photographs to locate simple human and physical landmarks.</p>	



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Links to Maths/Science

Measure

Co-ordinates.

Tally charts/Bar Graphs.

Knowledge

Identify the 4 countries of the UK, their capital cities, characteristics and surrounding seas.

- Use a world map and globe to locate the UK.
- Identify the four countries and label the capital cities.
- Explain the role of a capital city and form opinions on how this affects population size.

Name and locate the world's seven continents and five oceans.

- Use a world map and globe to locate the continents and oceans and understand that both a world map and a globe show the same things.
- Label the continents and oceans on a paper map.
- Use simple compass directions (North, South, East and West) to describe locations on a map.

Learning Opportunities

Enquiry (Key) Questions:

What is the United Kingdom?

Which countries form the UK?

What are their capital cities?

What is a capital city?

Where is our country in the World?

What are the continents and oceans of the World?

Computing

Prior Learning



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Children may have had no/very little access to our programming curriculum (Covid). Consider looking at the Year 1, Spr 1 Programming unit as an introduction to the year 2 curriculum – especially the Code and Go Mouse

Children will have previously explored Code and Go Mouse, learning the effect of a string of instructions on a piece of technology. They will have been introduced to the programme Scratch Junior and use it with more confidence this year.

Key Vocabulary:

Forward, backward, right-angle turn, algorithm, sequence, debug, predict, repeat, control

Programming:

2-60 - Know that algorithms are sequences of precise instructions and this is how programs are run.

2-61 - Talk about how algorithms are also called code and are programmed by someone.

2-62 - Discuss the order I need to do things to make something happen.

2-63 - Think about how problems can be solved by breaking them into smaller parts.

2-64 - Test and change any errors in my instructions (debug).

2-65 - Understand that programs respond to inputs to do different things.

2-66 - Be confident using simple on screen simulations and games. Complete a simple program.

2-67 - Use repeat in my instructions (algorithm).

2-68 - Give a logical explanation when predicting the behaviour of simple programs.

2-69 - Use forwards, backwards, up and down within a sequence of on screen instructions (algorithm) to do a particular task.

2-70 - Give precise instructions to a friend and follow their instructions to move around.

Learning Opportunities:

Create an underwater moving scene in Scratch Junior by following the instructions. Add to the scene with own idea.

Unplugged - Give instructions to a blindfolded friend.

Multimedia

2-11 - Compose simple tunes by selecting and arranging icons, include repeat

2-67 - Use repeat in my instructions (algorithm). (PROGRAMMING)

Learning Opportunities:

Nov 5th week – Compose tunes and design a firework display.

Use Charlie Chimp's Big Modelling Party (shortcut on the desktop) to create a firework display with music. Levels 2 & 3.

Enquiry (key) questions:



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What happens when I repeat instructions in an algorithm?
How can increase my confidence when using Scratch Junior?

DT

Prior learning

Explore which materials stick better with glue and which don't.

Key Concepts:

User -Pupils should have a clear idea of who they are designing and making products for, considering their needs, wants, values, interests and preferences. The intended users could be themselves or others, an imaginary or story-based character, a client, a consumer or specific target group

Purpose -Pupils should be able to clearly communicate the purpose of the products they are designing and making. Each product they create should be designed to perform on or more defined tasks. Pupils' products should be evaluated through use.

Functionality - Pupils should design and make products that work/function effectively in order to fulfil users' needs, wants and purposes.

Design decisions - Pupils need opportunities to make their own design decisions. Making design decisions allows pupils to demonstrate their creative, technical and practical expertise, and draw on learning from other subjects. Through making design decisions pupils decide on the form their product will take, how their product will work, what task or tasks it will perform and who the product will be for.

Innovation - When designing and making, pupils need some scope to be original with their thinking. Projects that encourage innovation lead to a range of design ideas and products being developed and are characterised by engaging open ended starting points for learning.

Authenticity - Pupils should design and make products that are believable, real and meaningful to themselves and others

Key Vocabulary

Needle thread material decoration, felt running stitch design
evaluate template

Skills:

Threading a needle



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Cutting out shapes accurately
Sew two pieces of material together
describe what materials, tools and skills they will need to make their decoration?
Design

- Draw on their own experience to help generate ideas
- Suggest ideas and explain what they are going to do

Knowledge:

To know what a template is
To know why designers use templates
To know when to use certain fabrics based on their suitability to the product

using a template to create two identical shapes.
Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch.

Learning Opportunities:

To explore different decorations
To practise cutting skills
To practise sewing skills
To design a Christmas tree decoration
To make a Christmas decoration
To evaluate a Christmas decoration

Enquiry (Key) Questions:

Do children know what a decoration is and when they can be used?
Can children share and explain their opinions about different Christmas decorations?

MUSIC – How does music tell us about the past?

Prior learning: In Year 1, children have found a steady beat, copied simple rhythmic patterns using long and short sounds, and high and low sounds. They have talked about their feelings created by music and are beginning to understand different styles of music. They should sing in unison and from memory, demonstrating good singing posture. They have explored simple notation using symbols. They have learned how to play tuned and untuned instruments. They have performed a song to an audience through singing, actions and playing simple instrumental parts.

Key Concepts / Vocabulary (Musical elements)

Style of music – Jazz/swing, 20th Century Orchestral and Choral, Pop

Pulse - the steady beat, recognise 4/4



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Rhythm - combination of long and short sounds to make patterns, use words phrases to make patterns

Pitch - range of high and low sounds

Dynamics - how loud or quiet the music is (forte/piano)

Tempo - how fast or slow the music is

Structure - how sections are ordered to make the whole piece (chorus/verse)

Texture – singing and playing together creates musical texture

Timbre – difference between speaking and singing voice



Knowledge & Skills

Musicianship (Understanding music)

Use body percussion, instruments and voices.

Find and keep a steady beat.

Copy back simple rhythmic patterns using long and short.

Copy back simple melodic patterns using high and low.

Complete vocal warm-ups with a copy back.

Sing short phrases independently.

Listening (Respond/analyse)

Mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo.

Walk/move/dance confidently in time to the beat of a piece of music.

Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.

Talk about how the music makes you feel. Start to talk about the style of a piece of music.

Describe tempo as fast or slow.

Describe dynamics as loud or quiet.

Join in sections of the song, eg call and response.

Learning Opportunities:

Charanga MMC Scheme Unit 2

Songs:

- Sparkle in the sun
- Listen
- The orchestra song
- For the beauty of the earth
- Fascinating Rhythm

Children listen and appraise a variety of music styles and songs. They will learn to sing and play glockenspiels and un-tuned percussion instruments. They could improvise, compose and perform their own compositions.



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Recognise some band and orchestral instruments.
Start to talk about where music might fit into the world.

Singing

Sing as part of a choir. Sing songs from memory and/or from notation. Sing in unison and sometimes in parts, and with more pitching accuracy.

Demonstrate good singing posture.

Sing to communicate the meaning of the words.

Understand and follow the leader or conductor.

Add actions to a song.

Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).

Notation

Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.

Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E, F# F, G, A, Bb, C, D, E A, B, C, D, E

Recognise music notation on a staff of five lines.

Playing Instruments

Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.

Creating (Improvising)

Explore improvisation within a major scale using the notes: C, D, E / C, G, A / G, A, B / F, G, A.

Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.

Creating (Composing)

Note: Christmas performance during this term will cover the singing and performing objectives.



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Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.

Create a story, choosing and playing classroom instruments.

Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.

Use music technology, if available, to capture, change and combine sounds. Use notation if appropriate:

Create a simple melody using crotchets and minims.

Performing

Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance. Talk about what the song means and why it was chosen to share.

Talk about the difference between rehearsing a song and performing it.

Enquiry (Key) Questions: How does music tell us about the past?

PE

Prior Learning:

EYFS - Moon adventure / Fun in the jungle

Year 1 - Social up to level 2.

Skills:

Real PE Unit : Social

Level 2:

I can help praise and encourage others in their learning.

Application of skills

Real PE

Develop Combinations (competitive)

Mirror Image

Exchange Objects in 4s (cooperative)

Real Gym



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I can work sensibly with others, taking turns and sharing.

I can play with others and take turns and share with help.

Level 3:

I show patience and support others, listening well to them about our work.

I am happy to show and tell them about my ideas.

I can help praise and encourage others in their learning.

I can work sensibly with others, taking turns and sharing.

Dynamic Balance to Agility: Jumping and Landing (FUNS Station 6)

Static Balance: Seated (FUNS Station 2)

Real Gym

Unit 1 (social cog)

Skills:

Balance (floor)

Balance (low apparatus)

Balance (large apparatus)

Travel (floor)

Travel (low apparatus)

Travel (large apparatus)

Unit 1 (social cog)

Mirror Mirror

Toys alive using apparatus

Sticky body parts

Mapping pathways

Mapping pathways using apparatus



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RE	
Prior Learning: Who is Muslim and how do they live? – part 1	
Key Concepts: God	
Skills/Knowledge/Understanding Make sense of beliefs: Recognise that stories of Jesus' life come from the Gospels, Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Understand the impact: Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas. Make connections: Think, talk and ask questions about Christmas for people who are Christians and for people who are not Christians and for people who are not.	
Enquiry (Key) Question: 1.3 – Why does Christmas matter to Christians?	
PSHE	
Prior Learning: In Year 1, the class talk about the similarities and differences between people and that these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children talk about friendship, how to make friends and that it is OK to have differences from their friends. The children also talk about being nice to and looking after other children you might be being bullied.	
Conceptual Understanding Celebrating Differences-	Key Vocabulary: Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value.



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<p>Skills: Understand that boys and girls can be similar in lots of ways and that is OK • Understand that boys and girls can be different in lots of ways and that is OK • Explain how being bullied can make someone feel • Can choose to be kind to someone who is being bullied • Know how to stand up for themselves when they need to • Recognise that they shouldn't judge people because they are different • Understand that everyone's differences make them special and unique</p>	
<p>Knowledge: Know there are stereotypes about boys and girls Know that it is OK not to conform to gender stereotypes Know it is good to be yourself Know that sometimes people get bullied because of difference Know the difference between right and wrong and the role that choice has to play in this Know that friends can be different and still be friends Know where to get help if being bullied Know the difference between a one-off incident and bullying</p>	<p>Learning Opportunities: In this Puzzle (unit) the class talk about gender stereotypes, that boys and girls can have differences and similarities and that is OK. They talk about children being bullied because they are different, that this shouldn't happen and how to support a classmate who is being bullied. The children talk about feelings associated with bullying and how and where to get help. They talk about similarities and differences and that it is OK for friends to have differences without it affecting their friendship.</p>
<p>Enquiry (Key) Questions:</p>	
<p>GLOBAL LEARNING</p>	
<p>Prior Learning: Identity and diversity</p>	
<p>Key Concepts Celebrating differences</p>	<p>Key Vocabulary: • difference • similar • identity • belonging</p>
<p>Skills -ask relevant questions -consider merits of different viewpoints - use different approaches to solve problems</p>	



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<p>Knowledge</p> <ul style="list-style-type: none">• similarities and differences between peoples in local setting and also in wider contexts• what contributes to self-identity and belonging <p>(See PSHE – cross-curricular gender differences)</p>	<p>Learning Opportunities</p> <p>No Difference Between Us: Teach children gender equality, respect, choice, self-esteem, empathy, tolerance, and acceptance by Jayneen Sanders</p>
<p>Enquiry (Key) Questions:</p>	
<p>FRENCH</p>	
<p>Prior Learning: Some basic phrases e.g. hello, taking register, European Languages Day.</p>	
<p>Key Concepts:</p> <p>Language</p> <ul style="list-style-type: none">• using written or spoken words in a structured way to communicate, used by a particular community/country <p>Communication (including Listening)</p> <ul style="list-style-type: none">• offer and receive ideas in a range of ways• use language fluently and skilfully to present information, express their ideas, and respond to others.	<p>Key Vocabulary:</p> <p>Dire son nom (Say your name) Comment tu t'appelles ? (What's your name ?) Je m'appelle... (My name is...) Et toi ? (And you ?)</p> <p>Faire l'appel (Take the register) Je vais faire l'appel. (I'm going to take the register.) Name + n'est pas là. (Such and such is not here.) Ici ! (Here!) Tu es là ? (Are you here?) Name + est là. (Such and such is here.)</p>



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<p>Intercultural Understanding</p> <ul style="list-style-type: none">● foster pupils' curiosity and deepen their understanding of the world, including the ideas, customs, and social behaviour of a particular people or society <p>Punctuation</p> <ul style="list-style-type: none">● Understand that a foreign language will have similar punctuation to their English learning. <p>Intonation</p> <ul style="list-style-type: none">● the rise and fall, pattern or melody of pitch changes in speech <p>Translation</p> <ul style="list-style-type: none">● the process of changing words and phrases that are written or spoken into another language to ensure they have the same meaning	<p>Chut ! (Shush!) Silence ! (Quiet !) Taisez-vous ! (Be quiet !)</p> <p>Les jours de la semaine (days of the week) lundi (Monday) mardi (Tuesday) mercredi (Wednesday) jeudi (Thursday) vendredi (Friday) samedi (Saturday) dimanche (Sunday)</p> <p>On est quel jour ? (What day are we?) On est... (We are...) C'est quel jour ? (What day is it?) avant (before) après (after)</p>
<p>Skills:</p> <p>Speaking and listening</p> <ul style="list-style-type: none">● Listen and show understanding of single words through physical or spoken response.● Recognise a familiar question and respond with a simple rehearsed response.● Ask a question <p>Reading and Writing</p> <ul style="list-style-type: none">● Read and show understanding of familiar single words and phrases● Understand the role of punctuation (question mark)● Translate simple words <p>Language Learning skills</p>	



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- Listen carefully and try to copy pronunciation
- Use images or speaking frames

Knowledge:

Recap greetings and how to answer register from Year 1

- Learn how to exchange greetings with the teacher and each other
- Practise how to respond to teacher asking *Comment ça va aujourd'hui?*
- Say *Je m'appelle* in response to *Comment tu t'appelles?*
- Learn different ways in responding to the register (*ici, oui, bonjour*)
- Respond to simple classroom instructions (*tasiez vous, chut, silence*)
- Practise asking and answering *On est quel jour?* (What day are we?)
- Know what comes before or after a particular day (*Example: Teacher: "Avant mercredi, c'est quel jour?" Class: "C'est mardi."*).
- Play a game: Game le facteur, a popular circle game in French playgrounds involving singing and moving in an open space.
- Finger rhyme: le lundi, tout petit, a poem combining days of the week and feelings with gestures.

Learning Opportunities:

Primary French Project planning

Activities could include:

- Use a teddy bear / puppet to exchange greetings
- Teacher models conversations with puppet
- Play pass the parcel - when music stops all children / one child responds to a question
- Role play as different characters and answer questions in role
- Throw a soft ball to indicate who should answer the question
- Practise answering the register in different ways
- Use classroom instructions throughout the day
- Repetition of new vocabulary (days of the week)
- Use different pace (really slowly to really fast) and tone (happy, sad, whisper, shout etc.).
- Use praise words such as "Très bien !" (Very good!) or "Bravo !" (Well done!).
- Look at differences between French and British timetables