

# Year 2: Class 7 Medium Term Planning for Autumn Term 1 2016/17

TFW Story - The Magic Paintbrush

School Theme - Colour

Date	Science	Geography/History/ R.E.	P.S.H.E./ P.E.	Art /D & T/ Computing
Units	Health and Growth	A contrasting locality overseas - Chembakoli (India)	New beginnings Gymnastics	Can Buildings Speak Fix it and Find it
Week 1 1 <sup>st</sup> - 2 <sup>nd</sup> September		<p>R.E: WALT identify some important events in our lives and important events that might happen to us as we get older.</p> <p>Introduce children to the key question - How do we celebrate our journey through life? Explain the word <i>celebration</i> and the variety of ways in which people mark special events in their lives.</p>	<p>New Beginnings : Circle games - The lining up game, Hedgehogs, listening game</p>	
Week 2 5 <sup>th</sup> - 9 <sup>th</sup> September	<p>Health and growth : WALT identify what humans need to stay alive, record information in drawings and charts, that there are many different foods - Review what we know and what we eat, importance of water and food types. Group foods, Talk about effects of not eating or not eating a variety of foods in terms of not growing well</p>	<p>Geography: WALT name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas A recap activity to assess prior learning. Identify and label countries. Discuss the surrounding seas and the names of these.</p> <p>R.E: WALT identify some important events in our lives and important events that might happen to us as they get older</p> <p>Explain that the focus of this lesson is family celebrations: <i>why and how we celebrate these occasions.</i></p> <p>Ask the children about what special things they have for a family celebration, family traditions</p>	<p>New Beginnings: Building Communities - identify that we belong to a community. How do we feel safe and content within our class? How can we help to make the class a safe and fair place?</p> <p>Gymnastics: <u>Changing direction on hands and feet</u> Children will use their hands and feet to travel in different ways thinking about direction and level. Children will link three 'like movements' together and begin to think about beginning and completing a sequence</p>	<p>Can Buildings Speak : WALT print shapes and patterns WALT explain what surfaces their prints and patterns might represent</p> <p>Exploring patterns .Ask the children to make rubbings and prints based on different surfaces found in and around buildings, e.g. brickwork, tiles, wood grain. Ask them to use a variety of objects and tools to print regular patterns in straight lines and rows and irregular patterns. Encourage them to explore ways of rotating shapes, e.g. printing an irregular shape and turning it through the points of the compass</p>

<p>Week 3 12<sup>th</sup> - 16<sup>th</sup> September (TFW starts)</p>	<p><b>Health and growth:</b> WALT discuss the different foods that we eat, collect information and interrupt findings. Talk with children about what they have for school meals or in a meal at home. With children plan and carry out a survey of favourite foods and help children to present results as a block graph. Talk about results, relating foods to the groups from last week.</p>	<p><b>Geography:</b> WALT use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Pupils grasp compass points. Teach students about direction and using maps. Blank treasure maps with compass points to allow students to create their own trails.</p> <p><b>R.E:</b> WALT learn how the birth of a baby might be celebrated by Christians believers and Hindu believers WALT learn how baptism is conducted in some churches and understand some of the symbolism and significance.</p> <p>Talk through a baptism in both the Christian church and the equivalent in a Hindu church. What things are the same? What meaning does it carry? What is different? What symbols do we see?</p>	<p><b>New Beginning:</b> Exploring feelings - How can we sometimes tell if other people are feeling sad or scared and know how to make people feel better?</p> <p><b>Gymnastics:</b> <u>Changing shape</u> Children will develop quality and control when changing shape using stretching and curling movements. Children will begin to make short sequences using 'unlike movements'. Children will transfer movement ideas from the floor to apparatus. Children will describe and comment on their own and each other's actions.</p>	<p><b>Can Buildings Speak :</b> WALT identify differences in shapes, patterns and decoration in buildings and relate these to the purpose of the building WALT record in words and drawings information about a building in the local area</p> <p>Show examples of public buildings, including buildings from other times and places. List words about the shape, pattern and decoration of buildings. Ask the children what they think the different purposes of the buildings could be and what they would feel about using these buildings.</p> <p><b>Fix it and Find it:</b> WALT tell why we use technology and identify benefits. <b>Technology in our lives Writing in blogs about e-safety</b></p>
<p>Week 4 19<sup>th</sup> - 23<sup>rd</sup> September</p>	<p><b>Health and growth:</b> WALT understand why we need a balanced diet - Ask children to plan a meal for a special occasion and to record using drawing and sand writing. Talk with them about how what they chose may be different from what they usually eat. Occasionally treats are ok.</p>	<p><b>Geography:</b> WALT name and locate the world's seven continents and five oceans</p> <p>Pupils use an atlas to name the world's continents and oceans. An activity, with key words, about locating the oceans of the world</p> <p><b>R.E. :</b> WALT reflect on the idea of a promise; WALT learn about a wedding that Jesus attended and what happened there; WALT learn about some of the features of weddings portrayed in paintings.</p> <p>Talk through a wedding in both the Christian church and the equivalent in a Hindu church. What things are the same? What meaning does it carry? What is different? What symbols do we see?</p>	<p><b>New Beginnings:</b> Calming down - identify ways to calm myself down when I feel scared or upset.</p> <p><b>Gymnastics:</b> <u>Straight Pathways</u> Children will understand the meaning of the word 'Pathway'. Children will move in straight lines, changing direction and body movement. Children will make up a short sequence of movement while moving in straight lines on the floor and using apparatus. Children will identify changes of direction and describe movements being made.</p>	<p><b>Can Buildings Speak :</b> WALT describe and record the visual qualities of shape, pattern and decoration they can see and remember</p> <p>Ask the children to look for shapes and patterns in the building and think about why they were chosen. Ask them to use a viewfinder to separate features that show shapes, patterns and decoration, e.g. windows, doors, brick and tile patterns. Ask them to record these features</p> <p><b>Fix it and Find it:</b> WALT give instructions to friends, tell the order to do things to make something happen. Introduce term algorithms. Talk about programming and following instruction. Direct friend around an obstacle course.</p>

<p style="text-align: center;">Week 5 26<sup>th</sup> - 30<sup>th</sup> September</p>	<p><b>Health and growth:</b> WALT understand that animals produce young and these grow into children and new adults - Review what children know about young growing into adults. Revisit and extend a series of pictures of animals and their young, including those whose adults and young are not totally similar, including photographs of familiar adults as children. Ask children to match parent and offspring.</p>	<p style="text-align: center;">WALT locate UK and India WALT draw maps to show locational knowledge and awareness of main human and physical features Ask the children to locate the position of the UK, Europe, Asia, India and Chembakolli. • Using atlases, maps and aerial photographs of India, ask the children to find out which countries and seas border India and to investigate the weather and climate. • Ask the children to use these resources to add the main physical and human features to a blank map of India. • Produce a whole-class display of a map of India using the information collected</p> <p><b>R.E.:</b> WALT reflect on ideas about what happens when people die; WALT learn about the Christian and Hindu belief in life after death; WALT develop their understanding of promises and of the mystery of life. Talk through a funeral in both the Christian church and the equivalent in a Hindu church. What things are the same? What meaning does it carry? What is different? What symbols do we see?</p>	<p><b>New Beginnings:</b> Welcoming others - how can we make someone feel welcome <b>Gymnastics:</b> <u>Curved Pathways</u> Children will develop their understanding of the word 'Pathway' to include 'Curved Pathways'. Children will move in curved pathways such as those made by letters in their names. Children will make up a short sequence of three movements while moving in curved pathways, both on the floor and on apparatus. Children will copy and practice movements made by other children.</p>	<p><b>Can Buildings Speak :</b> WALT share ideas about how a large-scale work might look WALT use observations and experiences of local buildings to help design a panel that emphasises shape, pattern and decoration Discuss ideas for the design of a large-scale mural to represent the school, a part of the school or a building in the community. Agree which building, or part of a building, children will represent in their designs, e.g. the school playground, the leisure centre, the library. • Ask the children to work individually on designs for a panel that will be one section of the large-scale mural <b>Fix it and Find it:</b> WALT program a robot to do a particular task, spot the problems in an algorithm and debug. Recap algorithms, use Lego Fix the Factory following rules, Children to keep trying things out and to work out difficulties. Convert to them doing on their own robot.</p>
<p style="text-align: center;">Week 6 3<sup>rd</sup> - 7<sup>th</sup> October</p>	<p><b>Health and growth :</b> WALT understand how babies and children need to be looked after while they are growing, ask questions in order to make simple comparisons - Stages of growing up - baby, toddler, child, teenager etc. Talk about experience of babies and very young people at home. Visit from mother and baby (?) or show videos of their daily activities. Talk about difference between babies and toddlers e.g. Talking, exercise, communicating, feeding. Children generate questions about what the needs of the toddler are and compare these with the needs of the baby.</p>	<p>WALT prepare a simple map and commentary to show a route to India WALT describe what we think Chembakolli village is like Ask the children how they would get to India. Ask them to use atlases, maps and secondary sources to plan a route to India, including information on possible airline routes, distance travelled and countries crossed. They should also note airports they would use. • Discuss with the children what they think India and the village of Chembakolli are like and ask them to list questions relating to what they need to find out to confirm their thoughts.</p>	<p><b>New Beginnings:</b> What if there is a problem? - know some ways to solve a problem. <b>Gymnastics:</b> <u>Pathways with a partner</u> Children will work co-operatively with each other. Children will begin to develop partner work by copying what their partner is doing and then changing roles. Children will transfer skills learnt on the floor to small and low level apparatus.</p>	<p><b>Can Buildings Speak :</b> WALT work collaboratively to create a relief panel by exploring and using a variety of materials and techniques WALT discuss and agree how the work will be displayed Ask each group to produce a panel for the mural. Provide each group with a base board large enough for the group to work on and materials and tools for modelling in clay or another suitable material. Show the children how to mark out the main areas of their design on their base <b>Fix it and Find it:</b> WALT talk about the order things need to be done to make something happen, talk about this as an algorithm, spot problems and debug. Continuation from last week, looking at hard levels and different problems. Write down algorithms</p>

<p style="text-align: center;">Week 7 10<sup>th</sup> - 14<sup>th</sup> October</p>	<p><b>Health and growth: WALT identify the benefits and dangers of medicines.</b> Talk with children about when and why they have been given medicine. Children generate questions that they would like to ask a nurse. Look at medicine packaging, ask them to decide how they know they are not food or sweets. Make a collage to illustrate packaging for medicine and how they help medicines to be used safely. Talk with children about the use of medicines and when we may need them.</p>	<p><b>WALT complete a map to show the main features of the settlement WALT recognise main human and physical features</b></p> <p>Discuss with the children, using photographs 1, 2 and 3 from the photo pack, what the landscape is like. • Ask the children to annotate a base map of Chembakolli, using the picture map from the photo pack and the map in the child's book. Ask them to note the shape of the settlement and the main physical and human features.</p>	<p><b>New Beginnings : Flag Challenge</b> - represent that I belong to a range of communities (class/group), feel safe and content within my class, feel good about the ways we are similar in the group and the ways I am different, feel good about my strengths.</p> <p><b>Gymnastics: Turning around</b> Children will explore different ways of jumping. Children will learn to turn in the air so that they move off in a different direction. Children will make a sequence of three 'like actions' [jumps] for their partner to copy.</p>	<p><b>Fix it and Find it: WALT know how to stay safe online.</b> Identifying why we need to keep password and personal information private. Agree a set of rules for safe use of technology in the classroom.</p>
<p style="text-align: center;">Week 8 17<sup>th</sup> - 21<sup>st</sup> October <b>Assessment Week</b> (23<sup>rd</sup> October Parents Day)</p>	<p style="text-align: center;">Health and growth Assessment</p>	<p><b>WALT be aware of, and able to discuss, the main similarities and differences in homes WALT be aware of, and able to discuss, the main similarities and differences in schools</b></p> <p>Divide the children into small groups and ask them to identify similarities and differences between homes in Chembakolli and those in their own locality, using photographs from the photo pack and the child's book. Divide the children into small groups and ask them to discuss and compare photographs of their school with photographs, from the photo pack and the child's book, of the school in Chembakolli.</p> <p><b>WALT review and reflect on what we have found out WALT understand ways in which Chembakolli is similar to, and different from, our own locality</b></p> <p>Use the internet to gain up-to-date information about, and images of, India. • Ask the children to identify and explain the main similarities and differences between their own locality and Chembakolli. • Ask the children to reflect on how their ideas about India have changed and developed. Ask them to list further questions, which, if investigated, would give a more representative view of life in India.</p>	<p><b>New Beginnings: New Beginnings</b> - know that I belong to a community, know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair. How can we help to make the class a safe and fair place and help to make my class a good place to learn</p> <p><b>Gymnastics : Turning around</b></p> <p>Children will explore different ways of jumping. Children will learn to turn in the air so that they move off in a different direction. Children will make a sequence of three 'like actions' [jumps] for their partner to copy.</p>	<p><b>Fix it and Find it: WALT identify the benefits of using technology including finding information, understand that other people have created the information we use.</b> Think about where we get information, who created it? Introduce search engines. Search for information. (About the great fire of London on topic related to NF text). Focus and narrow searches. Talk about what we should do if we see something we don't like</p>