

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

TFW Story - The Papaya That Spoke

School Theme - Colour

Date	Science	Geography/History/ R.E.	P.S.H.E./ P.E.	Art/ D & T/ Computing
Units	Variation	What are we remembering on remembrance day? How should we live our lives?	Good to be me Gymnastics	Vehicles Fix it and Find it
Week 9 31 st - 4 th November	<p>WALT: Understand the difference between an animal and a plant.</p> <p>Review children's understanding by presenting them with a collection of pictures and specimens of animals and plants e.g. bee, spider, worm, mealworm, snail, dog, horse, bird, snake, crocodile, butterfly, whale, grass, ivy, holly, cherry tree, daffodil, oak tree, human and ask them to group them into animals and plants. Elicit simple ideas about the groupings e.g. the plants have green parts, the animals all move. Ask children explicitly about some items e.g. a green animal. Explore children's reasons for deciding that e.g. fish, birds, spiders are animals.</p>	<p>Remembrance Day: WALT identify that symbol represent commemorative events. Why are people wearing poppies? Find out why children think people are wearing poppies. Through discussion establish that poppies are worn around a special time in November, Remembrance Day. Talk about remembering,</p> <p>R.E : WALT reflect on how stories can help learn lessons in life WALT think about the meaning of forgiveness and consider the feelings associated with acts of forgiveness;</p> <p>Pupils will remember a story and talk about it; talk about what is important to them and to other people with respect for their feelings; link things that are important to them and other people with the way they think and behave.</p>	<p>Good to be me: Circle games and rounds - Changing places, Rounds.</p> <p>Gymnastics: <u>Meeting a partner</u> Children will learn to change direction by turning or spinning their bodies. Children will work with a partner to perform a sequence where they meet and cross or pass safely,</p>	<p>Art: Make Large poppies for classroom.</p> <p>Fix it and Find it: WALT identify benefits of using technology including finding information. Recap lesson from last week, review information, success and problems, revisit the challenge but this time we need to collect information to create a poster. Children model how we find information, Share information and how they found it.</p>
Week 10 7 th - 11 th November	<p>WALT: Sort animals into different categories.</p> <p>Show children a video of a variety of animals, possibly including those not found locally. Present children with a collection of pictures of humans and other animals and ask them to consider questions e.g.: - in what ways are all the animals like each other? - Which are humans? - How do we know? - In what ways are all the humans like each other? Ask children to suggest two answers to each question. Talk about children's answers with them, revisiting parts of the video if appropriate. Children could work in pairs or small groups and then present their answers to the class.</p>	<p>Remembrance Day: WALT find out about who we remember on remembrance day. Visit / look at war memorial - what can the children see, prompt them to ask questions? Discuss with the children the sort of information war memorials can give us and information they leave out.</p> <p>R.E: WALT consider the role of rules in helping people's lives;</p> <p>WALT learn about Moses and the 10 commandments; Pupils will talk about what is important to them and to others with respect for their feelings; describe what a believer might learn from a religious story and link things that are important to them and other people with the way they think and behave.</p>	<p>Good to be me: feeling good about myself - I can tell you the things I am good at and those things I find more difficult. I know when and how I learn best.</p> <p>Gymnastics: <u>Running, jumping and rolling with a partner</u> Children will work in pairs but share the apparatus with another couple. Children will understand the need to work with and around another couple in order to use the workspace and apparatus safely. Children will work in pairs to perform a sequence of three 'unlike' movements.</p>	<p>Art : Sketch war memorial</p> <p>Fix it and Find it: WALT use technology to organise and present my ideas in different ways. Save and open files on the device I use. Children to explore programme to make a poster, Model some basic skills e.g. add a title. Model how to save using correct vocab. Make a how to save your work list of instructions to keep in classroom.</p>

<p style="text-align: center;">Week 11 14th - 18th November</p>	<p>WALT: Describe similarities and differences between humans and other animals.</p> <p>Ask children to bring in a photograph of themselves. Children sort the photographs into groups using their own criteria e.g. boy/girl, hair colour, hair length, height. Ask children to write a description of a member of the class so that others can identify who it is or make and record a comparison of two individuals listing similarities and differences. Discuss with children how they could change the way they look and whether they could still be recognised. (Wanted posters!)</p>	<p>Remembrance Day: WALT discover that commemorations are linked to specific event in the past, when WW1 and Armistice Day occurred. Why do we have remembrance day? Explain that the origins lie in WW1, put this into context. Briefly talk about war and significance of poppies. Discuss Armistice day and the link to the date of remembrance day.</p> <p>R.E.: WALT engage in a 'stilling' activity, imagining ourselves as Jonah WALT begin a poem about Jonah's journey. WALT weigh up the difference between what Jonah should do and what he might want to do. WALT take part in a 'conscience alley' activity and discuss what Jonah should do.</p> <p>Pupils will tell a Judaeo-Christian story and say some things that people believe; talk about what is important to them and to other people. Pupils will describe what a believer might learn from a religious story; link things that are important to them and other people with the way they think and behave.</p>	<p>Good to be me: Relaxed - can show or tell you what relaxed means. Know some things that make me feel relaxed and some that make me feel stressed. Can tell you when a feeling is weak and when it is strong.</p> <p>Gymnastics: <u>Running, jumping and rolling with a partner</u> Children will work in pairs but share the apparatus with another couple. Children will understand the need to work with and around another couple in order to use the workspace and apparatus safely. Children will work in pairs to perform a sequence of three 'unlike' movements.</p>	<p>Vehicles: WALT identify different parts of vehicles and their purpose. Provide opportunity for children to examine vehicles. Discuss different features e.g. why do they have wheels? Why have same number of wheels? Etc. Ask children to identify different parts of the vehicles. Children make simple freehand drawings of vehicle and label parts.</p> <p>Fix it and Find it: WALT save and open files, use a keyboard to add, delete and space text for others to read. Model opening previous work, make a list of how to open work. Use information already collected to type up information. How do we create capital letters etc.? Recap the function of keys on the keyboard. Use instructions from last week to save work.</p>
<p style="text-align: center;">Week 12 21st - 25th November</p>	<p>WALT: Understand that there are similarities and differences between humans.</p> <p>Explain that humans are part of the mammal's category but that not all humans are the same. Choose two pupils to come up the front of the class. Pupils write something that is similar and something that is different about them on a post it and bring post its up and stick on board. Read out post its - pupils use thumbs to vote if agree/disagree/</p> <p>Write a profile up of the two children - their name, eye colour, hair type, hair colour, skin colour. Identify what is the same and different about these two pupils.</p>	<p>Remembrance Day: WALT understand that some historic events are commemorated on the same day every year. What happens on Remembrance Day? Discuss what happened on this day this year. Look at videos of what happens in London, identify special features. Compare events in London to local community.</p> <p>R.E.: WALT understand how Hindu's live their lives. Children to learn about how Hinduism, many points and how they live their lives. Compare and contrast with that of the Christian faith.</p>	<p>Good to be me: relaxing - I know what it feels like to be relaxed. I can be still and quiet and relax my body</p> <p>Gymnastics: <u>Running, jumping and rolling with a partner</u> Children will work in pairs but share the apparatus with another couple. Children will understand the need to work with and around another couple in order to use the workspace and apparatus safely. Children will work in pairs to perform a sequence of three 'unlike' movements.</p>	<p>Vehicles: WALT use and assemble wheels and axles. Ask children to describe a vehicle and the type of person who we could drive it. Concentrate on the character of the person, this is who they are going to design a vehicle for. Ask children to practise joining wheels and axles to allow movement. Children could try out making axle holders e.g. clothe pegs, punched holes on card, drinking straws etc. Children try out different finishing techniques.</p> <p>Fix it and Find it: WALT use technology to organise and present ideas in different ways including editing and changing the appearance of the text. Look at the text, how can we change? Revisit/introduce term font, model how to select text to edit, change fonts, colour size etc. Think about sensible choices based on the audience.</p>

<p>Week 13 28th - 2nd December Assessment Week</p>	<p>WALT: Understand that there are similarities and differences between plants.</p> <p>Present children with a collection of plants (or pictures of plants) found locally, including some which have had the soil washed from their roots. Clarify the distinction between part of a plant and a whole plant e.g. a daisy flower and a daisy plant and revise the parts (plant, leaf, stem, root and flower). Show, using pictures or by going outside, that many trees have flowers. Ask children to choose two different plants and make drawings of them, labelling parts e.g. stem, leaf, root, flower, branch and describing how these differ.</p>	<p>Remembrance Day: WALT understand why important events are commemorated by people in Britain and the wider world. Why is it important to remember? Think about why we still have Remembrance Day. Develop the discussion to include other commemorations e.g. international, national, local and family events as appropriate. Help children to identify through discussion, why some commemorations are national / international events.</p> <p>R.E.: WALT understand how Hindu's live their lives.</p> <p>Children to learn about how Hinduism, many points and how they live their lives. Compare and contrast with that of the Christian faith.</p>	<p>Good to be me: assertiveness - I can tell when it is right to stand up for myself. I know how to stand up for myself</p> <p>Gymnastics: <u>Running, jumping and rolling with a partner</u> Children will work in pairs but share the apparatus with another couple. Children will understand the need to work with and around another couple in order to use the workspace and apparatus safely. Children will work in pairs to perform a sequence of three 'unlike' movements.</p>	<p>Vehicles: WALT identify a purpose for what we intend to design, develop ideas and design a vehicle. Discuss what their vehicle will be designed for, consider type and size, number of wheels. How finished etc. Generate a design for their vehicle, including materials, tools, logos etc. What order will things be done in?</p> <p>Fix it and Find it: WALT import pictures into work. Where can we get images? Talk about difference between clip art and pictures. Model how to import into document, model how to resize, model how to view whole page so can see overall work.</p>
<p>Week 14 5th - 9th December Christmas Week</p>	<p>WALT: Investigate the different hand spans in our class.</p> <p>Ask children to compare the size of e.g. their hand with the hand of another child and discuss how they could be measured. Help children to measure their hand span, discussing whether they should stretch their hands out as much as possible and where to take the measurements from. Help children to make a tally chart and block graph of their findings. Ask the children questions about the graph and ask them to speculate on other differences between children linked to hand span, that could be investigated e.g. Do the people with the biggest feet have the biggest hand span? Help them to decide what to do. What will they measure/change/keep the same? Level 3 Extend investigation to compare: Hand span/shoe size/Hand span/height/Shoe size/height/Hand span girls/boys Height, length, size, (and related comparison vocab.)</p>	<p>R.E. - Nativity Story</p> <p>R.E -WALT learn a story that Jesus told; WALT reflect on the meaning(s) of that story.</p> <p>Pupils will describe what a believer might learn from a religious story; link things that are important to them and other people with the way they think and behave</p>	<p>Good to be me: Daphne Dinosaur and Olive Owl - I can tell when I am being impulsive and when I am thinking things through. I can change my behaviour if I stop and think about what I am doing</p>	<p>Vehicles: WALT create vehicles from our designs. Children to create their designs using materials available,</p> <p>Fix it and Find it: WALT use technology to present and organise ideas in different ways. Recap e-safety rules, how can we share these? Use all skills collected over the term to create an e-safety poster in pairs. Share, save and print posters to display.</p>
<p>Week 15 12th - 16th December Christmas Week</p>	<p>Variation Assessment</p>	<p>R.E. - Nativity Story</p>	<p>Good to be me : Review</p>	<p>Vehicles: WALT create vehicles from our designs. Children to continue creating their designs using materials available,</p> <p>Fix it and Find it: WALT use technology to present and organise ideas in different ways. Children continue making e-safety posters.</p>

