

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

**TFW Story - How the world was made.**

**School Theme - Around our World**

Date	Science	Geography/History/ R.E.	P.S.H.E./ P.E.	Art /D & T/ Computing
Units	Plants and Animals in the local environment	Where in the world is Barnaby Bear? Why is Jesus important?	Relationships Dance	Mother Nature Designer Animal Top Trumps
Week 1 2 <sup>nd</sup> January - 6 <sup>th</sup> January 2 <sup>nd</sup> Bank Holiday, 3 <sup>rd</sup> Inset Day, 4 <sup>th</sup> Inset Day) TFW Fiction	<p>WALT think about the animals and plants in our local environment</p> <p>WALT establish what we already know</p> <p>WALT identify living and non-living things</p> <p>WALT identify differences between them</p> <p>Introduce unit by asking children what they understand by the word 'animal' and 'plant' and extend to asking them where they expect to find animals and plants locally.</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p>		<p>P.E. With Mr Wright</p>	<p>MND: WALT: observe plants (discuss) and mix colours accurately (outdoor learning).</p> <p>Closely observe leaves and other plants around the school. Discuss the shades, tones and colours that can be seen. When back in the classroom explain to children about 'colour mixing' and ask them to mix as many shades of green as they can. Then place a plant on each table, children will first need to sketch it and then mix the right colours to paint it.</p>

Week 2  
9<sup>th</sup> January - 13<sup>th</sup> January

WALT understand that there are different kinds of plants and animals in the immediate environment

WALT treat animals and the environment with care and sensitivity

WALT recognise hazards in working with soil

WALT observe and make a record of animals and plants found

WALT to present results in a table

Walk round the school or visit the local park to identify where plants are growing and where there are animals e.g. turn over stones and lift plant pots to find woodlice, look under damp bushes or by damp walls for snails, dig up soil to find earthworms or observe a bird feeding area in the playground. Help children to make a brief record of what they find using a table prepared for them. Talk with them about what animals and plants were found and where they were found.

Geography: find place on maps/atlas/globes

With the children's help, create a wall display of the postcards and photographs and a series of maps that identify Barnaby's destinations. Lower attaining children may be asked to sort the cards or photographs into labelled piles, eg local/not local, like/don't like, sunny/cloudy. • Arrange for each class to take on the role of looking after Barnaby's corner or 'home' for a time. He needs a suitable home to be constructed in a prominent place.

Why is Jesus important:

Introduction - Why is Jesus important?

Children will reflect on who is important in their life and start to consider why Jesus is important to Christians.

P.E. With Mr Wright

Relationships: understanding our feelings - loved, cared for

WALT tell when I feel cared for.

WALT tell when I love or care for someone.

Make a class list: 'Things we can do if we care about people and miss them'.

P.E : Dance - explore, remember, repeat and link a range of actions with co-ordination, control and an awareness of the expressive qualities of dance (Link to story of painting)

MND: WALT create observational sketches of plants.

Using pencil, charcoal or chalk, create observational sketches of plants - both pot plants and plants in the garden. Look carefully at the shapes that create the leaves and encourage simple sketches.

Animal Top Trumps: WALT program a robot to do a particular task using the correct vocabulary.

WALT tell the order I need to do things to make something happen and talk about this as an algorithm.

See attached detailed elim Wessex Planning

Week 3  
16<sup>th</sup> January - 20<sup>th</sup> January

WALT identify that there are differences between local habitats  
WALT make predictions about the animals and plants found in different local habitats and to investigate these  
WALT use drawings to present results and make comparisons saying whether their predictions were supported  
Choose two contrasting areas e.g. the playground, a playing field, an unpaved area under a tree, a school garden, a pond, a grassy area. Ask children to predict and then find out what animals and plants they can find in each and help them to describe, using drawing and writing, differences between the two areas. Ask them to speculate on reasons for the differences and whether they found the animals and plants they expected.

Geography: WALT recognise features of places  
WALT identify types of weather experienced in places and seasonal change and their effects on people  
Country in UK and Africa

Ask the children to describe what the places Barnaby visits are like and what sort of weather he might have experienced, using the postcards and photographs received. With the children's help, set up a holiday table near the display. Ask children to choose, for example, the type of weather gear he may need for each place he visits and decide whether he needs his passport. • Ask the traveller who took Barnaby to either write a short diary or provide a weather report.

Ask the children to compare this with what they thought the weather would be like. • Create a display of simple artefacts to show the life of the country visited, eg a newspaper, coins, food packaging and other everyday things.

Why Jesus is important: The baptism of Jesus

What does the Bible tell us about Jesus growing up and the beginning of his ministry?

- To understand that Christians believe in one God who is three persons - Father (parent), Son and Holy Spirit. The Trinity.

Relationships: leaving home  
WALT understand that if someone leaves me they might still love me.  
WALT understand that people have to make hard choices and sometimes they have no choice

Ask the children to talk in pairs about the story and what they think Ruth should do. Ask for their views, and when they express them support others in agreeing or disagreeing and providing reasons. Create a class list of reasons why people might leave someone or something.

P.E. with Mr Wright

P.E : Dance - compose dance phases(Link to story of creating a world)

MND: WALT: create a simple linear leaf repeating pattern.

Using the sketches from the previous week, create a simple linear design of a leaf. Repeat the design to make a repeating pattern. Use black felt -tip pen to go over the lines of the design.

Animal Top Trumps: WALT tell the order I need to do things to make something happen and talk about this as an algorithm. WALT look at my friend's program and tell you what will happen.

WALT watch a program execute and spot where it goes wrong so that I can debug it. See attached detailed elim Wessex Planning

Week 4  
23<sup>rd</sup> January – 27<sup>th</sup> January  
TFW Non- Fiction

WALT identify that flowering plants produce seeds

Review children's understanding of where new plants come from. Use simple reference books or show children a series of pictures of plants in flower and with fruits e.g. apple trees, dandelions, horse chestnut trees and explain that the fruits which contain the seeds are produced from the flower. Introduce the term 'reproduce'. Present children with a collection of seeds and fruits of different shapes and colours and invite them to add to the collection e.g. tomato, apple, mango, pepper, grape, bean pod, seed head from grass, conker, avocado. Challenge children to find the seeds in some plants e.g. old wallflower plants, honesty, sunflower, pea pod.

WALT talk about the location of other places  
WALT to talk about the types of transport used to get to other places

Country in UK and Africa

- Ask the children to look at pictures of Barnaby using different types of transport and the places he visited and, for each, say whether it is a long way away, whether he would have to cross sea, mountains or rivers, or drive along a motorway, and then decide what would be the best way for him to travel to the place.
- Ask the children to draw a graph to show the number of times Barnaby used different types of transport in a given time and find out which type of transport he used most.
- Ask the children to think about how long the journeys took him

Why Jesus is important: The disciples

What does the Bible tell us about Jesus growing up and the beginning of his ministry? •  
To understand that Christians believe in one God who is three persons - Father (parent), Son and Holy Spirit. The Trinity.

Relationships: important people and things

WALT share people I care about.  
WALT talk about my feelings when I feel alone or when I have to share someone or something that is important to me. WALT tell how I feel when I lose someone or something I care about.

Ask for the children's ideas about whether it is possible to share someone or something you love. Ask children to draw a picture of the things that are important to them, perhaps around a photograph of themselves

P.E. with Mr Wright

P.E : Dance - compose dance phases  
(Link to story of creating a world)

MND: WALT: create a repeated, printed pattern.

Introduce activity:

<http://www.bbc.co.uk/education/topics/ztwj6sg>

Using the leaf design from last week children will create a polystyrene printing block and use this to experiment and create a repeating, printed pattern.

Finish on art day if need to.

Animal Top Trumps: WALT look at a program and tell you what will happen. WALT program a robot to do a particular task. WALT watch a program execute and spot where it goes wrong so that I can debug it. See attached detailed elim Wessex Planning

Week 5  
30<sup>th</sup> January - 3<sup>rd</sup> February

WALT turn ideas of their own, about what plants need to begin to grow, into a form that can be tested  
WALT observe and make a day-by-day record of observations  
WALT use the results to draw a conclusion about what seeds need to begin to grow and decide whether this is what they expected  
WALT understand that seeds produce new plants  
Ask children to suggest what is needed for seeds to begin to grow. If necessary, prompt them to think about where they found plants growing in the local environment. Plant seeds e.g. broad bean, sunflower in e.g. soil, potting compost, sand or paper. If children do not mention water, ensure that they consider whether the growing medium is wet or dry e.g. by having one set of 'wet' and one set of 'dry' containers. Discuss what they are going to look for e.g. shoots, roots when they observe their seeds and help children to make a day-by-day record of their observations.  
Create an investigation where water, light and temperature are removed (individually) Children record what happens.

**Geography:** WALT recognise features of places  
WALT identify types of weather experienced in places and seasonal change and their effects on people  
**Country in America and Antartica**

Ask the children to describe what the places Barnaby visits are like and what sort of weather he might have experienced, using the postcards and photographs received. With the children's help, set up a holiday table near the display. Ask children to choose, for example, the type of weather gear he may need for each place he visits and decide whether he needs his passport. • Ask the traveller who took Barnaby to either write a short diary or provide a weather report. Ask the children to compare this with what they thought the weather would be like. • Create a display of simple artefacts to show the life of the country visited, eg a newspaper, coins, food packaging and other everyday things.

**Why Jesus is important: The lost sheep**  
What does the parable of the Lost Sheep tell us about God loving people?

**Relationships: feeling lonely and feeling included**  
WALT talk about my feelings when I feel alone.

Use the photo cards 'lonely' and 'included' to explore the feelings of loneliness, belonging or acceptance. Children should work in groups to do the Feeling lonely challenge from the resource sheets.

P.E. with Mr Wright

**P.E. : Dance** - compose dance phases and short dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas. (Link to story of creating a world)

**MND: WALT:** identify colours, textures, smells and sounds in the environment and describe their feelings. Recreate natural and made materials into a collage.

Ask children to think of their favourite place outdoors e.g. the park, garden, river, canal, and seaside. Ask them to imagine they are there- what can they see? What can they smell? What can they hear? What colours are around them? What can they touch? What do they feel?

Ask the children to create a collage using the materials they collected that shows the shapes, textures and colours of their favourite place. Ask them to choose materials that match their feelings about the textures of the place e.g. soft moss, crisp autumn leaves, and rough tree bark. Glue the materials in place on a firm card base. Leave the natural colours of the materials where possible and add colour where appropriate.

**Animal Top Trumps: WALT start to understand a branching database.**  
See attached detailed elim Wessex Planning

WALT that animals reproduce and change as they grow older

Use secondary sources e.g. video, CD-ROM, reference books and/or first-hand observation e.g. of frogspawn to illustrate to children that animals in their local environment e.g. birds, frogs, snails, butterflies produce young which grow into adults. Ask children to write about, and illustrate, changes in one animal.

WALT understand where animals get their food

WALT produce simple food chains

Describe how animals obtain their food from plants and other animals, using the ideas of a simple food chain, and identify and name different sources of food.

Talk about the basic needs of animals for survival (including humans). Describe the importance for humans of exercise, eating right amounts of different foods and hygiene.

WALT talk about the location of other places  
WALT to talk about the types of transport used to get to other places

Country in America and Antarctica

• Ask the children to look at pictures of Barnaby using different types of transport and the places he visited and, for each, say whether it is a long way away, whether he would have to cross sea, mountains or rivers, or drive along a motorway, and then decide what would be the best way for him to travel to the place. • Ask the children to draw a graph to show the number of times Barnaby used different types of transport in a given time and find out which type of transport he used most. • Ask the children to think about how long the journeys took him

Why is Jesus important? :

Why is Jesus important? Good Samaritan  
What does the parable of the Good Samaritan tell about loving our neighbour?

P.E. with Mr Wright

P.E. : Dance - compose dance phases and short dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas. Perform dances (Link to story of painting)

MND: WALT: make a sculpture using natural and made materials- explain how. Review what I and others have done and say what I think and feel about it.

Ask the children to make a sculpture for their favourite place using natural and made materials they collected. Encourage the children to explore ideas that the materials suggest to them. For example can they see the shape of an animal or fish, the shape or form of a person, or a tree? Encourage the children to explore different ways of joining the parts of the sculpture, if necessary e.g. glue, pins, staples.

Emphasise that their sculpture could be temporary. Ask the children to describe what they are making and how they are using materials in their work. \*take photos\*

Animal Top Trumps: WALT talk about the different ways to use technology to collect information including adding it to a database.

WALT make and save a graph using the data I collect. WALT talk about the data that is shown in my chart or graph See attached detailed elim  
Wessex Planning