

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

TFW Story - The Greedy Fox.

School Theme - What's underneath?

Date	Science	Geography/History/ R.E.	P.S.H.E./ P.E.	Art /D & T/ Computing
Units	Forces and movement	Florence Nightingale Why are some places special?	Going for goals Games	Picture this viewfinders Puppets (Continue From last term) Shapes and Safety
Week 1 17 <sup>th</sup> - 21 <sup>st</sup> April		<p>WALT identify people from the present and past who are famous</p> <p>WALT identify how people became famous</p> <p>WALT infer information from pictures of the past</p> <p>WALT recognise similarities and differences between what people wear today and what people wore a long time ago</p> <p>Who was Florence Nightingale? Encourage the children to think about what the word 'famous' means. Tell the children they will find out about a famous person who lived a long time ago, before even their parents/carers and grandparents were alive. Make a list of questions that they could answer by looking at a picture, Give groups of children a picture of Florence Nightingale in nurse's uniform. What can they find out about her from this picture? Focus the discussion on her clothes. Tell the children that Florence Nightingale lived in Victorian times and help them place her correctly on a time line.</p> <p>WALT recognise (religious) symbols and pictures and talk about them.</p> <p>Guess why it's special game</p> <p>Teacher shows a series of objects or pictures from her / his own home that represent 'special' things they enjoy about their home and also, importantly, home routines / rituals, or symbols of religion / belief, children have to ask questions to try to find out why each object is important.</p>	<p>P.E with Mr Wright</p> <p>Display Work</p>	<p>Shapes and Safety: WALT explain why I use technology in my home and community.</p> <p>WALT identify benefits of using technology including communicating with others.</p> <p>WALT talk about why I should go online for a short amount of time</p> <p>See attached detailed elim Wessex Planning Quad blogging - How long do you spend on a technology device at home? - Tablet / computer / Xbox / PlayStation. What is a sensible amount of time? What else is it good to spend time doing?</p> <p>Make this into the first blog post. Explain how it is handy to ask a question so that people can reply. Encourage the children to look at the blog with their parents and reply to it.</p> <p>WALT mark out, cut and join fabric pieces to make the main part of their puppet WALT use appropriate finishing techniques WALT evaluate against design criteria</p> <p>Encourage the children to be accurate when marking out, cutting, joining and finishing. Ask the children to evaluate against the design criteria</p>

Week 2  
24<sup>th</sup> - 28<sup>th</sup> April

WALT describe what they did using words such as twist, squeeze, stretch, pull out and classify actions as pushes or pulls e.g. stretching is a pull, squeezing is a push

Using a collection of pictures, a video clip or a collection of toys to illustrate ways of moving, review learning about movement from Unit 1E by asking children to suggest as many words as possible to describe the movement in the pictures/video/toys. Present children with a collection of materials e.g. plasticine, dough, bag of sand, sponge, elastic bands. Ask children to explore how to make a variety of shapes e.g. sausage, ball, worm to describe what action they used e.g. twist, stretch and to classify the action as a push or a pull.

WALT talk about the life of a famous person from the past and why she acted as she did  
WALT infer information from a written or visual account of a person's life  
WALT locate the site of a historical event on a map  
Why did Florence Nightingale go to the Crimea? Show the children an extract from a video about Florence Nightingale and ask them to look for clues as to who she was, what her life was like as a child, and what work she did. Ask them what they found out. Talk about why she wanted to be a nurse and about what nurses do. Tell the children about Florence Nightingale's invitation to go to the Crimea to help look after British soldiers wounded in the war. (Or show them the relevant section of the video.) Show the British Isles and the Crimea on a map of Europe. Discuss how long a journey it is and how Florence Nightingale would have travelled there. Encourage the children to suggest adjectives that describe people who went on long journeys by boat in those days, e.g. brave, patient, healthy, and add relevant words to a word bank.

WALT talk about what happens to Ganesha in the story  
Explain that we are going to learn a story that is very special for Hindu people. Light a story candle and tell the story of Ganesha  
Discuss / ask questions, e.g. What happens to Ganesha in the story? Does this story remind you at all of any other stories that you know? Did you like the story? Were there any parts you didn't like?

P.E with Mr Wright

WALT slide a bean bag along the floor to hit a target  
WALT work cooperatively with a partner  
Children will learn to slide a bean bag or roll a quoit and retrieve it. Children will begin to aim for targets and to pass apparatus between targets. Children will work cooperatively with a partner when skill building and also when playing competitively against opponents in a simple net type game.

Display Work

Shapes and Safety: WALT start to understand that other people have created the information I use and that just because something is on the web it doesn't mean it is true.

See attached detailed elim Wessex Planning  
Is it true? - Ask the children "Is everything we see on the web true?" Find out their answers and why they think this. Show the children <http://webfronter.com/rbkc/tomatospider/> . Allow them some time to investigate this website. Ask them to find out as much information as they can in pairs so that they can report back to the class all that they can about tomato spiders. Once the children have reported back, ask them whether they think tomato spiders are real?

WALT mark out, cut and join fabric pieces to make the main part of their puppet WALT use appropriate finishing techniques WALT evaluate against design criteria

Encourage the children to be accurate when marking out, cutting, joining and finishing. Ask the children to evaluate against the design criteria

Week 3  
1<sup>st</sup> - 5<sup>th</sup> May  
SATs

WALT describe how to make things speed up or change direction

Present children with a collection of toy cars and ask them how to make them move faster, slower, or change direction. In PE ask children to throw bean bags to each other or hit soft balls to each other and suggest how to make them move faster or slower or change direction.

WALT use pictures to help them ask and answer questions about Florence Nightingale WALT recount the main events in the life of a famous person

Which pictures help us tell Florence Nightingale's story? Show the children pictures of Florence Nightingale's life. Help them recount her story by choosing the most appropriate pictures and putting them in sequence. Encourage them to discuss their choices

WALT know what some Hindu symbols stand for and I can say what the murti of Ganesha means to Kedar.

Remind children of the story of How Ganesha Came to Be.

Explain that we are going to find out about a Hindu boy called Kedar, for whom Ganesha is very important. Tell the story of Kedar's puja, from *A Gift to the Child*, using the pictures from *Kedar's book*.

Discuss the children's comments about the pictures. Why is Ganesha important to Kedar? Is there anything that you do every day that is important to you

P.E with Mr Wright

WALT say why it is important to be active  
WALT roll a ball along the ground and retrieve it

Children will build upon the 'sending' skills learnt in the last lesson and begin to roll ball with control and accuracy when sending and aiming. Children will work cooperatively with a partner and play a simple competitive group game that involves a simple scoring system.

WALT tell you how I learn best.  
WALT learn from my successes.

Provide three different ways of learning the skill. You might set these out in different areas of the classroom and ask the children to move round between activities. Ask the children to reflect on how they learned in the different areas

Shapes and Safety:

WALT describe the things that happen online that I must tell an adult about.

WALT know that not everyone is who they say they are on the Internet.

See attached detailed elim Wessex Planning Lee and Kim - Watch Lee and Kim animal cartoon (It is important that you watch this before the lesson to make sure you are happy for all the children to see it. You may decide to select the part of the video that you are happy to use.

What are the things we can learn from this video? Don't say unkind things. Know when you should ignore things and when you should tell somebody about things.

Picture this: WALT record from first hand observations and explore ideas.

Children pretend to be cameras, Look through viewfinders like they are cameras, Explore what happens when held differently, frame something that interests them and draw. Talk about portrait and landscape. Take a picture of their view and compare to their drawing.

Week 4  
8<sup>th</sup> - 12<sup>th</sup> May  
SATs

WALT describe how they can make themselves slow down

R Ask children to talk about how to make themselves move fast e.g. on a bicycle, roller blades, a slide and how they make themselves slow down. If possible go into the playground where children can demonstrate using equipment e.g. scooters, slides, swings and see how they make themselves slow down. Ask them to record their ideas in drawing and simple writing e.g. a story.

WALT identify conditions in the Crimea WALT select information from pictures about conditions in the hospital in Scutari

What was it like for Florence Nightingale working in the Crimea? Explain simply why there were British soldier's fighting in the Crimea. Describe to the children what soldiers do and why they might end up in hospital. Show the children a picture of Florence Nightingale working in the hospital at Scutari. Ask them what they can see in the picture that will help them work out what it was like in the hospital. Encourage them to complete 'I can see...' statements and to use a range of adjectives to describe what it would have been like in the hospital. Add these to the word bank.

WALT recognise religious symbols and pictures and talk about them

Show pictures of different places of worship including local places of worship- discuss.

Show pictures from Bristol Hindu temple of what we will see there:

[www.bristolhindutemple.co.uk](http://www.bristolhindutemple.co.uk)

P.E with Mr Wright

WALT respond to instructions

WALT throw and catch a bean bag

WALT throw a bean bag into a hoop

Children will practice the skill of rolling a ball learnt in the last lesson in order to extend their control and technique. Children will use a bean bag to throw, catch and aim. Children will work cooperatively as a team to gain points by throwing accurately while competing against other teams.

WALT say what I want to happen when there is a problem (set a goal).

WALT break a goal down into small steps.

WALT choose a realistic goal.

Planning to achieve a goal. Some discussion about the sort of things that they might need to do may help children to organise their thoughts. When children have done this, the groups' work is shared and an overall plan agreed. The plan will identify the sub-steps necessary to achieve the overall goal.

Shapes and Safety: WALT start to understand that other people have created the information I use and I am beginning to think about copyright.

WALT use the keyboard on my device to add, delete and space text for others to read.

See attached detailed elim Wessex Planning Staying safe poster - Explain that we are going to make a poster about either the uses of information technology or how to keep safe.

Picture this: WALT ask and answer questions about the starting points for work. Show small part of a picture and ask the children to guess what is going on in the picture. Reveal more of the picture, are they changing their minds? Why? What helps them?

Week 5  
15<sup>th</sup> - 19<sup>th</sup> May  
SATs

WALT measure distances carefully in appropriate units WALT suggest a way in which the comparison was unfair

Ask children to think about toy cars rolling on a flat surface and to suggest a question they might explore e.g. Do the lorries travel further than the trucks? Help children to decide what to do and to measure the distance travelled by each in standard or non-standard units e.g. straw lengths. Talk with the children about what they found out and challenge them by suggesting you could get different results. Help them to realise that factors e.g. surface and how hard you push make a difference

WALT understand some of the improvements made by Florence Nightingale WALT identify some reasons for her action

How did Florence Nightingale make things better for nurses and soldiers in the Crimea? Read a story dealing with Florence Nightingale's achievements in the Crimea (or show the relevant section of the video). What did she change? Why did these things make it better for the soldiers and nurses? Divide the children into groups. Give each group five or six statements about things Florence Nightingale did to improve life for nurses and soldiers in the hospital at Scutari. Ask them to select the three statements they think are the most important and talk about why they have chosen these. Ask the children to consider why Florence Nightingale made these changes. Give them a picture of her with a speech bubble containing a sentence stem ending with 'because...' Ask the children to complete the sentence by giving reasons for the changes.

WALT recognise Christian symbols and pictures and talk about them.

WALT talk about what is important to Christians

Show a picture of the Christian church you are going to visit. Has anyone been there?

We have looked at a Hindu temple. Soon we are going to visit a church where Christians go to pray.

Show some objects and artefacts from the church you are to visit. Display artefacts and objects on cloth with the children sitting around.

Have a number of thought bubble cards prepared. Invite children to offer 'I wonder....' questions which teacher scribes and writes onto clouds.

P.E with Mr Wright

WALT bounce and catch a ball  
WALT sometimes hit a target  
WALT work cooperatively within a team

Children will learn how to throw, bounce and catch a ball with some accuracy and control. Children will aim for targets of varying size and height and use the skills learnt to play a competitive aiming game that also requires cooperation with other children within their own team.

WALT recognise when I am becoming bored or frustrated.

WALT know some ways to overcome boredom and frustration.

Talk about the feeling words 'bored', 'frustrated', 'irritable' and others that the children come up with. Encourage the children to consider what people look like when they are bored or frustrated, and how they might recognise these feelings in themselves or other people. Discuss how the ability to manage frustration is essential if we are to be successful in reaching our goals.

Shapes and Safety: WALT use technology to organise and present my ideas in different ways.

See attached detailed elim Wessex Planning Talking Posters - In Textease select an object on the page - image or a piece of text. Record a voice linked to that object. How can you make it most effective?

Picture this: WALT record from imagination and experience and explore ideas.

Give children a part of an image from a magazine, stick to larger sheet of paper, and ask them to draw what might be outside the given picture. Give image a title, write captions for the picture. Another image, on page, one side what they think happened before the picture was taken and after. Use visual cues to help.

Week 6

22<sup>nd</sup> - 26<sup>th</sup> May

Assessment Week

SATS

Curriculum Day 26<sup>th</sup> May

WALT decide how to alter the ramp  
WALT measure distances travelled in units, metres or centimetres, recognising that marking the starting and finishing points is important  
WALT relate results to prediction  
WALT describe one way in which the comparison might not have been fair

Let children explore toy cars rolling down ramps. Ask them what makes a difference to how far the car travels from the bottom of the ramp e.g. height of ramp, how far up the ramp it starts, surface of ramp, amount of push. Ask children to suggest a question they might test. Help them to decide what to do. Talk with children about how they will measure how far each car has gone. Provide children with an outline table for recording results. At the end of the work, ask children what might have made comparisons between results unfair and whether what happened matched their prediction.

WALT sequence events related to the life of a person  
WAL identify why Florence Nightingale is remembered today

Why do we remember Florence Nightingale? Give the children a very simple version of the story of Florence Nightingale. This should use few, if any, adjectives and be broken into separate chapters. Ask the children to put the chapters into sequence. Work with the children to make the chapters more interesting by using words from the word bank, as well as their own ideas. Ask them to give each chapter a title. With the children's help, create the final chapter of her story called 'Why we remember Florence Nightingale'.

WALT talk about things that happen to me especially in relation to the idea of belonging.

Discuss how one of the reasons Hindus visit their temple and Christians visit their churches is that they feel that they belong there specially. They also feel that they belong to God and that it is important to show this by going to the temple or church to pray.

Invite the children to create a class patchwork quilt

P.E with Mr Wright

WALT catch a ball sent by a partner  
WALT throw a ball through a hoop  
WALT work cooperatively to invent a simple game

Children will develop their throwing, bouncing and catching skills by working with a partner and gradually increasing the distance over which the ball is passed. Children will develop their aiming skills by passing the ball through a hoop and varying the height at which the ball needs to be thrown. Children will use two pieces of apparatus to invent their own target game.

WALT choose a realistic goal.

WALT break a goal down into small steps.

WALT tell you what I have learned.

WALT tell you what I might do differently to learn more effectively.

WALT tell you why things have been successful.

Each child should specify their goal, state their current performance and name of the buddy. It should say how the goal will be achieved (in at least two steps) and who can help with it. The evaluation should take place at the end of the specified period

Shapes and Safety: WALT talk about why it is important to be kind and polite online and in real life.

See attached detailed elim Wessex Planning Using the internet safely - In adult led groups allow the children time to look at their blogs, plus those of the other schools. Support children to respond appropriately to different posts, including making a comment on a poster that one of their friends created.

Picture this: WALT try out tools and techniques and apply these to materials and processes, including drawing. Explore with children issues that are of interest to them in their daily lives and agree a subject for a news story. Work in groups to act out scenes. Each group plan a storyboard showing key moments, wrote captions of main idea of each image. Take pictures of them acting out scenes that show key moments. Discuss what image they will record. What will they focus on? What will be in the frame? Leave out? What idea are they trying to communicate? Landscape, portrait? Etc.