

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

TFW Story - Cat, Bramble and Heron

School Theme - What's underneath?

Date	Science	Geography/History/ R.E.	P.S.H.E./ P.E.	Art /D & T/ Computing
Units	Using Electricity	An island home / Seaside holidays in the past Why is our world special?	Changes Games	Winding Up Shapes and Safety
Week 7 5 th June - 9 th June	<p>Observe and describe how seeds and bulbs grow into mature plants Observe and understand why plants need water, light and suitable temperature to grow and stay healthy</p> <p>Describe how animals obtain food from plants and other animals, exploring the use of a food chain, name different sources of food.</p> <p>Find out how shapes of solid objects made from some materials can be changed e.g. squashing, bending</p> <p>Find out about people who have developed useful materials</p> <p>Compare uses of everyday materials in different environments</p> <p>Identify different uses of the same materials</p> <p>Talk about pattern and relationship</p>		<p>WALT catch a ball sent by a partner WALT throw a ball through a hoop WALT work cooperatively to invent a simple game</p> <p>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.</p>	<p>Shapes and Safety: WALT talk about why it is important to be kind and polite online and in real life. 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.</p> <p>See attached detailed elim Wessex Planning</p>

Week 8
12th June - 16th June

Electricity: WALT identify that everyday appliances use electricity - Explore the classroom and identify appliances which use electricity. Electricity walk. Talk about dangers. Group items depending on their purpose e.g. light, heat

WALT: use pictures and photos to describe the physical and human landscapes of an island.
Read children the Katie Morag story. Then look at pictures and photos of the island Coll which the story is based upon and show the location of this using an atlas. Share chn's task- to describe both the physical and human landscapes of an island draw and label pictures.

WALT: explore how we come to know and understand the world around us/ reflect on the question, 'How do I feel about the natural world?'
Introduce the main question for the children's investigation over this term: Why is Our World Special? Explain that we learn about the world through our senses. Show children some pictures and objects: a picture of a rainbow, some sweets, some stalks of rosemary or mint, and a lit candle throwing out heat. Ask children to identify the sense(s) they need to appreciate each item, including the music. Ask them to think which items might makes them (a) happy, (b) amazed, (c) sad (d) worried, and why. Ask children to draw at least one of the items and write down which feeling(s) they attached to it, with at least one reason.

WALT: develop a positive attitude to change (verbal activity).

Meeting up- hold up a wand and demonstrate an action for the child next to me to copy. Ask them to pass the action onto the next child and so on. Warming up- talk about the power and how it can be used. Opening up- ask for a child to volunteer to expand on their wish. Cheering up- let the children choose a 'call to power' e.g. hooray, everyone can join in the call when you hold up the wand of power. Calming down- sitting with their hands in their laps and eyes closed, lead the children in taking 5 long, slow, deep breaths.

WALT work cooperatively to invent a simple game
WALT teach others how to play our invented games

Children are to have time to rehearse the game that they have invented, they are then to teach the rules of their game to another pair and play together, is it possible to make into a large team game? How may it need to be adapted?

Shapes and Safety: WALT tell you what kind of information I could use to help me investigate a question.

Which shape could we find the most of around the classroom? Let the children predict answer. How are we going to gain and record the information? Explain that we are going to graph this information. Show the children how Infant Video Toolkit 2Graph can be used. (Also available in Purple Mash including on iPads) Or use Easy Chart or Teaching Graph Apps.

See attached detailed elim Wessex Planning

Winding Up : WALT talk about how the winding mechanisms are made and how they work
WALT make labelled drawings that show how the mechanisms work

Show the children toys that have winding mechanisms. Discuss with the children what the winding mechanism does and how it works. What might you need to wind up? Provide opportunities for children to explore making winding mechanisms in different ways using a selection of construction kits. Ask the children to draw a toy and label the different parts of the mechanism

Week 9
19th June - 23rd June

Electricity: WALT identify that everyday appliances are connected to the mains and that they must be used safely - electrical safety, dangerous and less dangerous sources of electricity. Talk about batteries as a safe source of electricity.

WALT: draw a map of Struay and mark on the places mentioned in the story. *HB

Discuss what we learnt in the previous lesson - recap physical/human features. Share information leaflet on Coll.

Help the children to use the template map of Struay and mark on the places mentioned in the story. Children will need to draw the features identified on the map and identify the places numbered in the key. EXT: find out where identified features are and draw them on the map.

WALT: explore feelings and thoughts about different aspects of the world around us;

WALT reflect further on the question, 'How do I feel about the natural world?'

Explain that although the world is a wonderful place, there are different ways of looking at it. Some things in the world were made before there were human beings. Other things have been made by people. Show the first and second PPTS of different types of things in the natural world. Play some appropriate music to go with the pictures. Ask children for their reactions and reflections. Which things do they find most interesting or amazing? Which things were most frightening or dangerous? Play the third and fourth PPTS with appropriate music, showing the bad things human beings have done and then the amazing achievements. Ask children what they think helps people to create good things and what creates the bad things. Ask children to cut out a large paper circle each and to put amazing things about the world, both natural and human-made, on one side, and bad things on the other. They can use words and pictures.

WALT: think about how to cope with unwelcome change.

Meeting up- ask everyone who is wearing black socks (or another colour) to change places. Continue with other such differences until everyone is sitting in a new place in the circle. Warming up- using a suitable speaking objects, invite each child, in turn, to complete the following sentence: I don't like it when. Opening up- talk about a well-known story book character who has to cope with unexpected change e.g. Snow White when her father remarries. Ask the children to think about Snow White's emotions. Encourage the children to give their own ideas on how to stay happy when changes occur. Can they offer any suggestions for other children in the group who are coping with an unwelcome change? Children to record ideas in their books of how they can stay happy when changes occur. Calming down- ask children to sit with their hands in their laps, tell them to breathe out all their feelings of worry and breathe in feelings of calm and joy.

WALT developed a basic understanding of the principles of net and racket games
WALT throw/hit a ball to a partner so that they are able to catch it or return it
WALT work cooperatively as a team

Children will learn how to hit a ball with some accuracy and think about where they need to hit the ball. Children will begin to anticipate the flight of a ball and to move into good positions to keep the ball off the ground. Children will begin to develop a basic understanding of net and racket games.

Shapes and Safety: WALT create paper decision trees and am starting to understand a branching database.

What questions might we need to answer in order to sort the shapes? Write a list of different questions. In groups give the children some sugar paper and post-it as well as their 2d shapes. Use the post-it's to write questions for sorting the shapes and then stick onto the paper. Can they sort all the shapes this way? Encourage the children to take photos of their finished work and stick their work on display. Remind the children of the branching database they used in Term 2. Create a branching database together as a class. Ask for yes/no questions based on the children's sorting experience. See attached detailed elim Wessex Planning

Winding Up: WALT understand techniques for making winding mechanisms from construction materials
WALT use tools accurately and safely
WALT talk about strengths and weaknesses of different ways of making characters

Remind the children of techniques for holding axles to enable them to turn e.g. punching holes in the side of a box, using clothes pegs or triangular pieces of card with holes punched. Demonstrate the techniques and discuss possible difficulties e.g. what happens when the axles are not parallel. Ask the children to investigate ways of making the spider, sun and rain. Discuss the importance of the size of the drum on a 'winder'. The bigger the drum the faster it winds up for a given winding speed. Explore using different drum sizes

Week 10
26th June - 30th June
26th = Inset Day

Electricity: WALT identify devices that use batteries, make connections in a circuit to positive and negative poles of the battery - Put correct batteries into correct devices. Look at batteries and identify + and -, importance of connecting correctly. Ask children to dismantle and reassemble a torch

WALT: draw and list the different types of transport in Struay.

Ask children to draw/ list the different types of transport used in Struay e.g. boat, tractor, lorry etc. Discuss with children why these types of transport are found on the island.

WALT: explore feelings and thoughts about different ideas about the creation of the world/ reflect further on the question, 'How do I feel about the natural world?')/ ask our own questions about creation.

Explain that there are different beliefs about where the world came from and how it came to be as it is. Some people, e.g., Humanists, believe that no God or divine power was involved in the process: everything that we see now is the result of natural processes that started around 15,000 million years ago with a massive explosion, known as 'The Big Bang'. Religious people have different views about it: some agree with the Humanist / scientific account but add that God is involved in the whole process. Some Christians believe the scientists are wrong and that God created everything much more recently. Perhaps the best way of looking at the religious accounts of creation is as poetry or picture language that help us see how precious the world is. Put the *Picturing Creation* posters up in the class and read or retell a version of the *Genesis* creation story. Pause at each Day's Picture and ask children to reflect and think of a question. These could be written on 'sticky notes' and attached to the posters. At the end of the story go through the questions and get views on possible answers. If the *Genesis* story is a kind of poem for us to learn something what might that 'something' be? Ask children to make up a 'Question and Answer' poem based on a few of the sticky note questions and a repetitive refrain such as 'And God saw that it was good.'

WALT understand how to get better at our learning.

Ask the children to copy you as you mime some of their daily school activities, such as painting a picture or reading a book. Talk them through each activity as you mime it. Using a suitable speaking object invite each child to complete the following sentence- I am good at... Put some everyday classroom items on the floor e.g. rulers, paint brushes, picture books, cubes and so on. Invite one child at a time to choose any item and either show or talk about how it is used in the classroom. Can they explain how it increases their learning? Children to record in their books things they can use to help them be better learners.

WALT kick and stop a ball with control

WALT kick a ball so that it hits a large target such as a wall or bench

WALT kick a ball through a wide target

Children will begin to throw and kick a ball with accuracy and control. Children will learn to stop and control a moving ball. Children will aim and hit large targets and use this skill in a small competitive group game.

Shapes and Safety: Handling Data - WALT begin to understand a branching database. Multimedia I can save and open files on device I use Ask children to open the branching database created.

Children work in pairs. One selects a shape. The other uses the branching database to ask questions. Can they work out which shape their friend has selected? Children swap over.

If you don't have branching database software let the children use this [TES shape sorting activity](#) to reinforce their confidence in recognising properties of shapes. I can sort shapes in different ways. See attached detailed elim Wessex Planning

Winding Up: WALT identify criteria for their design, select tools and materials and use correct vocabulary to name and describe them

Read the rhyme e.g. 'Incy Wincy Spider'. Ask the children to think carefully about their ideas. Which winding mechanisms would be most suitable for your toy? How will you construct the spider? How will you make the sun and rain work? How will you make it strong enough for people to use? Discuss other design criteria

Week 11
3rd July - 7th July

Electricity: WALT make a complete circuit using a battery, explore how to make a bulb light, explaining what happened and using drawings to present results - Present children with resources, challenge them to make a bulb light up or buzzer sound. Ask children to draw pictures to show their working circuits and to explain their drawings indicating why the circuit works.

WALT: identify jobs/ uses of land/ buildings in Struay and draw a family tree.

Discuss how land and buildings are used.

- Ask the children to identify the characters in the book and the work they do.
- Ask the children to list the uses of land and buildings. EXT: ask the children to draw a family tree for the people who live on Struay and one for their own family, if they wish to.

WALT: explore feelings and thoughts about different ideas about the creation of the world/ reflect further on the question, 'How do I feel about the natural world?'/ ask our own questions about creation.

Remind children of the key question, 'Why is our world special?' and that so far they have been exploring how they feel about the natural world. Having heard a humanist view and Judaeo-Christian story about creation, we are now going to see what can be learnt from a Hindu story. Ask children about the things which helped create the world.

Explain that the story tells Hindus something important about life: that there is a cycle of life: things that die, like a seed in the ground, come back to life. Life is constantly 'recycling'. The story is full of 'picture language' but hidden inside are insights into how life goes around and around. Do children know about the life cycle of a frog from Science lessons?

Leavers Assembly Work

WALT kick and stop a ball with control
WALT kick a ball so that it hits a large target such as a wall or bench

WALT kick a ball through a wide target
Children will aim and hit large targets and use this skill in a small competitive group game.

Shapes and Safety: Programming - WALT program a robot to do a particular task.

Challenge to the children: Can you use Probot / Roamer to draw a square? Can you use Probot / Roamer to draw a rectangle?

If you don't have these floor robots, allow the children time to experiment with

<http://www.iboard.co.uk/iwb/Drawing-with-a-Control-Toy-697> How can they make it work? What do you need to do? Can they make a square? Can they make a rectangle? Ask the children for any problems they came across. How did you deal with these?

Can the children write the program for a square on a wipe able whiteboard? Model the use of arrows and numbers to write the program. Can you spot any pattern?

See attached detailed elim Wessex Planning

Winding Up: WALT assemble, join and combine materials to make a winding mechanism, to understand the need for a stable structure to support a mechanism, evaluate against design criteria

Ask the children to collect their materials and list the tools that they think they will use. Encourage the children to make well-constructed structures. How is it going to move? How will you join the pieces so that it can move? How could you make it stronger? Where are the weak points? How could you reinforce them? Are there different ways of making this? Which would give the best results? Discuss what they have done and evaluate how well the toy works in relation to their design criteria.

Week 12
10th July - 14th July
Assessment Week
Change Over Day

Electricity: WALT identify why a circuit isn't working, make test and predict, record and make conclusions about circuits - Give children examples of circuits that don't work and ask them to make them work explaining why they don't work / what they had to do. Give children drawings of circuits and ask them to predict if they will work, create circuits to test predictions, make a record of their results and explain what happened.

WALT: identify the similarities/ differences of our locality and Struay.

WALT identify likes and dislikes about a place

In groups children first make a collage of Struay and our locality and label the main features of both places. Discuss the similarities and differences between Struay and our locality.

They will then make a list of these under headings such as houses, physical landscape, people and traffic (on a given template).

Discuss with the children what they would like about living on a small island, what they would miss most and what things it would be difficult to do. • Encourage the children to express personal preferences

WALT: learn about the Hindu idea of the mother goddess as the source of power and strength/ begin to express their own ideas about creation/ ask our own questions about the Hindu gods.

Many Hindus prefer to think of God as a woman - the Mother Goddess who is the source of all power and strength (Shakti).

Explain that one popular form of the Mother Goddess is Parvati. Remind children of the Hindu creation story from the last lesson and provide them with some Play Doh compound. Ask them to make it into their ideal shape for creative power and energy. Ask them to explain their creation to others and some to the whole class. Pick out interesting ideas. How would they feel about smashing up their creations and starting again? Draw out the lesson of the importance of care for each other and our world.

Encourage children to ask their own questions about the pictures / murtis. What do they think Hindus might learn from seeing these goddesses?

Leavers Assembly Work

WALT take part in team sports
WALT keep to the rules of a game
WALT decide when to run and where to run

Children to be taught the rules of rounder's using all the skills they have developed this term. Working on competitive games and how to make decisions and communicate with team members,

Shapes and Safety: WALT program software to do a particular task.

WALT use programming software to make objects move.

Encourage children to use the keypad with the blank background to draw on the screen. What shapes can they create? Can they change the colour of the lines? What is one turn? Practise the mathematical language of right-angle and quarter turn.

After the children have had time to explore set them the challenge to write their names. How many right-angles in the first letter of their name? How many right-angles in their whole name?

Winding Up: WALT assemble, join and combine materials to make a winding mechanism, to understand the need for a stable structure to support a mechanism, evaluate against design criteria

Ask the children to collect their materials and list the tools that they think they will use. Encourage the children to make well-constructed structures. How is it going to move? How will you join the pieces so that it can move? How could you make it stronger? Where are the weak points? How could you reinforce them? Are there different ways of making this? Which would give the best results? Discuss what they have done and evaluate how well the toy works in relation to their design criteria.

Week 13
17th July – 21st July
Moving On Week

Electricity: WALT identify why a circuit isn't working, make test and predict, record and make conclusions about circuits - Give children examples of circuits that don't work and ask them to make them work explaining why they don't work / what they had to do. Give children drawings of circuits and ask them to predict if they will work, create circuits to test predictions, make a record of their results and explain what happened.

Electricity: WALT understand that these circuits can be used to make simple devices - Present children with materials to make a circuit and buzzers and bulbs. Ask children to suggest a problem that needs to be solved e.g. make a warning device, a toy lighthouse, house with a light. Children identify solutions and decide which to make.

WALT: think about seaside holidays over time- sequence pictures.

Show the children photographs showing seaside holidays today and when their parents/carers and grandparents were young. Help them to find clues to what holidays used to be like. Ask children to sequence the photographs or pictures into chronological order: now; when my parents/ grandparents were young; a long time ago. Talk about the clues they used to help in the sequencing, e.g. clothes, hairstyles, vehicles, buildings.

WALT: explore Christian hymns praising God for His creation/ make our own 'song' of creation/ reflect on some Christian beliefs about creation.

Teach children a few verses of a Christian hymn about the creation, e.g., *The Earth is the Lord's*, by Gerald Gardiner.

Take children through the meaning of the words of the hymns. Divide the class into groups of 5 or 6 and explain that they are going to make their own 'Song of Creation'. Give each group a word from the hymn's chorus, and ask them to come up with a vocal sound, or a clapping or tapping noise to represent that word. Ask them to make their sound into a repeated rhythm, then try joining two or three or four groups together to see if they can form a coherent sound together. Bring all the groups together and make an audio or video recording.

WALT identify and respect the differences and similarities between people (verbal activity).

Introductory game- The teacher called out questions to group the children in different ways. For example:

Whoever has lived here all their lives come into the middle of the circle and join hands? Story in the round- The teacher talked briefly to the children about the positive role that diversity plays in our lives. The teacher and children then developed a story (in the round) about a world where everyone was the same.

Silent statements- The teacher stressed that differences make our world an exciting place to live, and asked questions. The children then devised responses to use when they are hurt because of a difference

WALT take part in team sports
WALT keep to the rules of a game
WALT decide when to run and where to run

Children to be taught the rules of rounder's using all the skills they have developed this term. Working on competitive games and how to make decisions and communicate with team members,

Shapes and Safety

WALT tell you the order I need to do things to make something happen and talk about this as an algorithm.
WALT program a robot to do a particular task such as drawing a shape.

WALT watch a program execute and spot where it goes wrong so that I can debug it.

Children use the turning keypad in 2Go to draw a square. Can you draw a bigger square / smaller square?

Show the children how to open the programming level. (OR use advanced level in [JIT](#)) Drag the arrows and numbers to the programming flow diagram. Encourage the children to keep having a go to try out what they have done. Use the word execute the program when the children press Start.