**Medium Term Planning: Summer Term 1**

**Year 2**

| **The topic for this term is:** Famous Explorers. | | | **The launch events for this topic will be:**  **English:** Traditional Tales classroom Crime scene.  **History:** VR goggles- children will become explorers and journey through space. | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **The end of the term mini-project linking & applying knowledge is:**  Designing and creating a model rocket based on the space craft that launched Tim Peake into space. | | | | | **The visitor from employment, linked to the knowledge acquired this term, will be: (TBC)** | | | |
| **Class trip/workshop linked to the topic:**  Trip to Spaceport Wirral- learning about Neil Armstrong / Tim Peake’s mission to space. | | | | | **Other information:** | | | |
| **Wk commencing** | **23/4/2019** | **29/4/2019** | **7/5/2019** | **13/5/2019** | **20/5/2019** |  |  |  |
| English | -Listen to, read and watch alternative versions of  traditional stories. -Compare and discuss how  words, sounds and images can convey different  information to a reader.  -Identify the characters and discuss opposing  characters from the narrative.  -Express ideas about a character using evidence  from the text to justify opinion.  -Consider how characters would speak based on  events that happen to them.  -Capture language features of the genre. | -Identify the types of characters used in this type  of story.  -Identify and display the features of the genre.  -Discuss how characters behave if their roles in a  narrative are exchanged.  -Discuss and compose dialogue and descriptions  for characters in reverse roles. | -Model how to write an alternative version of a traditional story.  -Children plan and write an alternative version of a traditional  story.  -Focus on how to convey the main characters and use consistent tense.  -Plan, draft, edit and review. | Grammar focus-  Recap of  -word classes  - apostrophes for possession / contraction  - different sentence types | **Assessment Week** |  |  |  |
| Mathematics | MEP  (Shape focus) | MEP  (Time Focus) | MEP  (Money Focus) | MEP  (Four operations focus) | **Assessment Week** |  |  |  |
| Science  (Plants / Animals including humans) | **Plants**  Growing a bean plant-  Observe and describe how seeds and bulbs grow into mature plants in | Recording findings from bean plant investigation. | **Animals including humans**  To understand the similarities and differences between an animal and a plant. | To sort animals into different categories using their physical features. | Describe similarities and differences between humans and other animals. |  |  |  |
| History/Geography  (Who were the greatest explorers?) | -To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing the criteria for determining what makes a person significant.   |  | | --- | |  | | -To find  out about the life and experiences of Christopher Columbus. | -To Find out why Neil Armstrong is important.  -To compare aspects of life in different  periods in the context of comparing the  missions of Christopher Columbus and Neil  Armstrong. | -To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of finding out about Tim Peake’s expedition. | To research and create a presentation about a famous explorer based on their awareness of what an explorer is. |  |  |  |
| Art / DT  Mechanisms and vehicles |  | -Design and make vehicles which contain free running wheels.  -Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels. | Designing a rocket.  -Consider which range of materials will be needed to create models with wheels and axles e.g. tubes, dowel, cotton reels. | Creating a rocket.  -Mark out materials to be cut using a template.  -Roll paper to create tubes.  -Use a glue gun with close supervision.  -Try out different axle fixings and their strengths and weaknesses. | Continued creating a rocket.  -Mark out materials to be cut using a template.  -Roll paper to create tubes.  -Use a glue gun with close supervision.  -Try out different axle fixings and their strengths and weaknesses. |  |  |  |
| Religious Education World Views  (How special is the relationship Jews  have with God?) | To learn that Jews believe there is only one God. To understand the covenant between Abraham and God and the importance of keeping a promise. |  |  |  | Talk about the Ten Commandments. Explore a Jewish home and learn about the mezuzah. Children to make their own mezuzah and write the Shema. |  |  |  |
| Computing  (We are researchers) | Recognise common uses of information.  Understand how different organisations gain and store information about customers. | Introduce children to the key skills needed to research a topic. Mind map possible search criteria. Use web browsers to find information on the topic of explorers (link to History). | Continue to develop research skills through searching for information on the internet.  Use Microsoft Word to store notes ready to create presentation in next lesson. | Introduce children to Microsoft Powerpoint and show them the basic features needed to create an effective presentation.  Children to use notes from previous weeks to build presentation of their chosen explorer. | Children to complete powerpoint presentations.  Teach children how to add simple transitions and themes to make their presentation more visually appealing and effective. |  |  |  |
| Music  (Zoo time) |  | Listen and Appraise - Zootime by Joanna Mangona: Play the song. Using the body to find the pulse.  After listening, talk about the song and answer the questions together using correct musical  language.  Begin to perform the song. |  | Listen and Appraise - Shine by ASWAD: Play the song.  After listening, talk about the song and answer the questions together using correct musical language.  Listen and Appraise – Zootime: How are the songs different, how are they similar?  Continue to develop performance of Zootime. |  |  |  |  |
| PE  (Athletics) | Pupils will learn the basics associated with track and field athletics.  In this lesson, they will participate in running games.  The outcome will be that they can all run at speed in a straight line. | Pupils will learn the basics associated with track and field athletics.  In this lesson, they will participate in running games designed to improve their running technique so they can run faster. | Pupils will learn the basics associated with track and field athletics.  In this lesson, pupils will explore and develop technique for basic standing jump to improve distance. | Pupils will learn the basics associated with track and field athletics.  In this lesson, pupils will investigate the different throwing events involved in the Olympics and will learn the correct technique to throw and object to achieve distance. | Pupils will learn the basics associated with track and field athletics.  In this lesson, pupils will work on the skills they have developed over the past four weeks and take part in a series of events in small groups. |  |  |  |
| PSHE/RSE  (Relationships) | To understand what makes a good friend  Identify ways to be a friend to someone else |  | To recognise how it feels to be proud of someone else.  To explain why you are proud of someone else. |  |  |  |  |  |
| Handwriting | Unit 23:  Practising joining from the letter ‘w’ | Unit 24:  Practising correct height and size of letters. | Unit 25:  Practising punctuation including writing words including apostrophes. | Unit 26:  Practising joining to and from the letter ‘i’. | Unit 27:  Practising joining to and from the letter ‘s’. |  |  |  |
| Phonics | Group 1-  Teaching contractions  (E.g. can’t, didn’t, hasn’t)  Group 2- adding suffixes –ed and –ing to a root word where the last letter is doubled (humming, hummed, patting, dropped)  Group 3- Adding suffixes –ed and –ing to a root word ending in –y with a consonant before it  (copied, cried and copying, crying) | Group 1-  Teaching contractions  (E.g. it’s)  Group 2- adding suffixes –er and –est and -y to a root word where the last letter is doubled (sadder, saddest, runner, runny)  Group 3-  Adding suffixes –er and  –est ending in –y with a consonant before it (copier, happier, happiest). | Group 1-  Teaching the possessive apostrophe (E.g. Megan’s)  Group 2- adding suffixes –es to nouns and verbs ending in –y and changing the y to i before –es is added (flies, tries, replies)  Group 3- Consolidation of weeks 1 and 2 | Group 1-  Consolidation of weeks 1-3  Group 2-  Consolidation of weeks 1-3  Group 3- Recap of Phase 3- 5 sounds. | Group 1-  Adding suffixes –ment and –ness to words.  Group 2- Teaching contractions  (E.g. can’t, didn’t, hasn’t)  Group 3- Recap of Phase 3- 5 sounds. |  |  |  |

|  |
| --- |
| **Linking knowledge across subjects** |
| Summarise where you will link knowledge across different subjects  History and D&T: Creating replica rockets based on the space craft that launched Tim Peake into space.  Computing and History: Researching famous explorers and creating a portfolio of information and images using PowerPoint.  English and Science: Jack and the beanstalk- growing bean plants. |

|  |
| --- |
| **Learning about Liverpool** |
| If applicable, summarise how this topic will develop pupil’s knowledge on the city of Liverpool  **N/A** |