**Medium Term Planning: Autumn 1 2019**

**Year 2**

| **The topic for this term is:**Exploring Materials | **The launch event for this topic will be:** Materials Scavenger Hunt |
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| **The end of the term mini-project linking & applying knowledge is:**Creating a home for the 3 little pigs | **The visitor from employment, linked to the knowledge acquired this term, will be:**STEM ambassador visit (Meteorologist) |
| **Class trip/workshop linked to the topic:**Primary Science Workshop – KS1 Materials | **Other information:** |
| **Wk commencing** | **02.09.19** | **09.09.19** | **16.09.19** | **23.09.19** | **30.09.19** | **07.10.19** | **14.10.19** | **21.10.19** |
| English | **Introducing Authors**2 Potter to focus on the life and works of Beatrix Potter.2Dahl to focus on the life and works of Roald Dahl. | **Fiction – Twisted Tales****Comprehension 1: *The Three Little Pigs*** * -Make predictions
* Discuss key fairy-story features

-Make predictions* -Identify traditional fairy stories within a non-traditional tale
* **-**Explore characters within a story

**-**Short composition 1 -Ask and answer questions in conversation.-Short composition 1 * -Write statements, questions, exclamations and commands
 | **Fiction – Twisted Tales*** **Comprehension *Jack and the Beanstalk* (film)**
	+ Recap traditional version of *Jack and the Beanstalk*
	+ -Focus on similarities and differences between the film shown and the traditional tale
	+ -Discuss good and bad characteristics of fairy-tale characters
	+ –Use subordination when retelling stories orally
	+ –Write one sentence using subordination to link events together
* Short composition 2
	+ -Continue with stories using subordination to link events together
	+ -Rehearse sentences orally before writing them down
 | **Fiction – Twisted Tales** -Sounds elements in a film: Jack and the Beanstalk (film)-Explore sound elements in a filmSequencing: Jack and the Beanstalk (film)-Explore sequencingMaximus and the Beanstalk -Make predictionsMaximus and the Beanstalk -Talk about characters-Exploring characters’ thoughts and feelings: Maximus and the Beanstalk-Explore characters’ thoughts and feelings | **Fiction – Twisted Tales** Long composition -Discuss character and characteristicsDiscuss role reversal-Long composition Develop story ideas-Long composition Write story openingsRehearse sentences orally-Long Composition -Edit and improve story openings and continue with stories-Long Composition Use subordination to link sentences / events | **Non- Fiction – Newshounds*** + -Activate prior knowledge of traditional tales.
	+ -Ask and answer questions about a traditional tale.
	+ -Use role play to develop understanding
	+ -Discuss and give views on news reports
	+ -Retell a news story
 | **Non- Fiction – Newshounds*** + -Recount events in the past tense consistently
	+ -Compose their own questions
	+ -Plan a news report about a traditional tale.
 | **Non- Fiction – Newshounds*** + Write a news report about a traditional tale
	+ -Edit and proof-read news reports
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| Mathematics | MEP | MEP | MEP | MEP | MEP | MEP | MEP | MEP |
| Science |  | **Properties of materials –**To identify a variety of everyday materials and their uses. | **Properties of materials –**To describe the properties of everyday materials and explain what is meant by a material’s “property”. | **Properties of materials –**To compare the suitability of a variety of everyday materials and explain what makes a material more suitable for an object/purpose than other materials. | **Properties of materials –**To set up and conduct an investigation on absorbency. | **Properties of materials –**To investigate waterproof materials and consider the reasons for fabrics being waterproof. | **Properties of materials –**To explore the life of Charles Macintosh and to create a biography.**Workshop**Primary Science Workshops – Fri 18th Oct | **Properties of materials –**To identify natural and man-made materials and describe the textures and appearance of the different items. |
| History/Geography | Children to undertake fieldwork within the school grounds linked to mapping. Take pictures of areas around the school using iPads and then create a class map of the school grounds. | Children to undertake fieldwork within the school grounds linked to mapping. Take pictures of areas around the school using iPads and then create a class map of the school grounds. | **What are Seasons?**Children will describe different types of weather, make observations and understand changes around them. | **What are Seasons?**Chn can observe the weather and understand weather data from pictures, words and symbols. | **What are Seasons?**Chn understand why weather changes and know that there are different types of wind which bring about these changes. | **What are Seasons?**Chn understand that there are four seasons in the UK. | **What are Seasons?**Chn know the parts of the UK and the capital cities and can talk about the weather there. | **What are Seasons?**Chn demonstrate understanding of the weather, seasons and different parts of the UK. |
| Art / DT |  |  | **Drawing-**Liverpool Skyline (Focus on artist Tula Moon) |  | **Drawing-** Liverpool Skyline (Focus on artist Tula Moon) |  | **Drawing-** Sketching based on the artwork of Tula Moon |  |
| Religious Education World Views |  |  |  |  |  | **Christianity-**What did Jesus teach? | **Christianity-**Is it possible to be kind to all people all of the time? | **Christianity-**Is it possible to be kind to all people all of the time? |
| Computing | **We Are Photographers**Search online photo collections and discuss what makes a good photo, considering both technical and artistic aspects. | **We Are Photographers**Learning about the camera. Children take photographs and discuss techniques. | **We Are Photographers**Taking photographs, reviewing and offering constructive feedback. | **We Are Photographers**Taking photographs, reviewing and offering constructive feedback. | **We Are Photographers**Organising photos, storing, using captions and flags. | **We Are Photographers**Editing and enhancing photographs using photo editing software. | **We Are Photographers**Editing and enhancing photographs using photo editing software. | **We Are Photographers**Presenting a portfolio, selecting and presenting photographs. |
| Music |  | Use their voices expressively and creatively by singing songs and speaking chants andrhymes -Children will create their own chant based on fairytale. |  | Use their voices expressively and creatively by singing songs and speaking chants andrhymes -Children will create their own chant based on fairytale and perform to the rest of the class.  |  | Children will listen to a range of high-quality recorded music based on their fairytale. Listen to the Jack and the Beanstalk music and discuss why this music fits the film. |  | Children will listen to a range of high-quality recorded music based on their fairytale. Listen to another fairytale music score and discuss why this music fits the film. |
| PE | **Games (Sending & Receiving)**Children will focus on the skills of passing and receiving in small game situations in a variety of sports, comparing the techniques used. | **Games (Sending & Receiving)**Children will focus on the skills of passing and receiving in small game situations in a variety of sports, comparing the techniques used. | **Games (Sending & Receiving)**Children will focus on the skills of passing and receiving in small game situations in a variety of sports, comparing the techniques used. | **Games (Sending & Receiving)**Children will focus on the skills of passing and receiving in small game situations in a variety of sports, comparing the techniques used. | **Games (Sending & Receiving)**Children will focus on the skills of passing and receiving in small game situations in a variety of sports, comparing the techniques used. | **Games (Sending & Receiving)**Children will focus on the skills of passing and receiving in small game situations in a variety of sports, comparing the techniques used. | **Games (Sending & Receiving)**Children will focus on the skills of passing and receiving in small game situations in a variety of sports, comparing the techniques used. | **Games (Sending & Receiving)**Children will focus on the skills of passing and receiving in small game situations in a variety of sports, comparing the techniques used. |
| PSHE/RSE |  | **Go Givers**Caring for our Community | **Go Givers**Caring for our Community – Philanthropy and Charity | **Go Givers**Protecting Local Habitats | **Go Givers**Saving Energy | **Go Givers**Plastic Pollution | **Go Givers**Expedition to Planet Blue Ball | **Go Givers**Caring for our Community |
| Handwriting |  | Practising joining to the top.*Ai, ay, ey* | Practising the join from the letter e*Ee, ea, ey* | Practising the join from the letter i.*Ie, ide, igh*  | Practising the horizontal join*Oa, ow, oe* | Practising the size and height of letters*Oo, ue, ew* | Practising joining from the letter o*Oi, ou, oy* | Practising capital letters*Whole Alphabet* |
| Phonics | School Improvement Liverpool Phonics Plans | School ImprovementLiverpool Phonics Plans | School ImprovementLiverpool Phonics Plans | School ImprovementLiverpool Phonics Plans | School ImprovementLiverpool Phonics Plans | School ImprovementLiverpool Phonics Plans | School ImprovementLiverpool Phonics Plans | School Improvement Liverpool Phonics Plans |

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| **Linking knowledge across subjects** |
| Summarise where you will link knowledge across different subjects**Geography and Science – We will be linking our topic of materials to the idea of seasons/weather (absorbency, shade etc.)****Science and Computing – As part of the topic of materials, children will be on a scavenger hunt around school taking photographs of different materials.****English & Music – Exploring music used in films and how it adds drama, suspense.****English & Science – The Three Little Pigs (materials used, properties, suitability)** |

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| **Learning about Liverpool** |
| If applicable, summarise how this topic will develop pupil’s knowledge on the city of Liverpool**In Art, we will be looking at the work of Liverpool designer Tula Moon, researching some Liverpool landmarks and using lessons to draw and print the Liverpool skyline.** |