**Medium Term Planning: Autumn 2 2019**

**Year 2**

| **The topic for this term is:**  The Gunpowder plot | | | **The launch event for this topic will be:**  Making a Guy and exploring traditions | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **The end of the term mini-project linking & applying knowledge is:**  Produce a presentation about the Gunpowder plot | | | | | | **The visitor from employment, linked to the knowledge acquired this term, will be:**  Paul Delaney – Author/Poet | | | | |
| **Class trip/workshop linked to the topic:** Author Visit – Paul Delaney | | | | | | **Other information:** | | | | |
| **Wk commencing** | **04.11.19** | **11.11.19** | | **18.11.19** | **25.11.19** | | **02.12.19** | **09.12.19** | **16.12.19** |
| English | Non-fiction Unit 2.2  Introduce the eBook as an explanation text.  Select and explain information from non-fiction to support thinking.  Explore the layout of an explanation text.  Discuss information in eBook as a group.  Use captions.  Use a glossary to understand technical words. | * Non-fiction Unit 2.2   Create success criteria for a flow chart.  Discuss and record ideas for a simple flow chart.  Create a simple flow chart with captions.  Ask and answer questions to find out more information.  Identify and use adjectives correctly.  Understand the term ‘adjective’.  Use expanded noun phrases to create a slogan. | | Non-fiction Unit 2.2  Discuss success criteria for an explanation text.  Collect information for an explanation text.  Plan the features and layout of their explanation text.  Write an explanation text using notes.  Revise, edit and evaluate their explanation text.  Discuss and answer the Big Question. | Assessment week | | Poetry Unit 2.1 Pattern, Rhythm and Rhyme  Discuss favourite lines from a poem.  Recognise simple rhyme and rhythm.  Discuss favourite lines from a poem.  Identify patterns in a poem.  Learn a poem by heart. | Poetry Unit 2.1 Pattern, Rhythm and Rhyme  Infer from details in the text.  Identify patterns in a poem.  Learn a poem by heart.  Draft a whole-class poem.  Composing a poem orally.  Draft a whole-class poem.  Composing a verse of a poem orally.  Perform poems and evaluate performances. | Grammar focus – consolidation |
| Mathematics | MEP | MEP | | MEP | Assessment week | | MEP | MEP | MEP |
| Science | **Materials – Squash, bend, twist, stretch**  Explore the properties of a variety of balls.   * Generate questions and discuss the similarities and differences between the balls. * Discuss and design an investigation to test which ball is the bounciest. * Make predictions, test, and record results. * Learn about what makes a material have bouncy properties. | **Materials – Squash, bend, twist, stretch**  Consider different fabrics and what they could be used for. Devise an investigation to test the elasticity of the fabric and record the results.  Science Objectives i) Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  ii) Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | | **Materials – Squash, bend, twist, stretch**  Examine a selection of different materials and explore their rigidity by devising an investigation to test them. Why is it important that some materials bend and flex?  Science Objectives i) Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  ii) Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | **Materials – Squash, bend, twist, stretch**  Consider and sort different materials according to their material properties. Wonder what the world would be like without rigidity and test materials for their durability and toughness.  Science Objectives  i) Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  ii) Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | | **Materials – Squash, bend, twist, stretch**  Explore a selection of paper and predict the strongest one. Test the papers using weights and record the results.  Science Objectives i) Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  ii) Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | **Materials – Squash, bend, twist, stretch**  Using your knowledge of paper strength and rigidity, build a paper bridge strong enough to hold a toy car.  Science Objectives i) Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  ii) Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. |  |
| History/Geography | **Who Was Guy Fawkes?**  To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past by learning about the build-up to the Gunpowder Plot and the problems that the plotters tried  to overcome | **Problems for the Plotters**  To find out about events beyond living memory that are  significant nationally by learning about Guy Fawkes and his  life.  . | | **The End of the Plot**  To find out about events beyond living memory that are  significant nationally by learning about the order and conclusion of the events of the Gunpowder Plot. | **Wanted! The Search for Thomas Percy**  To ask and answer questions, choosing and using parts  of stories and other sources to show that they know and  understand key features of events and to find out about  events beyond living memory that are significant nationally  by learning about what happened directly after the Gunpowder Plot. | | **The Plot in Six Acts**  To ask and answer questions, choosing and using parts  of stories and other sources to show that they know and  understand key features of events and to find out about events beyond living memory that are significant nationally  through performing parts of the story of the Gunpowder  Plot. | **Remember, Remember...**  To be taught about changes in living memory and where  appropriate, these should be used to reveal aspects of  change in national life and to find out about events beyond living memory that are significant nationally by finding about how the Gunpowder Plot is remembered in this country and how bonfire night has changed over the years. |  |
| Art / DT | Making hand puppets  Designing a hand puppet |  | | Making hand puppets  Producing a final design |  | | Making hand puppets  Beginning to make a hand puppet |  | Making hand puppets  Finalising a hand puppet |
| Religious Education World Views | Explain to the children that Christians believe that God sent Jesus to save/help the world and they look forward to Christmas as the time of his birth. (Make sure Jesus is not  seen as a superhero by emphasising that God thought the world needed someone to ‘save it’ so Jesus came to help people see what they could do to make the world better.) |  | |  | Recap the Christian belief that God gave Jesus to the world to  save/help it.  Does the world need to be saved/rescued?  Do people need to be saved/rescued?  Look at problems in the world, using pictures from the book  ‘George saves the world by lunchtime’ and other examples.  Who has caused these problems?  Recap that Christians believe that God sent Jesus to save/help  the world and they look forward to Christmas as a time of his birth.  Discuss how Christians prepare/look forward to Christmas? Use  two Advent calendars, one commercial, the other depicting a  traditional Christmas scene. Which ones are about the Christian  story of Christmas?  Tell the Christmas story, using props/story bag and then  look again at the Advent Calendars and discuss which are  represented in the story. | | When baby Jesus was visited in the Christmas story did  He have a wand/flying cape/ magical powers? If not, how was He going to save/rescue the world? What was God’s plan?  Christians believe Jesus is God in human form so He has God’s love and power and does not need magical powers.  Recap Bible stories we have shared that show examples of  Jesus showing love and kindness, e.g. story of paralysed man,  story of Story of Zacchaeus, etc.  What was Jesus teaching through His actions? | How can showing love to people save/rescue them?  Draw out that Jesus came to teach everybody to love one another and be kind to each other and in this way the world would  become a better place.  ‘Love your neighbour as yourself’ (Mark 12:28-31).  Christians believe God gave Jesus to the world to save/rescue it.  Do children have any questions for Sofia Owl? Use envelope  cards. |  |
| Computing | We Are Researchers  Scoping a topic and breaking down questions. | We Are Researchers  Searching safely and effectively using Google. | | We Are Researchers  Using other search engines and Simple Wikipedia. | We Are Researchers  Preparing a presentation. | | We Are Researchers  Preparing a presentation. | We Are Researchers  Giving a presentation. | We Are Researchers  Giving a presentation. |
| Music |  | Christmas choir  Use their voices expressively and creatively by singing songs and speaking chants and rhymes. | |  | Christmas choir  Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play tuned and untuned instruments musically. | |  | Christmas choir  Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play tuned and untuned instruments musically. |  |
| PE | Group Games and Inventing Rules  Demonstrate consistency and accuracy in bouncing, kicking, throwing, catching and striking skills. | Group Games and Inventing Rules  Select appropriate equipment when playing the games and demonstrate quicker passing and receiving skills. | | Group Games and Inventing Rules  Select appropriate equipment when playing the games and demonstrate quicker passing and receiving skills. | Group Games and Inventing Rules  Play with confidence in varying group formations e.g. 2 v 2, 4 v 4, 3 v 1 etc. | | Group Games and Inventing Rules  Develop rules and explain how they can improve the game. | Group Games and Inventing Rules  Understand and use simple tactics to work as a team e.g. when defending there must always be one person between the “goal” and the person with the ball. | Group Games and Inventing Rules  Understand and use simple tactics to work as a team e.g. when defending there must always be one person between the “goal” and the person with the ball. |
| PSHE/RSE |  | Plastic Pollution | | Expedition to Planet Blue Ball |  | |  |  | Christmas with the Go-Givers |
| Handwriting | Oxford Owl Handwriting Scheme  Unit 8 | Oxford Owl Handwriting Scheme  Unit 9 | | Oxford Owl Handwriting Scheme  Unit 10 | Oxford Owl Handwriting Scheme  Unit 11 | | Oxford Owl Handwriting Scheme  Unit 12 | Oxford Owl Handwriting Scheme  Unit 13 | Oxford Owl Handwriting Scheme  Unit 14 |
| Phonics | School Improvement Liverpool Phonics Plans | School Improvement  Liverpool Phonics Plans | | School Improvement  Liverpool Phonics Plans | School Improvement  Liverpool Phonics Plans | | School Improvement  Liverpool Phonics Plans | School Improvement  Liverpool Phonics Plans | School Improvement  Liverpool Phonics Plans |

|  |
| --- |
| **Linking knowledge across subjects** |
| Summarise where you will link knowledge across different subjects  **History and computing – Children will research the Gunpowder plot and will produce a presentation about it at the end of the term.**  **DT and history – Children will make hand puppets based on the theme of the Gunpowder plot and will use them to create a short drama.**  **Children will make a Guy using paper mache.**  **RE and music – Children will be learning about the Christmas story of Jesus’ birth and will be singing and performing related songs during music lessons.** |

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