**Medium Term Planning: Spring 1 2020**

**Year 2**

| **The topic for this term is:**  Living things | | | **The launch event for this topic will be:**  Animals visiting from Croxteth Park Farm | | | | | | |
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| **The end of the term mini-project linking & applying knowledge is:**  Presentation to classmates of knowledge gained about living things. | | | | | **The visitor from employment, linked to the knowledge acquired this term, will be:**  Animal handler from Croxteth Park Farm | | | | |
| **Class trip/workshop linked to the topic:**  Trip to Frodsham food market | | | | | **Other information:** | | | | |
| **Wk commencing** | **06.01.20** | **13.01.20** | | **20.01.20** | | **27.01.20** | **03.02.20** | **10.02.20** |
| English | **Non-fiction Unit 2.2 Does Chocolate Grow on Trees?**  Discuss the Big Question.  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 Does Chocolate Grow on Trees?**  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 Does Chocolate Grow on Trees?**  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. | | **Word Detectives Year 2**  Investigate how the spelling of words ending in a consonant changes when suffixes like ‘-ed’, ‘-ing’, ‘-er’ and ‘-est’ are added.  Words ending in a ‘y’ or an ‘e’ changes when suffixes like ‘-ed’, ‘-ing’, ‘-er’ and ‘-est’ are added.  Spelling of root words changes when the suffixes ‘-ment’, ‘-ness’, ‘-ful’, ‘-less’ and ‘-ly’ are added.  Investigate the meanings and spellings of common homophones and near-homophones.  Investigate when to use the different spellings of the /dʒ/ sound. | **Poetry Unit 2.2 A Closer Look**  Explore imagery.  Explore adjectives and verbs.  Explore the poet’s feelings.  Explore the poet’s use of descriptive language.  Compare poems. | **Poetry Unit 2.2 A Closer Look**  Explore vocabulary and poetic language.  Collect ideas for a ‘picture for a poem’.  Explore ‘poetry language’.  Use descriptive language.  Draft a ‘word picture’ poem.  Read with expression.  Review and edit poems.  Read poems aloud. |
| Mathematics | MEP | MEP | | MEP | | MEP | MEP | MEP |
| Science | * **Living things** * Children write down examples of things that are alive and things that are not. They explain their choices and see if others agree. Children go on a hunt to find as many different living and non-living things as they can. Children are introduced to the words ʻclassifyingʼ and ʻclassificationʼ and to the idea of ʻonce-livingʼ and ʻnever-livingʼ objects. | **Living things**  Ask children to think of the similarities and differences between a baby doll and a real baby. Children make a checklist of things that living thing can do. They explore a selection of mechanical objects and talk about how some non-living things can be similar to living things despite not being alive. As a group, come up with a set of guidelines to determine what makes something alive and then create a collage to cover each part of the checklist. | | **Living things**  The teacher shows children pictures of themselves when they were younger and talk about how they have changed, how the children themselves have changed and how they will continue to change. Children bring in baby pictures of themselves and use as a class display. Ask other members of staff to bring in their baby pictures and play a guessing game. Children look for features that have stayed the same and features that have changed. | | **Living things**  Children discuss how animals and humans often look like their parents and that some baby animals are called different things to their parents e.g. cats have kittens. They research one animal that looks similar to its parent and one that does not and present their facts in groups to the class. | **Living things**  Children discuss how seeds and plants grow to look like the parent plant. The teacher selects one child to identify an animal and another to find its baby/adult pair. Children then choose an animal or plant to research and make a zig-zag book showing its life stages. | **Living things**  Children will imagine they are curators of a natural history museum and are organising an exhibition so must prepare an information board for visitors. Children use photo cards and categorise their exhibit into living things, non-living things and things that have never been alive. Children place the boards around the class and have a ʻgrand openingʼ, reading and giving each other feedback on their work. |
| History/Geography | **Where does our food come from?**  To identify shops selling food locally or on the high street  To start to understand that shops sell foods from many different locations  To role play going to the shops and buying fresh, frozen and fast food items | **Where does our food come from?**  To know that food comes from either plants or animals  To understand that the food we eat has a food story  To understand it has been changed (processed) | | **Where does our food come from?**  To understand what farming is, what a farmer does and where the plants and animals we eat come from. | | **Where does our food come from?**  To understand that animals are reared in the UK and used for dairy and meat. | **Where does our food come from?**  To understand that some traditional foods originate in the UK. | **Where does our food come from?**  To understand the geography of the UK and the types of food produced here. |
| Art / DT | **Looking at and recreating the work of Georgia O’Keeffe**  Developing the skills of colour mixing, shading and blending. |  | | **Looking at and recreating the work of Georgia O’Keeffe**  Developing the skills of colour mixing, shading and blending. | |  | **Looking at and recreating the work of Georgia O’Keeffe**  Developing the skills of colour mixing, shading and blending. |  |
| Religious Education World Views |  | **Judaism- Passover – How important is it for Jewish people to do what God asks them to do?**  Discussion surrounding respect.  Teach about a special meal jewish people have once a year during Passover : the Sedar meal.  Re-tell the story of God freeing Israelites from slavery in Egypt in Exodus in the bible.  Focus on the things God asked them to do.  Why was it important that they did as God asked that night?  Passover and the Sedar meal is a way Jewish people remember their special relationship with God. | |  | | **Judaism- Passover – How important is it for Jewish people to do what God asks them to do?**  Re-enact the Sedar meal.  Chn taste some of the food eating during the Sedar meal.  Chn design their own Sedar plate showing the foods eating at the meal. |  | **Judaism- Passover – How important is it for Jewish people to do what God asks them to do?**  Discuss the various things God asks Jewish people to do.  Chn discuss why they are done and rank them in order from most important to least. They also give reasons for why the Jewish people will do each action. |
| Computing | **We are zoologists**  Briefing and preparation.  Discussing ways of identifying bugs. Creating classification key. | **We are zoologists**  Bug hunting.  Chn to hunt for bugs, taking photographs and keep record of the bugs they find using a tally chart. | | **We are zoologists**  Working with photos.  Editing pictures, adding captions etc. | | **We are zoologists**  Working with data.  Creating bar charts to show the data collected during the bug hunt. | **We are zoologists**  Working with maps.  Chn to pin on a map the places they found the various types of bugs. | **We are zoologists**  Summary and review.  Chn to collate their findings and present to one another. |
| Music |  | **Charanga – Zootime**  Listen and appraise the song Zootime.  Take part in warm up games focused on finding the beat, clapping to the rhythm and warming up voices. | |  | | **Charanga – Zootime**  Learn to sing the song Zootime. |  | **Charanga – Zootime**  Perform the song Zootime. |
| PE | **Dance – The Cat** | **Dance- The Cat** | | **Dance - Balloons** | | **Dance - Balloons** | **Dance – Reach for the stars** | **Dance- Reach for the stars** |
| PSHE/RSE | **Keeping safe**  To explore substances and situations that are safe or unsafe. |  | | **Keeping safe**  To be able to identify some hazardous substances. | |  | **Keeping safe**  To consider safety rules for at home and at school. |  |
| Handwriting | Oxford Owl Handwriting Scheme  Unit 15 | Oxford Owl Handwriting Scheme  Unit 16 | | Oxford Owl Handwriting Scheme  Unit 17 | | Oxford Owl Handwriting Scheme  Unit 18 | Oxford Owl Handwriting Scheme  Unit 19 | Oxford Owl Handwriting Scheme  Unit 20 |
| 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 |

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| **Linking knowledge across subjects** |
| Summarise where you will link knowledge across different subjects  **English and Art – Children will consider the possibilities for life from trees and plants. This will be reflected in their artwork.**  **Science and computing- Children will consider the lifecycle of living things and will observe their lifestyle.**  **English and Science – Children can compare and contrast trees, humans and animals and consider how they are all considered living things, but also the ways in which they differ.**  **English and Geography – Children will consider the origins of a range of foods.** |

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| **Learning about Liverpool** |
| If applicable, summarise how this topic will develop pupil’s knowledge on the city of Liverpool  **Geography- Children will consider which foods can be locally sourced and which foods must be imported from other countries.** |