

Medium Term Planning: Spring 1 2019

Year 2

The topic for this term is: Where does our food come from?		The launch event for this topic will be: Edible breakfast table						
The end of the term mini-project linking & applying knowledge is: Photography portfolio					The visitor from employment, linked to the knowledge acquired this term, will be: Farmer			
Class trip/workshop linked to the topic: Local walk- Data handling collection of foods sold on local high street. Pizza making- Pizza Express					Other information:			
Wk commencing	7.1.19	14.1.19	21.1.19	28.1.19	4.2.19	11.2.19		
English	<u>Significant Authors</u> -To make notes about main characters -Use drama to explore characters' thoughts and feelings -Write for different purposes; -Evaluate their writing with the teacher and other pupils -Use drama to explore characters' thoughts and feelings	<u>Significant Authors</u> -Compare characters at the start and end of the story -Sequence the story -Explore characters' thoughts and feelings -Retell the story -Write descriptive labels	<u>Significant Authors</u> -Explore layout and text features -Write an advert based on a model -Orally compose and write a first-person narrative -Explore ideas for a story and write a story plan -Write a story opening from a plan -Complete a story from a plan -Edit and evaluate stories	<u>Poetry- A Closer Look</u> -Explore the poet's use of descriptive language -Compare poems -Use descriptive language by exploring adjectives and verbs -Explore vocabulary and poetic language -Collect ideas for a 'picture for a poem' -Draft a 'word picture' poem -Review and edit poems -Read poems aloud	<u>Instructions</u> -To understand the importance of instructions -Identify and verbally construct commands and instruction style sentences -Recognise and identify imperatives in instructions	<u>Instructions</u> -To plan to write a set of instructions -To write a step by step set of instructions -To follow their own instructions -To evaluate their own set of instructions		
Mathematics	MEP	MEP	MEP	MEP	MEP	MEP		
Science	Identify everyday materials and objects made from different materials	Comparing suitability of a variety of everyday materials.	Recycling materials	Manipulating and changing the shape of materials.	Floating and sinking planning an investigation	Floating and sinking investigation		
History/ <u>Geography</u>	Launch- Edible table To know that some food comes from either plants	To understand what farming is, what a farmer does and where the plants we eat	Local walk- To identify the food shops on the local high street and understand that	To understand that some traditional foods originate in the UK.	To understand the geography of the UK and the types of food produced here.			

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	or animals and understand that some foods we eat has been changed.	come from. To understand that animals are reared in the UK and used for dairy and meat.	they are a source of many different foods.					
Art / DT Pizza product design	Explain where food comes from Develop a food vocabulary using taste, smell, texture and feel	Understand the need for a variety of different foods in a diet Group familiar food products	Explore existing products and investigate how they have been made. Decide how existing products do/ do not achieve their purpose.	Use pictures and words to convey what they want to design and make.	2 Dahl Pizza making- cut, peel, grate and chop a range of ingredients. Measure and weigh food items (non statutory measures) Evaluation- Say what they like/ do not like about the items made.	2 Potter Pizza making- cut, peel, grate and chop a range of ingredients. Measure and weigh food items (non statutory measures) Evaluation- Say what they like/ do not like about the items made.		
Religious Education World Views			Learning about special books and stories.			Learning about special books and stories.		
Computing 'We are Photographers'	Consider the technical and artistic merits of photographs	Use a digital camera or camera app to take digital photographs	Review and reject or pick the images they take	Edit and enhance their photographs	Select their best images to include in a shared Portfolio.			
Music				<u>I wanna play in a band</u> Use movement to find/feel the pulse together and begin to		<u>I wanna play in a band</u> To learn that improvisation is when you make up your own		

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				understand/feel what pulse is/does/means		tune or rhythm.		
PE	Pass and receive the ball around a playing area	Move into space in a game situation	Attempt to use simple attacking play in a game	Perform defensively as an individual in a game	Show awareness of opponents and teammates in a game	Practise to improve existing skills Make early decisions in games		
PSHE/RSE		<u>Living in the wider world</u> To explore the difference between needs and wants			<u>Living in the wider world</u> To explore and understand how life is different around the world			
Handwriting	Joining letters ar, air and are	Joining letters al, all and alk	Joining letters ot, on and oe	Check up and recap letter joins already taught	Printed letters	Joining letters ice, ace and cel		
Phonics	School Improvement Liverpool Phonics Plans <u>Group 1:</u> -tion (station, fiction) <u>Group 2:</u> n (nut), kn (knight) gn (gnat) <u>Group 3:</u> 'or' (port) al as 'or' (walk, talk) all as 'or' (ball, call)	School Improvement Liverpool Phonics Plans <u>Group 1:</u> suffix -ment when root word does not change (enjoyment) Suffix -ment when root word ends in 'y' (merriment). <u>Group 2:</u> r (robin) wr as 'r' (wrote) <u>Group 3:</u>	School Improvement Liverpool Phonics Plans <u>Group 1:</u> Adding suffixes -ed and -ing to a root word ending in -y with a consonant before it (copied, cried and copying, crying) <u>Group 2:</u> or (torn), or as 'er' (word) ar as 'or' (warm)	School Improvement Liverpool Phonics Plans <u>Group 1:</u> Consolidation of weeks 1- 3 <u>Group 2:</u> Consolidation of weeks 1-3 <u>Group 3:</u> n (nut), kn (knight) gn (gnat)	School Improvement Liverpool Phonics Plans <u>Group 1:</u> Adding suffixes -er and -est ending in -y with a consonant before it (copier, happier, happiest). <u>Group 2:</u> -tion (station, fiction) <u>Group 3:</u> r (robin) wr as 'r' (wrote)	School Improvement Liverpool Phonics Plans <u>Group 1:</u> adding suffixes -ed and -ing to a root word ending in -e with a consonant before it. (hiked, hiking) <u>Group 2:</u> suffix -ment when root word does not change (enjoyment) Suffix -ment when		

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		ee (feet) ey 'ee' (monkey) zh 'spelt as s' television, treasure)	<u>Group 3:</u> Consolidation of weeks 1 and 2			root word ends in 'y' (merriment). <u>Group 3:</u> or (torn), or as 'er' (word) ar as 'or' (warm)	



Linking knowledge across subjects

Summarise where you will link knowledge across different subjects

English and D&T: Writing instructions (making pizzas)

Computing (We are Photographers) and Geography (Where does our food come from?): Photographing different foods to use in a slideshow

Geography and D&T: Discovering where certain food originate from and designing and creating pizzas

Science and D&T: Looking at food packaging and recyclable materials.



Learning about Liverpool

If applicable, summarise how this topic will develop pupil's knowledge on the city of Liverpool

How historically the docks in Liverpool were an essential element of importing and exporting food around the world.