**Medium Term Planning: Summer Term 2**

**Year 2**

| **The topic for this term is:**  What Are The Seven Wonders Of The World? | | | **The launch event for this topic will be:** Fallen star crash landing in the classroom (linked to Oliver Jeffers- Different Stories by the same author). | | | | | |
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| **The end of the term mini-project linking & applying knowledge is:**  To create one of the Seven Wonders of the World. | | | | | **The visitor from employment, linked to the knowledge acquired this term, will be:**  **Personal Trainer**- Discussing the importance for humans of exercise, eating the right amounts of different types of food (linked to Science).  **Mrs Fox**- visiting with baby to discuss and show the children the needs of a newborn baby (linked to Science). | | | |
| **Class trip/workshop linked to the topic:**  TBC | | | | | **Other information:** | | | |
| **Wk commencing** | **6/6/2019** | **10/6/2019** | **17/6/2019** | **24/6/2019** | **1/7/2019** | **8/7/2019** | **15/7/2019** | **22/7/2019** |
| English | **Traditional Tales** | **Traditional Tales** | **Different stories by the same author** | **Different stories by the same author** | **Different stories by the same author** | **Explanation Texts** | **Explanation Texts** | **Live Unit-**  **Act It Out!** |
| Mathematics | Time  MEP | Money  MEP | Fractions  MEP | 2D and 3D shape  MEP | MEP | MEP | MEP | MEP |
| Science |  | **Animals Including Humans**  Grouping and classifying animals. | **Animals Including Humans**  To know that animals, including humans, have offspring which grow into adults. | **Animals Including Humans**  Describe similarities and differences between humans and other animals. | **Animals Including Humans**  Find out about and describe the basic needs of animals, including humans, for survival. | **Animals Including Humans**  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | **Animals Including Humans**  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. |  |
| History/Geography | **Great 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 finding out about Tim Peake’s expedition. | **What are the seven wonders of the world?**  To revise the human and physical geography of our local area and identify the UK’s ‘wonders’. | **What are the seven wonders of the world?**  To identify and describe the world’s highest mountain, giving reasons why it is a physical wonder. | **What are the seven wonders of the world?**  To identify the major rivers and desert areas in different continents of the world. | **What are the seven wonders of the world?**  To identify ancient world wonders, and compare them with those built in the last hundred years. | **What are the seven wonders of the world?**  To identify new world wonders in the UK and beyond. | **What are the seven wonders of the world?**  To explain and describe the world wonders that the children have learned about. |  |
| Art / DT | To learn about the works of Walt Disney and how he created different animations. | Developing sketching skills by sketching cartoons in the style of Walt Disney. | Developing sketching skills by sketching cartoons in the style of Walt Disney. | Explore sculpture with a range of malleable media. | Manipulate malleable materials in a variety of different ways including rolling and kneading. | Use simple 2-D shapes to create a 3-D form. (sculpture of Mickey Mouse) | Project Week: To create own sculpture of one of the seven wonders of the world. | Project Week: To create own sculpture of one of the seven wonders of the world. |
| Religious Education World Views  Does completing Hajj make a person a better  Muslim? |  |  |  |  | I can tell you about a special journey and why it was  special to me. | I can remember some of the events that happen during  Hajj and start to explain why these are important to  Muslims. | I can start to express my opinion as to whether  completing the Hajj makes someone a better Muslim,  with a reason. |  |
| Computing  **We are astronauts** |  |  | Plan an algorithm to move a spaceship  from Earth to the Moon | Implement algorithms on floor turtles | Implement algorithms as programs on a  screen sprite using simple blocks without  parameters | Implement algorithms as programs on a  screen sprite using simple blocks without  parameters | Solve the Earth–Moon challenge on a  variety of programmable devices |  |
| Music |  | Clap and improvise (simple rhythmic  patterns).  Copy back.  Question and Answer.  Sing and Improvise (simple patterns).  Copy back using voices.  Question and Answer using voices.  Play and Improvise (simple patterns). |  | Continue to explore and  understand the differences  between composition and  improvisation.  Continue to create own  simple melodies within the  context of the song that is  being learnt. |  | Musically demonstrate a very simple  understanding and use of the interrelated  dimensions of music as appropriate within this  context of creating and making music eg getting  louder (dynamics), quieter (dynamics), higher  (pitch), lower (pitch), faster (tempo) and slower  (tempo). |  |  |
| PE |  | 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. | Sports Day | 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 |  |  | To understand what pride is.  To recognise how it feels to be proud of someone else. |  | To understand what makes a good friend and to identify ways to be a good friend to someone else. | To introduce the concept of male and female and gender stereotypes  To identify differences between males and females. | To explore some of the differences between males and females and to understand how this is part of the lifecycle. | Describe the physical differences between males and females  Name the male and female body parts. |
| Handwriting |  | Recap- Practising joining to the top of a letter. | Recap- Practising joining from the letter e. | Recap- Practising joining from the letter i. | Recap-Practising the horizontal join. | Recap- Practising the size and height of letters. | Recap- Practising joining to ascenders. |  |
| Phonics |  | Group 1: teaching adding suffixes –ful and –less to words.  Group 2: Teaching contractions  (E.g. it’s)  Group 3: adding suffixes –er and –est and -y to a root word where the last letter is doubled (sadder, saddest, runner, runny) | Group 1: Teaching adding suffix –ly to words.  Group 2: Teaching the possessive apostrophe (E.g. Megan’s)  Group 3: adding suffixes –er and –est and -y to a root word where the last letter is doubled (sadder, saddest, runner, runny) | Group 1:Teach the sound ‘l’ spelt –le at the end of words (e.g. table, apple).  Group 2: Consolidation of weeks 1-2  Group 3: adding suffixes –es to nouns and verbs ending in –y and changing the y to i before –es is added (flies, tries, replies) | Group 1: Consolidation of weeks 1-3  Group 2:  Adding suffixes –ment and –ness to words.  Group 3: Consolidation of weeks 1-3 | Group 1: Teach the sound ‘l’ spelt –el at the end of words (e.g. camel, tunnel).  Group 2: teaching adding suffixes –ful and –less to words.  Group 3: Teaching contractions  (E.g. can’t, didn’t, hasn’t) | Group 1: Teach the sound ‘l’ spelt –al or –il at the end of words (e.g. metal/pedal, pencil, nostril).  Group 2: Teaching adding suffix –ly to words.  Group 3: Teaching contractions  (E.g. it’s). |  |

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| **Linking knowledge across subjects** |
| Summarise where you will link knowledge across different subjects  Art and Geography: Creating own sculpture of one of the Seven Wonders of the world. |

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| **Learning about Liverpool** |
| If applicable, summarise how this topic will develop pupil’s knowledge on the city of Liverpool  Prominent buildings/ famous features in Liverpool and comparing them to wonders from around the world. |