**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 film  Sequencing: Jack and the Beanstalk (film)  -Explore sequencing  Maximus and the Beanstalk  -Make predictions  Maximus 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 characteristics  Discuss role reversal  -Long composition  Develop story ideas  -Long composition  Write story openings  Rehearse 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 |
| 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 and  rhymes  -Children will create their own chant based on fairytale. |  | Use their voices expressively and creatively by singing songs and speaking chants and  rhymes  -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 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 |

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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.** |