

<u>Medium Term Plan for Year 2</u> <u>Sycamore Class</u>	<u>Title: Wriggle and Crawl</u> <u>Focus: Science</u>	
<u>Memorable Experience</u>	Mini beast hunt in the nature garden Work in groups to hold a white cotton sheet under a bush or small tree. Shake the tree or bush over the white sheet and work quickly to catch minibeasts.	
<u>Explicit Knowledge</u>	Identify and name a variety of plants and animals in a range of habitats and microhabitats. Explain the lifecycle of a butterfly and a frog. Draw and describe a simple food chain. Know what animals, including humans, need to survive and stay healthy.	
<u>Prior knowledge</u>	Animals are living things. Animals can be sorted and grouped into six main groups: fish, amphibians, reptiles, birds, invertebrates and mammals.	
<u>Vocabulary</u>	Adapt, adult, animal, antenna, body part, camouflage, creature, defence, energy, feature, food chain, habitat, honey, identify, insect, invertebrate, key, larva, lifecycle, nectar, pupa, queen bee, shell, stage, survival, warning colours, wings.	
<u>Forward links</u>	Classify living things, including microorganisms, animals and plants, into groups according to common observable characteristics and based on similarities and differences.	
	KNOWLEDGE	SKILLS
<u>Bug hunt in the school grounds including the nature garden</u>	Use simple equipment to take measurements and make observations. What is a mini beast? Discuss with the class what they already know about mini beasts. Establish that mini beasts are small animals such as spiders, snails, slugs, beetles, centipedes, worms, earwigs, caterpillars etc. Play a game of beetle to help children understand the idea of body parts, Be able to classify minibeasts by answering a series of questions such as does it have wings? How many legs?	Use Magnifying Bug Collectors, Butterfly Nets, 1 Bug Catcher Scissors, Magnifying Glasses, tweezers, pooters and binoculars to catch and observe bugs. Accurately draw and label mini beasts collected. Label parts of an insect Explain which ones are insects, invertebrates, arachnids

<p><u>Understand the importance of bees in the garden. Link back to previous work on pollination from The Scented Garden Topic</u></p>	<p>Introduce the class to the life cycle of the bee. Create a lifecycle of a mini beast and describe the stages. Frog, Butterfly. Refer back to the chicks we hatched in school.</p> <p>Draw links with adult humans and their offspring.</p> <p>What are our basic needs? Discuss as a class what we need to survive. Imagine we are shipwrecked on an island - what would we need to survive?</p> <p>How can we keep ourselves healthy?</p> <p>Talk about the habitats we made last term.</p> <p>Show pictures of animals on land, in the sea and in the air. What do they eat? How would we know?</p>	<p>Children can draw and label or verbally explain, the stages in a lifecycle</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, to survive (Food, water and air.)</p> <p>Describe the importance for humans of exercise, eating the right amount of different types of food and hygiene.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of animals and plants.</p> <p>Describe how animals obtain their food from plants or other animals using the idea of a simple food chain.</p>
<p><u>English</u></p> <p>Write a non-chronological report on the Jubilee</p> <p>Improve on a story from February</p> <p>Write a set of instructions for how to catch and record a mini beast.</p> <p>Write a recount</p> <p>Write an explanation of the life cycle of a frog</p>	<p>To be able to recognise and use features of a non-chronological report</p> <p>Take sentences and up level by using expanded noun phrases and fronted adverbials.</p> <p>Write a simple set of instructions, using time connectives: Firstly, secondly, then, next, after that, finally,</p> <p>Write a recount of events at Sports Day using common exception words. Consistent use of past tense verbs, accurate and consistent use of full stops and capital letters.</p> <p>Use of comma. Use arrows and labelled diagrams as part of the explanation.</p>	<p>To be able to use headings and subheadings, Use time connectives</p> <p>Use a word bank of fronted adverbials</p> <p>Order the instructions in chronological steps</p> <p>Create atmosphere by using 5 senses, e.g. the sound of cheering spectators, the smell of fresh cut grass</p> <p>Use accurate subject specific vocabulary frogspawn, tadpole</p>

<u>Take photographs of mini beasts</u>	Use Ipads to take photographs of mini beasts	Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.
<u>Physical Education:</u>	<p>Tennis</p> <p>Use a tennis racket to move a tennis ball around the playground. Perform a variety of skills using a tennis racket. Understand the action we use when playing a tennis shot. To be able to push the ball with a tennis racket along the floor. To hit the tennis ball with a racket correctly. To be able to hit a tennis ball to a partner. To be able to perform a rally with a partner</p> <p>Athletics</p> <p>Lane running, bean bag and tennis ball throwing, long jump.</p>	<p>What action is used when playing the tennis ball with a racket? What is the correct technique for hitting a tennis ball? How do we get the ball to go higher/further Why we should come back to the middle of the cones/court when playing tennis?</p> <p>Techniques for throwing and jumping. Events for sports day.</p>
<p>Music .</p> <p>Charanga Unit: Revise all units covered since September and focus on the composer Tchaikovsky.</p>	<p>To know a piece of music by Tchaikovsky and to explain how it makes you feel.</p> <p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, and that rhythms are different from the steady pulse.</p> <p>Add high and low sounds, pitch, when we sing and play instruments</p>	<p>Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes</p> <p>Learn about voices singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <p>Learn to find a comfortable singing position.</p> <p>Learn to start and stop singing when following a leader.</p>
<p><u>RHE (Relationships and Health Education)</u></p> <p><u>To recognise good and bad influences in our environment</u></p>	<p><u>Children go on a walk around the school grounds in small groups with adults recording on clip boards things that are helpful or harmful to the environment e.g. rubbish/a litter bin.</u></p> <p><u>Rise theatre company production. Children participate in a whole school performance to reflect on the beauty of creation</u></p>	<p>Children can explain the impact of objects on the natural environment</p> <p>Children can use recycled materials to create a minibeast</p>

<p style="text-align: center;"><u>RE</u> <u>Toipc 8 Rules</u></p> <p style="text-align: center;"><u>Topic 9 Treasures</u></p>	<p>To be able to say what they wonder about the importance of keeping rules for themselves and for others.</p> <p>To be able to ask and respond to questions about their own and others' experiences and feelings of the importance of rules.</p> <p>Learn to appreciate what we have, find ways of being less wasteful, look at the world in which we live – at home and in school – and do all we can to hand on its precious treasures to those who come after us.</p>	<p>To be able to recognise some religious words and signs that Christians use to express sorrow and forgiveness.</p> <p>Children will be able to describe some aspects of the Sacrament of Reconciliation.</p> <p>Understand how we can help protect the natural environment for plants and animals.</p>
<p style="text-align: center;"><u>Maths</u></p>	<p><i>Position and Direction</i></p> <p><i>Weigh, Volume and temperature</i> <i>Measuring and comparing mass in grams and kilograms</i></p>	