Year 2 Summer 1 Medium Term Plan

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|  | Science | Humanities | RE | Computing |
| Theme | **Theme:** Uses of everyday materials  **Key skills:**   * Comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs). * Observing closely, identifying and classifying the uses of different materials. * Recording their observations. * Performing simple tests. * Ask and answer questions.   **Key knowledge:**  To know:   * Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. * Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.   **Enrichment:** [**https://www.stem.org.uk/resources/community/collection/12724/year-2-uses-everyday-materials**](https://www.stem.org.uk/resources/community/collection/12724/year-2-uses-everyday-materials)  **Trips:**  *Science Museum -* The Secret Life of the Home workshop | Theme: **Great fire of London**  **Key skills:**  **•Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time and history: then, finally, in (date), afterwards, during, in that period/era, whereas, now, at that time, nowadays, in the present day.**  **•They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.**  **•They should identify the ways in which we find out about the past and recognise different ways in which it is represented: diaries, letters, paintings, artefacts all found on the internet and in books.**  **Key knowledge:**  **• Events beyond living memory that are significant nationally or globally (the Great Fire of London).**  **• Significant historical events, people and places in their own locality:**  **● The fire started on Sunday 2nd September 1666 in Thomas Farriner’s bakery on Pudding Lane. The fires used for baking were not put out properly. In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread.**  **● People used leather buckets and water squirts to try to put the fire out, but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading. By Thursday 6th September, the wind had died down. This meant that people were able to put out the flames.**  **● The fire lasted four days, and burned down over 13,000 homes.It is recorded that only six people died in the fire, but this may not be true – sometimes when poor people died their deaths weren’t recorded.**  **● Shortly after the Great Fire of London, clever businessmen spotted an opportunity to provide the surety of insurance, this reduced their risk of financial losses by employing men to extinguish fires: the first fire brigades were formed.**  **● We know what happened during the fire because people back then wrote about it in letters and newspapers – for instance, Samuel Pepys wrote about it in his diary. ● Samuel Pepys also played an important part in helping to fight the fire by warning King Charles II that more needed to be done on the day the fire broke out (the King himself, and the Duke of York, took charge).**  **● They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods:Overcrowding was a huge problem in London in the 17th century– when people did get sick diseases spread very quickly, and thousands of people died during the Great Plague in 1665-1666. And then, if that wasn’t enough, most of London burned down in the Great Fire in 1666 because there were so many houses, too close together, and all made from wood. Whereas now, London is cleaner, more spacious and housing is made from better materials (mostly).**  **● Many people who lived in England moved to London because there was a lot of work there.**  **● The city was very crowded, and living conditions were sometimes very dirty.**  **● There wasn’t any way to wash up properly as the river was dirty too, yet people still bathed and washed their clothes there – so, it was easy for people get sick.**  **● In the 1660s, people didn’t really bother trying to throw rubbish away in the right places. Anything from old food to broken tools and toys would end up in the River Thames, which is where people would empty the toilet.**  **● One reason for the Plague spreading so quickly, in addition to overcrowding and uncleanliness, is because fleas on rats carried the disease. Rats were right at home in a dirty city like London.**  **● Doctors had not discovered medicine as we know it today. They would use things that didn’t actually work to try to cure sick people.**  **● People didn’t really eat vegetables in the 1660s, but they’d sometimes have fruit for dessert.**  **● Nowadays: we have access to good medicines, sanitation, hygiene, research.** | **Theme:** Community and belonging  **Key question:** Does going to a mosque give Muslims a sense of belonging?  **Key skills:**   * I can explain how meeting in a certain place could make me feel like I belong. * I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.   **Key knowledge:**   * I can explain what happens when Muslims pray alone or at the mosque.   (Washing routine (wudu), prayer mats and compass)  **Visitors:** *Parent visitor* | Unit 2.6 Creating Pictures (***THIS CAN BE CROSS CURRICULAR WITH ART LESSONS***)  Unit 2.7 Making Music  Unit 1.7  Key Skills:   * Using 2Paint a Picture, pupils can create an image replicating an established style e.g. pointillism   Key Knowledge:   * Children know how to re create art using a computer program * Children know of different art techniques e.g. impressionism, pointillism, surrealism, and artists such as Piet Mondrian and William Morris * can efficiently store and retrieve their work from their saved area |
| Week 1 | **L.O:** To identify the uses of everyday materials.  **Key Skills** –   * Identifying and classifying everyday materials. * using their observations and ideas to suggest answers to questions.   **Key Knowledge** –   * Identify different everyday materials. * Be able to suggest materials that familiar objects are made from. * Identify what different materials can be used for. | **LO:** To compare the appearance of present day London with London in 1666.  Key skills  •Pupils should develop an awareness of the past, using Key knowledge They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods:Overcrowding was a huge problem in London in the 17th century– when people did get sick diseases spread very quickly, and thousands of people died during the Great Plague in 1665-1666. And then, if that wasn’t enough, most of London burned down in the Great Fire in 1666 because there were so many houses, too close together, and all made from wood. Whereas now, London is cleaner, more spacious and housing is made from better materials (mostly). | **LO:** To understand what it means to belong  P4C lesson ‘What does it mean to belong?’  **Key skills:**   * To discuss * To listen * To share * To form an opinion * To explain ideas   **Key knowledge:**   * To know that other people have different opinions * To know what ‘belonging’ means * To know different ways that people can ‘belong’   Key Vocab:  Belong  Home  Community  Place  Valued  Appreciated | LO: To use a computer program to create a piece of art (impressionism).  Key Skills:   * pupils can describe the main features of impressionist art. * Pupils can use 2Paint a Picture to create their own art based upon this style.   Key Knowledge:   * To know that art can be made via a computer program such as 2paint * To know what impressionism art is (blend of colours/lines, shows feelings in art) |
| Week 2 | **L.O**: To identify and group the uses of everyday materials in our school environment.  **Key Skills** –   * Record observations. * Identifying and classifying everyday materials.   **Key Knowledge** –   * To explain what different materials can be used for. * Group similar uses of materials together. | **LO:** To compare London life in 1666 to life now.  Key skills:  •Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time and history: then, finally, in (date), afterwards, during, in that period/era, whereas, now, at that time, nowadays, in the present day.  Many people who lived in England moved to London because there was a lot of work there. ● The city was very crowded, and living conditions were sometimes very dirty. ● There wasn’t any way to wash up properly as the river was dirty too, yet people still bathed and washed their clothes there – so, it was easy for people get sick. ● In the 1660s, people didn’t really bother trying to throw rubbish away in the right places. Anything from old food to broken tools and toys would end up in the River Thames, which is where people would empty the toilet. ● One reason for the Plague spreading so quickly, in addition to overcrowding and uncleanliness, is because fleas on rats carried the disease. Rats were right at home in a dirty city like London.  ● Doctors had not discovered medicine as we know it today. They would use things that didn’t actually work to try to cure sick people.  ● People didn’t really eat vegetables in the 1660s, but they’d sometimes have fruit for dessert.  ● Nowadays: we have access to good medicines, sanitation, hywe have access to good medicines, sanitation, hygiene, research. | **LO:** To know the features of a Mosque  **Key skills:**   * To investigate a Mosque (virtual tour) * To discuss similarities and differences between a Mosque and St Paul’s Cathedral * To draw and label the inside and outside of a Mosque * To explain the Muslim washing routine (Wudu)   **Key knowledge:**   * To know what the Quran is and its importance * To know what the inside of a Mosque looks like * To know the different areas of a Mosque and their uses * To know the similarities and differences between a Mosque and St Paul’s Cathedral * To know why Wudu is important to Muslims   Key vocab:  Prayer mat  Qubba  Mihrab  Wash room  Crescent moon and star  Qur’an  Wudu | LO: To use a computer program to create a piece of art (pointillism).  Key Skills:   * pupils can describe the main features of pointillism art. * Pupils can use 2Paint a Picture to create their own art based upon this style.   Key Knowledge:   * To know that art can be made via a computer program such as 2paint * To know what pointillism art is (Pointillism is an art style using small patterns of colored dots to create an image) ) |
| Week 3 | **L.O:** To consider what buildings are made of.  **Key skills –**   * To make predictions, observe and record data. * Identifying the properties of materials through an investigation.   **Key knowledge –**   * Recognise the material buildings are made of. * Consider and investigate the hypothesis ‘Hard materials cannot absorb water’. | LO: To understand how and why the Great Fire of London started.  Key skills  •Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time and history: then, finally, in (date), afterwards, during, in that period/era, at that time.  •They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.  Key knowledge  ● The fire started on Sunday 2nd September 1666 in Thomas Farriner’s bakery on Pudding Lane. The fires used for baking were not put out properly. In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which help | **LO:** To know that Muslims can pray in different places  **Key skills:**   * To investigate different places that Muslims can worship * To discuss how this is similar and different to other religions (Christianity) * To use prior learning to make links (sense of belonging in different contexts)   **Key knowledge:**   * To know that Muslims can pray in different places including: home, work, Hajj and a Mosque * To know the value of praying in these different places * To know the difference in praying in these places * To know why these places give Muslims a sense of belonging   Key vocab:  Worship  Mosque  Hajj  Qu’ran  Prayer  Prayer mats  Belonging  Importance  Value | LO: To use a computer program to create a piece of art (Piet Mondrian).  Key Skills:   * pupils can describe the main features of Piet Mondrian art. * Pupils can use 2Paint a Picture to create their own art based upon this style.   Key Knowledge:   * To know that art can be made via a computer program such as 2paint * To know who Piet Mondrian is and his artwork |
| Week 4 | **L.O:** To compare the suitability of different everyday materials.  **Key skills** -   * To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses by exploring the purposes of different objects.   **Key Knowledge** –   * Explain why different materials can be used to make the same object. * Be able to identify the properties that make some materials suitable for different purposes. * Be able to Identify properties that make some materials unsuitable for different purposes. | **LO: To explain how the Great Fire of London was extinguished and the damage it caused.**  **Key skills**  **•Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time and history: then, finally, in (date), afterwards, during, in that period/era, at that time.**  **•They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Key knowledge**  **● People used leather buckets and water squirts to try to put the fire out, but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading. By Thursday 6th September, the wind had died down. This meant that people were able to put out the flames.**  **● The fire lasted four days, and burned down over 13,000 homes.It is recorded that only six people died in the fire, but this may not be true – sometimes when poor people died their deaths weren’t recorded** | **LO:** To understand why Muslims thing praying together is important  **Key skills:**   * To use the teachings of The Prophet Muhammad to understand why Mulsims pray collectively * To compare the teachings of The Prophet Muhammed with the teachings of Jesus in the Bible   **Key knowledge:**   * To know why Muslims pray together * To know how Muslims pray together * To know similarities and differences between how Mulsims and Christians pray collectively   Key vocab:  Collective  Worship  Prayer  The Prophet Muhammed  Jesus  Scriptures  Sacred texts | LO: To use a computer program to create a piece of art (William Morris).  Key Skills:   * Pupils can describe the main features of art that uses repeating patterns. * pupils can describe the main features of Piet Mondrian art. * Pupils can use 2Paint a Picture to create their own art based upon this style.   Key Knowledge:   * To know that art can be made via a computer program such as 2paint * To know what a repeating pattern is * To know who William Morris is and his artwork |
| Week 5 | **L.O:** To explain how the shapes of objects made from some materials can be changed.  **Key skills** –   * Performing simple tests. * Using their observations to suggest answers to questions * Gathering and recording data to help in answering questions.   **Key knowledge** –   * Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | **LO: To discuss the ways in which London changed as a result of the Great Fire of London.**  **Key skills**  **•Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time and history: then, finally, in (date), afterwards, during, in that period/era, whereas, now, at that time, nowadays, in the present day.**  **•They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events**  **Key knowledge**  **● Shortly after the Great Fire of London, clever businessmen spotted an opportunity to provide the surety of insurance, this reduced their risk of financial losses by employing men to extinguish fires: the first fire brigades were formed** | **LO:** To design a ceremony that gives the class a sense of belonging  **Key skills:**   * To recap previous learning * To use new learning to create a ceremony * To discuss and build upon different ideas * To collaborate and work together   **Key knowledge:**   * To know what it means to belong * To understand how we can make others feel like they belong * To know what a ceremony is * To know why worshiping/celebrating together is important   Key vocab:  Support  Collaboration  Working together  Worship  Ceremony  Belonging | LO: To create a collage using a computer program (surrealism)  Key Skills:   * Pupils can describe surrealist art. * Pupils can use the eCollage function in 2Paint a Picture to create their own surrealist art using drawing and clipart.   Key Knowledge: |
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