Year 2 Medium Term Plan Spring 1

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|  | Science | Humanities | RE | Computing |
| Theme | **Theme:**  Living things and their habitats**Key skills:*** Explore and compare the differences between things that are living, dead, and things that have never been alive
* Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
* Identify and name a variety of plants and animals in their habitats, including microhabitats
* Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
* Ask and answer questions.

**Key knowledge:** To know: * All living things have certain characteristics that are essential for keeping them alive and healthy.
* What the terms habitat and microhabitat mean.
* Living things depend on each other, for example, plants serving as a source of food and shelter for animals.
* Know what a food chain is and be able to draw one.
* If something is alive, dead or has never been alive.
* The conditions in different habitats and how these affect what lives and grows within them.

**Enrichment:** [**https://www.nhm.ac.uk/schools/teaching-resources/living-things-and-their-habitats-resources.html**](https://www.nhm.ac.uk/schools/teaching-resources/living-things-and-their-habitats-resources.html)**Trips:** *London Zoo* | **Theme:** World explorers- Christopher Columbus**Key skills:**History: •Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. •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. •They should use a wide vocabulary of everyday historical terms. •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 understand some of the ways in which we find out about the past and identify different ways in which it is represented.**Key knowledge:*** Events beyond living memory that are significant nationally or globally
* The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods (Christopher Columbus and Neil Armstrong)
 | **Theme:** Prayer at home**Key question:** *Does praying at regular intervals help a muslim in his/her everyday life.***Key skills:** * **Spiritual/Cultural**
* Empathise with others
* Investigate other faiths
* Apply their knowledge
* Discernment
* Express their opinions
* **Moral/social**
* Interpret how others feel
* Analyse their own feelings
* Evaluate different opinions
* Reflect on their own faith and the faith of others
* Appreciate other faiths
* Wonder about other faiths
* Say how it feels to have to do something repeatedly
* Explain how commitment can be hard and how it feels to reach a target set
* To ask questions

**Key knowledge:*** Rule of law
* Individual liberty
* Mutual respect
* Tolerance of those of different faiths and beliefs
* How other faiths are linked
* How Muslims pray
* Know why prayer is important in religions
* Know why Muslims pray regularly
* I know and can use the words like: calm, concentrate, focus, mecca, everyday, 5 times a day, kneel - to describe how Muslims pray

**Enrichment:****Trips****Visitors:** *Parent visitor* | Uni 2.3. SpreadsheetsKey skills :* Using the 2Calculate spreadsheet, pupils can open, edit and save sheets
* Pupils can enter data into cells to allocate a value to an image and manipulate data using copying and pasting
* pupils will be able to create a spreadsheet which includes a graph

Key knowledge: * Pupils use images and can present data in a variety of ways
* Pupils can utilise spreadsheets both own and pre-made to manipulate data e.g. generate a graph from a table, produce desired calculations on numerical data e.g. simple addition calculations
* pupils will know how to use 2Calculate to record collected data into a table and use this data to create a block graph manually
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| Week 1 | **LO:** To know what all living things can do.**Key skills:*** Explore and compare the differences between things that are living, dead, and things that have never been alive

**Key knowledge:*** All living things have certain characteristics that are essential for keeping them alive and healthy.
* If something is alive, dead or has never been alive.
 | **LO:** To define what makes someone an explorer→ Bus stop of case studies on explorers and what they taught people**Key skills:*** Use criteria to identify if a person is an explorer or not

**Key knowledge:** * *An explorer is a person*
* *who goes to an unfamiliar place and finds out more about it*
* *Explorers have certain characteristics: Adventurous, curious, brave, driven, restless, inquisitive*
* *Explorers like to go outside their comfort zone*
* *Explorers are important because they have helped humans learn about places and things we didn’t know about before*
* Use words like before, after, then, so, therefore,

→ End of session model a timeline of the explorers studied | **LO:** To understand commitment**Key skills:*** Empathise with others
* Investigate other faiths
* Apply their knowledge
* Interpret how others feel
* Say how it feels to have to do something repeatedly
* Explain how commitment can be hard and how it feels to reach a target set

**Key knowledge:** * Individual liberty
* Mutual respect
* To know why Muslims are committed to prayer.
 | LO: To review the use of spreadsheets Key Skills:* To review the work done in 2Calculate in year 1.
* To revise spreadsheet related vocabulary.
* To use some 2Calculate tools that were introduced in year 1

Key Knowledge: * Pupils can explain what rows and columns are in a spreadsheet.
* Pupils can open, save and edit a spreadsheet.
* Pupils can add images from the image toolbox and allocate them a value.
* Pupils can add the count tool to count items
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| Week 2 | **LO:** To create a food chain**Key skills:*** Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

**Key knowledge:** * Living things depend on each other, for example, plants serving as a source of food and shelter for animals.
* Know what a food chain is and be able to draw one.
 | **LO:** Use primary and secondary sources to infer**Key skills:** * Identify the difference between primary and secondary sources
* Discuss their similarities and differences
* Analyse sources and think about what they tell us about a person or event

**Key knowledge:** * Primary source = from person or place the event happened. E.g. photo, artefact, clip, original document, audio recordings, journals, letters
* Secondary sources = created by someone who didn’t have a first hand involvement in the event. E.g. Books, newspaper articles, encyclopedias.
* These sources help us to understand (infer) what these explorers where like)
 | **LO:** To know how muslims pray**Key skills:*** Investigate other faiths
* Apply their knowledge
* Interpret how others feel
* Appreciate other faiths
* Wonder about other faiths
* Say how it feels to have to do something repeatedly
* Explain how commitment can be hard and how it feels to reach a target set
* To ask questions

**Key knowledge:** * To know how Musilims pray
* To know why Muslims use prayer mats
* To know why Muslims move when they pray
* To know that Muslims pray separately.
 | LO: To be able to use copy, paste and total tools Key Skills:* To use copying and pasting shortcuts in 2Calculate.
* To use 2Calcuate totalling tools.
* To use 2Calculate to solve a simple puzzle

Key Knowledge: * • Pupils can use copying a pasting to help make spreadsheets.
* Pupils can use tools in a spreadsheet to automatically total rows and columns.
* Pupils can use a spreadsheet to solve a mathematical puzzle.
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| Week 3 | **LO:** To research different habitats**Key skills:*** Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

**Key knowledge:*** The conditions in different habitats and how these affect what lives and grows within them.
 | **LO:** To create a timeline of the life of Christopher Columbus**Key skills:*** Understand what a timeline is and how to draw one
* Identify how a person's actions affected history
* Use information from primary and secondary sources to create events on timelines (through inferring their importance)
* As they analyse sources, asking questions about the importance of events on people and places

**Key knowledge:*** Timelines help us to identify when explorers did important things through their lives
* Time period of Christopher Columbus
* Use words like: chronology, time, past, sequence, order
 | **LO:** To ask questions about a religion**Key skills:*** Evaluate different opinions
* Reflect on their own faith and the faith of others
* Appreciate other faiths
* Wonder about other faiths
* Say how it feels to have to do something repeatedly
* Explain how commitment can be hard and how it feels to reach a target set
* To ask questions

**Key knowledge:** * I know and can use the words like: calm, concentrate, focus, mecca, everyday, 5 times a day, kneel - to describe how Muslims pray
* To know where Mecca is.
* To understand the importance of Mecca to Muslims.
* To order and label pictures of a Muslim prayer routine
 | LO: To use a spreadsheet to add amounts Key Skills:* To explore the capabilities of a spreadsheet in adding up coins to match the prices of objects.

Key Knowledge: * Pupils can use images in a spreadsheet.
* Pupils can work out how much they need to pay using coins by using a spreadsheet to help calculate.
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| Week 4 | **LO:** To know the difference between a habitat and a microhabitat**Key skills:*** Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
* Identify and name a variety of plants and animals in their habitats, including microhabitats

**Key knowledge:** * What the terms habitat and microhabitat mean.
* The conditions in different habitats and how these affect what lives and grows within them.
 | **LO:** To investigate a different famous explorer**Key skills:*** Identify TIm Peake’s explorer characteristics
* Read primary and secondary sources to identify important events in his life and the impact on others
* Use key events to create a timeline

**Key knowledge:** * People in the past have done things that affect our lives today
* Without the bravery and curiosity of certain individuals, how we understand the world today would be different
* These people will be remembered beyond their own living lives
 | **LO:** To know how Muslims learn through prayer**Key skills:*** Evaluate different opinions
* Reflect on their own faith and the faith of others
* Appreciate other faiths
* Wonder about other faiths
* Say how it feels to have to do something repeatedly
* Explain how commitment can be hard and how it feels to reach a target

**Key knowledge:*** To understand the importance of the Quran
* To find discuss a lesson that the Quran teaches.
* To compare a lesson from the Quran with a lesson from the bible.
 | LO: To create a table and block graph Key Skills:* To add and edit data in a table layout.
* To use the data to manually create a block graph.

Key Knowledge: * Pupils can create a table of data on a spreadsheet.
* Pupils can use the data to create a block graph manually

Lessons will take more than 1 session. * Once finished assess children's ability to do main tasks unaided.
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| Week 5 | **LO:** To investigate different microhabitats in the school**Key skills:*** Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
* Ask and answer questions.
* Identify and name a variety of plants and animals in their habitats, including microhabitats
* Make a prediction

**Key knowledge:*** The conditions in different habitats and how these affect what lives and grows within them.
 | **LO:** To investigate the discovery of South America**Key skills:*** Name and locate the world’s seven continents and five oceans
* To know about the lives of significant individuals in the past who have contributed to national and international achievements (Christopher Columbus).

**Key knowledge:** * To know where the people and events they study fit within a chronological framework.
 | **LO:** To understand why Muslims pray 5 times a day**Key skills:*** Evaluate different opinions
* Reflect on their own faith and the faith of others
* Appreciate other faiths
* Wonder about other faiths
* Say how it feels to have to do something repeatedly
* Explain how commitment can be hard and how it feels to reach a target

**Key knowledge:** * To know why praying at regular intervals helps a Muslim in their every day life.
* To draw a Muslim prayer routine using the key words previously learned.
* To understand why praying 5 times a day might be difficult.
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| Week 6 | **LO:** To evaluate an investigation**Key skills:*** To evaluate

**Key knowledge:*** The conditions in different habitats and how these affect what lives and grows within them.
 | **LO:** To write a comparison**Key skills:*** Use primary and secondary sources to identify similarities and differences between two explorers and what they did
* Use a double bubble map to visually represent similarities and differences

**Key knowledge:** * Know important events and dates from each explorer
 | **LO:** To create a personal goal**Key skills:*** Apply their knowledge
* Analyse their own feelings

**Key knowledge:** * Reflect on their own faith and the faith of others
* To ask questions
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