



Year 2 Medium Term Plan Spring 2

	Science	Humanities	RE	Computing
Theme	<p>Theme: Living things and their habitats</p> <p>Key skills:</p> <ul style="list-style-type: none"> ● 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. <p>Key knowledge:</p> <p>To know:</p> <ul style="list-style-type: none"> ● All living things have certain characteristics that 	<p>Theme: Contrasting Locality- Zambia vs the UK.</p> <p>Key skills: Geography:</p> <ul style="list-style-type: none"> ● Name and locate the world's seven continents and five oceans ● Study the human and physical geography of a small area. ● Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. ● To distinguish between human and physical features. ● Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features ● Devise a simple map; and use and construct basic symbols in a key. ● To ask simple Geographical questions. 	<p>Theme: Christianity Easter - Resurrection</p> <p>Key question: How important is it to Christians that Jesus came back to life after His crucifixion?</p> <p>Key skills:</p> <ul style="list-style-type: none"> ● I can offer my opinion of what I believe happens when you die ● I can use religious keywords like: died, crucifixion, alive, heaven when talking about the Easter story <p>Key knowledge:</p> <ul style="list-style-type: none"> ● I can recall what Christians believe happened on Easter Sunday <p>Trips</p> <p>Visitors: Rev Kit</p>	<p>Unit 2.4 Questioning</p> <p>Key Skills:</p> <ul style="list-style-type: none"> ● can create pictograms to represent data ● Pupils demonstrate their ability to organise data using a database ● can run simple searches on their data set ● pupils use and create a binary tree to sort information and can manipulate their data, answering questions relating to this ● will store and retrieve data <p>Key Knowledge:</p> <ul style="list-style-type: none"> ● To understand pictograms ● To understand binary trees

	<p>are essential for keeping them alive and healthy.</p> <ul style="list-style-type: none"> • 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. <p>Enrichment: https://www.nhm.ac.uk/schools/teaching-resources/living-things-and-their-habitats-resources.html Trips: <i>Sea Life</i></p>			<ul style="list-style-type: none"> • To understand YES/NO questioning • To understand what type of questioning will create more in depth answers • To know the limitations of different types of questioning
<p>Week 1</p>	<p>LO: To know the characteristics of living, non-living and dead things.</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive • MRS GREN • Describe the characteristics of given animals, plants and inanimate objects. <p>Key knowledge:</p> <ul style="list-style-type: none"> • All living things have certain characteristics • Deepened understanding 	<p>LO: To name and locate the seven continents on a map</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans • Devise a simple map; and use and construct basic symbols in a key. • To ask simple Geographical questions. <p>Key knowledge:</p> <ul style="list-style-type: none"> • To know the seven continents and 5 oceans. <p>At the start of the topic create a rain, wind and temperature measure.</p>	<p>LO: To investigate different beliefs that people have about what happens when we die.</p> <p>Key skills:</p> <ul style="list-style-type: none"> • I can offer my opinion of what I believe happens when you die • I can ask questions • I can listen to others • I can think about my feelings and the feelings of others <p>Key knowledge:</p> <ul style="list-style-type: none"> • To know what Christians believe happen when we die • To know that Spring is a sign of new life • To know what other religions/faiths believe happen when we die • To know how we and other people cope with sad 	<p>LO: Understanding pictograms</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • To analyse pictograms <p>Key Knowledge:</p> <ul style="list-style-type: none"> • To understand pictograms • To know the limitations of pictograms (cannot be used to answer more complicated questions)

	<p>of key vocab: Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion and Nutrition.</p> <ul style="list-style-type: none"> Know that some things have never lived 		<p>feelings</p> <p>** Key vocab: symbol, symbolism, resurrection, Easter, Christian, Jesus, crucifixion</p>	
<p>Week 2</p>	<p>LO: To research the features of different habitats and what animals are suited to them.</p> <p>Key skills:</p> <ul style="list-style-type: none"> 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 <p>Key knowledge:</p> <ul style="list-style-type: none"> What the terms habitat and microhabitat mean. Rainforest has a tropical climate + forest floor, understory, canopy and emergent layers Desert has a dry climate. A desert can be hot or cold. Know how camels have adapted to live in the desert. Know how a macaw has adapted to live in the Rainforest. 	<p>LO: To know the difference between human and physical features and explore Zambia and the U.K's features.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features To distinguish between human and physical features. To ask simple Geographical questions. <p>Key knowledge:</p> <ul style="list-style-type: none"> To know the seven continents and 5 oceans. Understand geographical similarities and differences of a small area of the United Kingdom, and Zambia. 	<p>LO: To read and discuss the Easter story</p> <p>Key skills:</p> <ul style="list-style-type: none"> To retell the story of Easter To discuss To answer questions To form an opinion <p>Key knowledge:</p> <ul style="list-style-type: none"> To retell the Christian story of Easter To know the meaning of the word resurrection To know other stories in the bible about resurrection To know why Jesus' resurrection is important to Christians <p>** Key vocab: symbol, symbolism, resurrection, Easter, Christian, Jesus, crucifixion</p>	<p>LO: Understanding YES/NO questioning</p> <p>Key Skills:</p> <ul style="list-style-type: none"> To use yes/no questions to separate information. <p>Key Knowledge:</p> <ul style="list-style-type: none"> To understand what data would be collected from YES/NO questioning
<p>Week 3</p>	<p>LO: To investigate microhabitats and explain why certain animals are</p>	<p>LO: To compare climates in Zambia and the U.K</p>	<p>LO: To investigate symbols of new life in Christianity</p>	<p>LO: Understanding Binary Tree</p>

suited to them.

Key skills:

- To identify habitats
- To investigate habitats
- To compare habitats

Key knowledge:

- What the terms habitat and microhabitat mean.
- All living things have certain characteristics that are essential for keeping them alive and health MRS GREN.
- Identify and name a variety of plants and animals in their habitats, including microhabitats.
- 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.
- E.g. Ants are strong because they have to carry heavy loads to take back to their nest. They live underground and so work as a team to build their nests.
- Woodlice have hard shells that protect them from predators.
- Their shells are dark because they live in dark places and this keeps them camouflaged.
- Worms live in the soil and underground this is why they have a long streamline body that helps them wriggle through the

Key skills:

- Name and locate the world's seven continents and five oceans
- Study the human and physical geography of a small area.
- To ask simple Geographical questions

Key knowledge:

- Understand geographical similarities and differences of a small area of the United Kingdom, and Zambia.
- To know how the climate differs between countries that are North and South of the equator.
- To know the seven continents and 5 oceans.

Key skills:

- To know what a religious symbol is
- To understand that there are different religious symbols
- To compare religious symbols
- To know what different religious symbols mean

Key knowledge:

- To know that eggs and hot cross buns are a symbol of new life
- To know why they are symbols of new life
- To know other religious symbols that relate to this story (the cross)
- To retell the Easter story
- To understand the importance of the Easter story to Christians

**** Key vocab: symbol, symbolism, resurrection, Easter, Christian, Jesus, crucifixion**

Key Skills:

- To construct a binary tree to separate different items.

Key Knowledge:

- Pupils understand what is meant by a binary tree

	<p>dirt.</p> <ul style="list-style-type: none"> • Visit Clapham Common • Begin investigation on micro habitat - grow a plant in the classroom and create a microhabitat and then plant one outside to compare 			
<p>Week 4</p>	<p>LO: To understand how the conditions in habitats affect what lives and grows in them.</p> <p>Key skills:</p> <ul style="list-style-type: none"> • 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. <p>Key knowledge:</p> <ul style="list-style-type: none"> • The conditions in different habitats and how these affect what lives and grows there. • Touch on changing conditions in habitats - seasons, climates and how this affects the animals who live there and food 	<p>LO: To draw and label a map of Zambia and the U.K</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Devise a simple map; and use and construct basic symbols in a key. <p>Key knowledge:</p> <ul style="list-style-type: none"> • To know where Zambia is on a world map. • To know where the U.K is on a world map. • To know the similarities and differences between Zambia and the U.K. 	<p>LO: To ask questions (to a visitor)</p> <p>Key skills:</p> <ul style="list-style-type: none"> • To ask questions • To listen carefully • To show respect for different religions • To show respect for others <p>Key knowledge:</p> <ul style="list-style-type: none"> • To know the importance of the Easter story to Christians • To know what Christians believe about the Easter story • To understand resurrection and what it means <p>** Key vocab: symbol, symbolism, resurrection, Easter, Christian, Jesus, crucifixion</p>	<p>LO: To explore binary tree questioning</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Use 2Question (a binary tree) to answer questions • <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Pupils understand that answers are limited to 'yes' and 'no' in a binary tree. • Pupils understand that the user cannot use 2Question to answer more complicated questions.

	chain structure.			
Week 5	<p>LO: To draw a food chain to show how animals in habitats rely on each other for food.</p> <p>Key skills:</p> <ul style="list-style-type: none"> To create and interpret a simple food chain and identify and name different sources of food. <p>Key knowledge:</p> <ul style="list-style-type: none"> Know what a food chain is and be able to draw one. Producer (maker), consumer (eater) and predator (no one eats me) If one animal in the food chain dies, it affects the whole chain (<i>link back to S2 reproduction</i>) <p>→ 2 lessons on this LO due to expertise required with content knowledge, drawing diagram and understanding of producer, consumer and predator.</p>	<p>LO: To learn about Mugurameno in Zambia</p> <p>Key skills:</p> <ul style="list-style-type: none"> To learn all about a part of Zambia. <p>Key knowledge:</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Study the human and physical geography of a small area. To ask simple Geographical questions 	<p>LO: To form an opinion</p> <p>Key skills:</p> <ul style="list-style-type: none"> To retell a story To think of alternative explanations To explain their own thoughts <p>Key knowledge:</p> <ul style="list-style-type: none"> To know what happened in the Easter story To know the sequence of the Easter story To know what Christians believe happened after Jesus was placed in the tomb To use their own opinion to think of an alternative explanation <p>** Key question: Do you think Jesus actually came back to life?</p> <p>** Key vocab: symbol, symbolism, resurrection, Easter, Christian, Jesus, crucifixion</p>	<p>LO: To understand advanced questioning tools</p> <p>Key Skills:</p> <ul style="list-style-type: none"> To use a database to answer more complex search questions. To use the Search tool to find information <p>Key Knowledge:</p> <ul style="list-style-type: none"> Pupils understand what is meant by a database. Pupils have used a database to answer simple and more complex search questions.
Week 6	<p>LO: To design a habitat.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Using simple scientific language, drawings and labelled diagrams. <p>Key knowledge:</p> <ul style="list-style-type: none"> 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 	<p>LO: To compare a village in Zambia to one in the U.K</p> <p>Key skills</p> <ul style="list-style-type: none"> To compare and contrast a village in Zambia and the UK <p>Key knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences of a small area of the 	<p>LO: To make a card that symbolises new life</p> <p>Key skills:</p> <ul style="list-style-type: none"> To draw on previous knowledge To discuss To listen <p>Key knowledge:</p> <ul style="list-style-type: none"> To understand how an egg symbolises new life To know and understand different points of view about resurrection 	<p>LO:</p> <p>Key Skills:</p> <p>Key Knowledge:</p>

	<p>plants, and how they depend on each other.</p> <ul style="list-style-type: none">• Identify the type of habitat an animal from the Polar Region could live in.	<p>United Kingdom, and Zambia.</p> <ul style="list-style-type: none">• To know how the climate differs between countries that are North and South of the equator.• To know the seven continents and 5 oceans• To distinguish between human and physical features.	<ul style="list-style-type: none">• To know that Christians believe that there is life after death in Heaven• To know that Christians believe that Jesus came back from the dead <p>** Key vocab: symbol, symbolism, resurrection, Easter, Christian, Jesus, crucifixion</p>	
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