Y2 Medium Term Plan Autumn 1

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|  | Science | Humanities | RE | Computing |
| Theme | **Animals, inc Humans**  **Key Skills:**  asking simple questions and recognising that they can be answered in different ways  observing closely, using simple equipment  performing simple tests  identifying and classifying  using their observations and ideas to suggest answers to questions  **Key Knowledge:**  notice that animals, including humans, have offspring which grow into adults  find out about and describe the basic needs of animals, including humans, for survival (water, food and air)  describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | Theme: Mary Seacole and Florence Nightingale  Key skills:  • 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 contributed to national and international achievements, some should be used to compare aspects of life in different periods (for example Mary Seacole and /or Florence Nightingale) | TOPIC: Christianity  Theme: What did Jesus teach?  Key Question: Is it possible to be kind to everyone all of the time?  **Key skills**   * I can talk about what concepts like kindness mean to me in my life. * I can tell you when I have been kind to others even when it was difficult   Interpretation  Empathy  Investigation  Discernment  Evaluation  Reflection  **Key knowledge**   * I can retell a stories about Jesus being kind (Good Samaritan, Healing paralysed man) | Theme: Coding using 2Code.  Key skills   * To convert simple algorithms to programs * To predict what a simple program will do * To spot and fix (debug) errors in their programs. * To be able to use logical reasoning to predict the behaviour of simple programs.   Key Knowledge   * To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. * To know how to create and debug simple programs by going back to the set of instructions and checking sequences are accurate. |
| Week 1 | L.O- To observe how an animal grows  Key skills   * Hypothesise about what is in an egg at various stages of incubation * Research the development of a chick and understand that it is a baby chicken * Observe the chicks closely, discuss findings and record observations * Discuss and research what the chicks will need to grow into healthy adults   Key knowledge:  Children will   * Understand the development of a chick in an egg and then how a chick grows into a hen * Observe hatching chicks closely and record what they see, hear, smell and feel   Key Vocabulary egg, chick, hatch, baby, adult, grow, change, feathers, observe, record | LO: To know what and when the Crimean War was.  Key skills  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.  Key knowledge  -Events beyond living memory that are significant nationally or globally  Children should know that:  -The Crimean War began on 16th October 1853 and lasted for 3 years.  -it was fought between Russia on one side and France and the United Kingdom, the Kingdom of Sardinia and the Ottoman Empire on the other side  -it was the first war in which a telegraph was used to give information to a newspaper  -first war with a real field hospitals started by Florence Nightingale | **Engagement lesson -**  **LO: To know what it means to be kind**  **Key skills**   * Interpretation and empathy - to understand other people may have a different idea of what being kind means   **Key knowledge**   * To know what being kind entails and identify qualities (caring, sharing, helping, considering other people’s feelings, friendly, generous, etc - school’s learning behaviour)     Intro enquiry question: Is it possible to be kind to everyone all of the time?  Circle Time: What does it mean to be kind? Who are you kind to? Who is it easy to be kind to? Do you think you are a kind person? What makes it tricky for you to be kind? Is it possible to be kind to everyone all of the time? | LO: To know and use Algorithms  Key skills  • To understand what an algorithm is.  • To create a computer program using simple algorithms.  Key knowledge   * Children can explain that an algorithm is a set of instructions. * Children can describe the algorithms they created. * Children can explain that for the computer to make something happen, it needs to follow clear instructions. |
| Week 2 | L.O- To understand animals and their offspring  Key skills   * Become familiar with animals and their babies through matching card activities and discussion * Plan questions for visitors thinking carefully about what information they want to gather and how to phrase the question accordingly * gathering information * i) asking simple questions and recognising that they can be answered in different ways * v) using their observations and ideas to suggest answers to questions * vi) gathering and recording data to help in answering questions   Key knowledge:   * Understand that babies can be similar or different to the adults and that humans are animals that produce offspring * Understand that humans are animals and that we produce offspring   Key Vocabulary questions, answers, gather, young, old, change and adults | LO: To know who Mary Seacole was.  Key skills  -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.  Key knowledge  -Events beyond living memory that are significant nationally or globally  -The lives of significant individuals in the past who contributed to national and international achievements, some should be used to compare aspects of life in different periods (for example Mary Seacole and /or Florence Nightingale)  Children should know that:  -Mary Seacole is remembered for her role in helping wounded soldiers in the Crimean War  -Mary, who was mixed race, also fought against being treated differently because of the colour of her skin.  -Mary was born in Kingston,  Jamaica on 23rd November 1805  -Her father was a Scottish soldier  and her mother was a Jamaican ‘doctress’ or healer, who used a variety of herbal remedies that came from African and Caribbean culture.  -Mary’s mother ran a boarding house for injured soldiers and it is here Mary learnt her nursing skills.  -Mary used herbal remedies she had learnt from her mother to treat the soldiers.  -She would often grind them in a pestle and mortar, mix them in a bowl or heat them over a fire.  -Mary was awarded military medals for her service during the war.  -In 1857, a book about her life was published. It was the first autobiography to be written by a black woman in Britain. | **Investigation lesson -**  **LO To describe how The Good Samaritan showed kindness**  **Key skills**   * Investigation - to consider how people can show kindness to someone that is disliked / enemy   **Key knowledge**   * To know the story of The Good Samaritan (man robbed on a journey; a priest and a neighbour passed him, but he was helped by a stranger (a samaritan))   Tell the story of The Kind Man (The Good Samaritan, Luke 10: 25-37).  Explain that the Samaritan was seen as an enemy/disliked. Qu: Is it easy to be kind to someone you don’t know/someone considered as an enemy/disliked?  Qu: Why do you think Jesus told this story (parable)? Christians believe Jesus could be kind to everyone because God was helping Him. They believe He is God on earth.  What do these stories teach us about how Christians believe we should treat others?  What would Jesus want a Christian to do in this situation? | LO: To know and use Repeat and Timer variables.  Key skills   * To compare the Turtle and Character objects. * To use the button object. * To understand how use the Repeat command. * To understand how to use the Timer command.   Key knowledge   * Children know that the Turtle and Character objects have different properties and move in different ways. They can begin to make choices about which object type to use. * Children are beginning to understand that the Repeat and Timer commands both make objects repeat actions but function differently and the type of object can affect which is the best command to use. * Children can include a button in their programs. |
| Week 3 | L.O- To understand what is needed for survival  Key skills   * Consider the differences and similarities between what they want and what they need to survive. * Discuss and draw up a list of essential items for basic survival.   Key knowledge:   * Understand what they need to survive and what else they might need to be comfortable and happy * Understand that what animals need for survival might be similar or different to humans, depending on the animal * Discuss why they need certain things for survival, including food and water   **Key Vocabulary basic needs, water, food, air, breathing, survival.** | LO: · To know who Florence Nightingale was.  Key skills  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.  Key knowledge  -Events beyond living memory that are significant nationally or globally  -The lives of significant individuals in the past who contributed to national and international achievements, some should be used to compare aspects of life in different periods (for example Mary Seacole and /or Florence Nightingale)  Children should know that:  -Florence Nightingale was born in 1820  -She died in 1910.  -She became a nurse and helped **soldiers** who were hurt in the war.  -She is known as the ‘Lady of the Lamp’because she carried a **lamp** with her when she checked on her **patients** in the night.  -She changed the way that people thought about women.  -Florence Nightingale showed that trained nurses and clean hospitals could help sick people to get better.  Because of this, she is called the **founder** of modern nursing.  -She opened a nursing school called the ‘Nightingale Training School for Nurses’.  -In 1907, Florence Nightingale was awarded the Order of the Merit by King Edward VII. | **Investigation lesson -**  **LO To recall the main events in the story of Jesus and the paralysed man**  **Key skills**   * Investigation - to consider how people can show kindness to someone that is a stranger / sick   **Key knowledge**   * Know the main events in the story of Jesus healing the paralysed man (Jesus preaching in a crowd; man’s friends lowered him through the roof on his bed; Jesus saw his faith; forgave his sins and healed him; he got up and carried his bed)   Tell the story of Jesus healing the Paralysed Man (Mark 2: 1-12)  Who showed kindness in the story? Jesus? The man’s friends? The crowd? What message does this story give us? Why do you think Jesus showed kindness to someone he didn’t know? How was Jesus able to do this, even though it was difficult? Children to draw and write a simple storyboard, showing the events of the story. | LO: To be able to debug a program  Key skills   * To know what debugging means. * To understand the need to test and debug a program repeatedly. * To debug simple programs.   Key knowledge   * Children can explain what debug (debugging) means. * Children have a clear idea of how to use a design document to start debugging a program. * Children can debug simple programs * Children can explain why it is important to save their work after each functioning iteration of the program they are making. |
| Week 4 | L.O- To understand the importance of exercise  Key skills   * Begin to understand that they can observe changes and record data in a simple table   Key knowledge:  Children will   * Understand that exercise makes the heart work and that warming up before exercise is important * Know that some exercise makes their heart beat fast and some slows it down * describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene * Explore the idea of warming up muscles through a simple investigation   Key Vocabulary heart, beating, healthy, exercise | LO: ·To understand what was the same and different between Mary Seacole and Florence Nightingale.  Key skills  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 contributed to national and international achievements, some should be used to compare aspects of life in different periods (for example Mary Seacole and /or Florence Nightingale) | **Investigation lesson -**  **LO to be able to describe what Jesus’ teaching of Love my neighbour means to us**  **Key skills**  Application - To consider how Jesus’ teachings on kindness looks like in my life  **Key knowledge**  To discuss what ‘Love your neighbour as yourself means. Jesus meant everyone is your neighbour.  What would it look like today? (Children describe many occasions of acts of kindness - school (playground / classroom) friends (someone upset) home / family (siblings / parents))  Recap the 2 parables  What do these stories teach us about how Christians believe we should treat others?  What would Jesus want a Christian to do in this situation?  Teach the children that one of Jesus’ most important teachings was ‘Love your neighbour as yourself’ (Mark 12:28-31). Discuss what this means and what it might look like in everyday life. | LO: To select Different object types and predict functions.  Key skills   * To create programs using different kinds of objects whose behaviours are limited to specific actions * To predict what the objects will do in other programs, based on their knowledge of what the object is capable of. * To discuss how logic helped them understand that they could only predict specific actions, as that is what the objects were limited to.   Key knowledge   * Children can create a computer program using different objects. * Children can predict what the objects in classmates’ programs will do, based on my knowledge of the objects’ limitations, e.g. a turtle can only move in specific ways. * Children can explain how they know that certain objects can only move in certain ways |
| Week 5 | L.O- To be able to understand healthy foods  Key skills   * Explore different lunch box foods and begin to look at the nutritional labelling * Discuss and research what is meant by a balanced meal and food types * Design a balanced lunch box on paper to serve as a reminder of how much of each food group is required for a balanced lunch   Key knowledge:  Children will   * Begin to explore different lunch box foods and understand which food category they may go in * Begin to understand what is meant by a balanced lunch   Key Vocabulary fruit, vegetables, bread, rice, potatoes, pasta, milk, dairy, food high in fat, sugar, meat, fish, egg, beans | LO: To hold a debate | **Evaluation lesson -**  **LO** To describe how Christians show kindness to others  **Key skills**  Evaluate - is it easy for Christians to show kindness all the time?  **Key knowledge**  Know that Christians show kindness in many ways today, just like Jesus did  (helping strangers - the sick / homeless / prisons, giving time / money, etc)  It is easy - Jesus’ teaching / with God’s help / prayer  Jesus tells Christians to be kind to everyone. How do they achieve this? Is it easy? Is it hard? Why? Possible Christian visitor to discuss how Jesus’ teachings affect their day to day life now. | This will cover 2 lessons  LO - To plan, design and create your own coding for a story.  Key skills   * To use all the coding knowledge, they have learned throughout their programming lessons to create a more complex program that tells a story.   Key knowledge   * Children can plan and use algorithms in programs successfully to achieve the desired end result. * Children can code a program using a variety of objects, actions, events and outputs successfully |
| Week 6 | L.O- To understand hygiene and food preparation  Key skills   * asking simple questions and recognising that they can be answered in different ways * identifying and classifying   Key knowledge:   * Understand the role of hygiene in food preparation * Understand which foods to select for a picnic in order to create balanced, healthy sandwiches * Be able to talk about their learning with their guests and evaluate their sandwich making   Key Vocabulary fruit, vegetables, bread, rice, potatoes, pasta, milk, dairy, food high in fat, sugar, meat, fish, egg, beans | LO: How do people today carry on their important work?  Key skills  They should use a wide vocabulary of everyday historical terms.  Key knowledge  Children should know that:  •The Royal College of Nursing (RCN) was set up in 1916 and it is where nurses can go to get help or advice about their work.  •In 1948, the National Health Service (NHS) was set up. This meant that everyone in the UK could get free medical help.  • There are many different types of nurses, such as children’s nurses, adult nurses and accident and emergency nurses.  •People can go to university or to nursing school to train to be a nurse. | **Expression lesson -**  **LO** To identify times when it is easy and hard to show kindness to other  **Key skills**  Reflection - Can you be kind all the time? How can you be a better friend?  **Key knowledge**  Respond to the enquiry question - Is it possible to be kind to everyone all of the time?  Revisit Session 1  Listening to Jesus’ teachings, do you think you are kind to everyone all of the time or is this something you need to work on? When is it easy? When is it hard? How can you be a better friend? Can we work on being kind to everyone in our class all of the time? |