Year 2 Summer 2 Medium Term Plan

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|  | Science | Humanities | RE | Computing |
| Theme | **Theme:** Plants  **Key skills:**   * Asking simple questions and recognising that they can be answered in different ways * Observing closely, using simple equipment * Performing simple tests * Using their observations and ideas to suggest answers to questions   **Key knowledge:**  To know:   * What plants need in order to grow * How to make observations * What effect water, light and temperature have on a plant (or lack of) * Observe and describe how seeds and bulbs grow into mature plants * Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | **Theme: The Sea Side**  **Key skills:**  •Identify seasonal and daily weather patterns in the UK.  •Use basic geographical vocabulary to refer to:  oKey physical features (could include beach, cliff, coast, sea, ocean, season, weather)  •Use simple compass directions (North, South, East and West) and locational and directional language (near, far, left, right etc.) to describe the location of features and routes on a map.  •Use aerial photographs and plan perspective to recognise landmarks and basic human and physical features (devise a simple map, use and construct basic symbols in a key)  •Use simple fieldwork and observational skills to study the geography of the seaside and its grounds and the key human and physical features of its surrounding area  **Key knowledge:**  •Study the human and physical geography of a small area of the UK | **Theme: Islam- Hajj**  **Key question:** Does completing Hajj make a person a better Muslim?  **Key skills:**   * I can tell you about a special journey and why it was special to me. * To discuss * To listen * To form an opinion * To investigate another religion * To retell what I have learned   **Key knowledge:**   * I can remember some of the events that happen during   Hajj and start to explain why these are important to  Muslims.  (Pilgrimage, Haji, Makkah, 5 pillars  **Visitors: Parent visitor** | Unit 2.5 - Effective Searching (lessons 1-3)  Unit 2.8 Presenting Ideas (lessons 4- 6)  Key Skills:   * To identify the basic parts of a web search engine search page. * To create an information booklet for an audience * Pupils can use a variety of software to manipulate and present digital content and information. * Pupils can collect, organise and present data and information in digital content.   Key Knowledge:   * To know what the internet is (a global computer network providing a variety of information and communication facilities) * To know what a search engine is (a program to help find things on the internet e.g Bing/Google/Yahoo) ) * To know what WWW stands for (world wide web) * Pupils know that digital content can be represented in many forms e.g. as a mind map, as a quiz, as an e-book and as a fact file. |
| Week 1 | **LO: To know what a plant needs to grow**  **LO: To know about different methods of seed dispersal**  **Key skills:**   * To ask questions * To research * To draw a plant * To investigate * To classify   **Key knowledge:**   * To know that plants need the following to survive: water, light, sunshine * To know the different parts of a plant/flower: roots, stem, leaves, petals, stigma, stamen * To know different ways seeds can be dispersed * To classify/sort seeds based on the way they are dispersed. | **LO: To know the physical features of the seaside**  **Key skills:**  •Identify seasonal and daily weather patterns in the UK.  •Use basic geographical vocabulary to refer to:  oKey physical features (could include beach, cliff, coast, sea, ocean, season, weather)  **Key knowledge:**   * To know the difference between human and physical features- something natural and something made by humans * To know what the human and physical features of the seaside are * To know geographical vocabulary (as above) * To know how (and why) weather can differ at different seasides based on knowledge from previous topics. | **LO: To discuss a special journey**  **Key skills:**   * To discuss- a journey they have taken * To listen- to the opinion of others * To form an opinion- based on their own beliefs   **Key knowledge:**   * To know what a journey is * To know why a journey can be important * To know that different journeys can be important to different people   Key vocab:  Special  Important  Journey | LO: To use a search engine  Key Skills:   * To recall the meaning of key Internet terms. * To complete a quiz   Key Knowledge:   * To know the terminology of search engine, internet, WWW, |
| Week 2 | **LO:** To plan an investigation  LO: To know what a variable is  **The investigation will involve planting four different seeds: one will not be given water, one will not be given sunlight, one will be placed in a cold area (fridge) and one will not be without any of the above. The children will predict what will happen to each seed as it grows.**  **Key skills:**   * To plan an investigation using: Equipment, variables, hypothesis, method * To create a table for results * To choose one variable to remove from the experiment   **Key knowledge:**   * To know what an investigation is- a plan for asking and finding out how to answer scientific questions. * To know what a variable is- something in a scientific experiment that can be changed or taken away. * To know what a hypothesis is- a guess based on something they already know. * To know what makes something a fair test- a test which controls all but one variable. | **LO:** To investigate a microhabitat  **Key skills:**   * To use different resources to investigate a habitat * To look closely * To work collaboratively * To use prior knowledge of habitats   **Key knowledge:**   * To know what a microhabitat is- a small habitat within a larger habitat. * To know that many different animals and plants live in a microhabitat e.g. crabs live in rock pools. * To be able to name some of the most common animals/plants that live in a microhabitat (rock pool) * To know why these plants and animals are suited to live in this habitat | **LO: To investigate Hajj**  **Key skills:**   * To investigate- why the Hajj is important to Muslims * To listen- to the opinions of others * To discuss- their own opinions and the opinions of others * To form an opinion- using their previous knowledge * To retell the events if Hajj   **Key knowledge:**   * To know what Hajj is- the Muslim pilgrimage to Mecca * To know the key events of Hajj- travel to Mecca, wash, put on special clothes, walk around the Kaaba 7 times * To know where Mecca is- Saudi Arabia * To know the 5 pillars of Islam- Profession of faith (Shahada), Prayer (Salat), Alms (Zakat), Fasting (Sawm), Pilgrimage (Hajj) * To know what a pilgrimage is- a journey to a religious place   Key words:  Hajj  Mecca  Islam  Pilgrimage  5 pillars of Islam | LO:To gain a better understanding of searching the Internet  Key Skills:   * To identify the basic parts of a web search engine search page. * to read a web search results page. * To search for answers to a quiz on the Internet.   Key Knowledge:   * To know what the internet is (a global computer network providing a variety of information and communication facilities) * To know what a search engine is (a program to help find things on the internet e.g Bing/Google/Yahoo) ) |
| Week 3 | **LO: To make a scientific prediction**  **LO: To carry out an investigation**  **The investigation will involve planting four different seeds: one will not be given water, one will not be given sunlight, one will be placed in a cold area (fridge) and one will not be without any of the above. The children will predict what will happen to each seed as it grows.**  **Key skills:**   * To make a prediction * To carry out a fair test * To ask simple questions * To plant a seed * To make a prediction based on previous learning   **Key knowledge:**   * To know what a prediction is- to say what they think might happen when they do an experiment. * To know that predictions are not always proven (which is ok) * To make a prediction based on prior knowledge * To know that asking questions deepens our understanding and strengthens investigations | **LO:** To use simple field work and observational skills to explore the seaside (VISIT THE SEASIDE)  **Key skills:**   * Use simple fieldwork and observational skills to study the geography of the seaside and its grounds and the key human and physical features of its surrounding area * Use basic geographical vocabulary to refer to:   **Key knowledge:**   * To know the physical features of the seaside * Key physical features (could include beach, cliff, coast, sea, ocean, season, weather) * To know and use geographical language to identify human and physical features of the seaside | **LO: To know why Hajj is important to Muslims**  **Key skills:**   * To investigate- How the Hajj impacts on a Muslims life * To discuss- journeys that have had an impact on their own lives * To listen- and to appreciate the opinions of others who have different beliefs. * To retell- the different parts of the pilgrimage that Muslims take   **Key knowledge:**   * To know why Hajj is important to Muslims * To know that Muslims believe Hajj brings them closer to God * To know where Mecca is * To know the importance of the 5 pillars of Islam- to live a good and responsible life. * To know what a pilgrimage is   Key words:  Importance  Significance  Mecca  Hajj  Islam  Pilgrimage  5 Pillars of Islam | LO: To create a leaflet  Key Skills:   * To create a leaflet to help someone search for information on the Internet.   Key Knowledge:   * To know what a search engine is (a program to help find things on the internet e.g Bing/Google/Yahoo) ) |
| Week 4 | **LO:** To observe and record  **Key skills:**   * To observe * To record * To ask questions * To evaluate (as the week progresses)   **Key knowledge:**   * To know the importance of data collection/observations * To know how plant growth can be influenced by different variables * To know that observations over time provide more detailed data. (Instead of looking at the beginning and then the end of the week) | **LO: To draw a map of the seaside**  **Key skills:**   * Use basic geographical vocabulary to refer to: * Key physical features (could include beach, cliff, coast, sea, ocean, season, weather) * Use aerial photographs and plan perspective to recognise landmarks and basic human and physical features (devise a simple map, use and construct basic symbols in a key)   **Key knowledge:**   * To know why a map needs a key * To know the different features (human and physical) of the seaside. | **LO: Oracy/P4C lesson: Does completing Hajj make a person a better Muslim.**  **Key skills:**   * To listen- to the opinions of others and use them to build up a discussion * To form an opinion- using their own ideas and previous knowledge * To build on ideas using prior knowledge- to articulately explain their ideas * To show respect- to those of another faith   **Key knowledge:**   * To know why Hajj is important to Muslims * To use prior knowledge to build an opinion * To explain the importance of Hajj to Muslims   Key words:  Opinion  Hajj  Mecca  Muslim(s)  Prayer  Pilgrimage  God  Importance | LO:To explore how a story can be presented in different ways.  Key Skills:   * Identify different story presentations e.g. as a mind map, as a quiz, as an e-book and as a fact file.   Key Knowledge:   * Pupils know that digital content can be represented in many forms. |
| Week 5 | **LO: To evaluate and write a conclusion**  **Key skills:**   * To evaluate what went well with the experiment * To ask questions * To discuss what could be changed about the experiment * To analyse data that has been collected * To evaluate their predictions * To draw a conclusion from the experiment   **Key knowledge:**   * To know that different variables (or lack of) have different effects on plant growth * To know that removing one variable does make a difference * To know that not all predictions are correct * To know how an experiment could be made better * To use their new knowledge to think of something that they would change to improve the experiment. | **LO: To know and use simple compass directions to describe the location of features on a map**  **Key skills:**   * Use basic geographical vocabulary to refer to: * Key physical features (could include beach, cliff, coast, sea, ocean, season, weather) * Use aerial photographs and plan perspective to recognise landmarks and basic human and physical features (devise a simple map, use and construct basic symbols in a key) * Use simple compass directions (North, South, East and West) and locational and directional language (near, far, left, right etc.) to describe the location of features and routes on a map.   **Key knowledge:**   * To know the four simple compass points (North, East, South and West) * To know the importance of a compass when using a map * To know how to use compass directions to locate something on a map | **LO: To write a postcard about a special journey**  **Key skills:**   * To write about a special journey * To discuss what makes something special to you * To use English skills in writing. (Continuous SC)   **Key knowledge:**   * To know what makes a journey special * To know what makes a journey special to them   Key words:  Opinion  Personal  Journey  Special  Significant  Important | LO: To make a quiz about a story or class topic.  Key Skills:   * Make a quiz about a story   Key Knowledge:   * Know what a quiz is (a test of knowledge) |
|  |  |  |  | LO:To make and present a fact file on a non-fiction topic .  Key Skills:   * Can use clipart to gather media * Can add an appropriate image from the internet   Key Knowledge:   * Pupils know that data can be structured in tables to make it useful. |