






Year 2 – Medium Term Planning

Aspirations – Collaboration – Connections – Creativity - Expression

Learning Unit 5 – Amazing Animals (6 weeks)				
Experiences / Visits	Trip to Twycross Zoo		Forest School	
SUBJECT	PRIOR KNOWLEDGE	EXPECTED	POSSIBLE MISCONCEPTIONS	Further Extension
<p>SCIENCE</p> <p>KSU</p> <p>Living things are their habitats</p> <p>Know how...</p> <p>Know how to...</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p><i>Prior Knowledge</i> - Identify, sort and name a variety of common animals (animals taught in Year 1: fish (i.e. goldfish, salmon, tuna, shark), amphibians (i.e. frog, toad, newt), reptiles (i.e. crocodile, tortoise, snake), birds (i.e. black bird, chicken, pigeon) and mammals (i.e. mouse, lion, dog, deer, goat, whale)</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (air, water, shelter and food)</p> <p>Develop an understanding of producers and consumers (<i>Plants get their energy from the Sun. They are called producers because they make their own food. Animals are called consumers because they eat plants and other animals. They do not make their own food. Animals that eat other animals are called predators. The animals they eat are called prey</i>)</p> <p>Describe how animals obtain their food from plants and/or other animals, using a simple food chain, and identify and name different sources of food</p> <p>Know how to complete a simple food chain</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Apply their understanding to explain what type of habitat best suits a grey squirrel and explain their reasons why (i.e. linked to food and shelter)</p> <p>Teacher notes: What do animals need to survive? - BBC Bitesize Food chains - KS1 Science - BBC Bitesize Habitats and the environment - KS1 Science - BBC Bitesize Unit: Habitats Teacher Hub Oak National Academy (thenational.academy) Is it alive? - BBC Bitesize</p> <p><i>Grey Squirrels, like those in our woodlands, mostly live in woodlands containing deciduous and coniferous trees, they will also be found in a wide range of habitats such as parks, gardens and urban areas where there are suitable trees. Grey squirrels feed on a wide variety of nuts, seeds, berries, bark and sap. They are also opportunist robbers of birds' eggs and young. They typically maintain a nest comprised of woven twigs, leaves, and grass – commonly referred to as a drey. Because most of the predators tree squirrels face live on the ground, a drey may be found situated between two tree branches, or next to a trunk, toward the top of any given tree.</i></p>	<p>Misconception: All ocean creatures are 'fish', e.g. whales, dolphins. Fact: Whales, dolphins, jellyfish and shellfish are not fish, but seahorses and sea dragons are fish!</p> <p>Misconception: Turtles and penguins are amphibians. Fact: Turtles are reptiles and penguins are birds.</p> <p>Misconception: Only large animals are consumers. Fact: Small animals may be consumers, e.g. the black widow spider is a consumer.</p> <p>Misconception: Seeds are non-living things. Fact: Seeds are living things. Seeds are in a dormant (resting) state.</p>	<p>Matching habitats to animals and explaining the reason why they have matched them</p> <p>Researching a chosen animal to find out about its diet and habitat.</p>
<p>ART AND DESIGN</p> <p>KSU</p> <p>Sewing</p> <p>Know....</p> <p>Know how to....</p>	<p>Know how to thread a large-eyed needle (with increasing independence)</p> <p>Know how to secure a knot and tie off a thread (with increasing independence)</p> <p>Know how to sew using a simple running stitch</p>	<p>Know how to thread a large-eyed needle</p> <p>Know how to secure a knot (when starting)</p> <p>Know how to tie off a thread (when finishing)</p> <p>Use an overstitch to sew two pieces of fabric together</p> <p>Create simple appliqué work (sewing or sticking)</p> <p>Use techniques to create a simple animal finger puppet (felt, overstitch and applique)</p> <p>Secure a Knot & Tie Off Thread - YouTube Overstitch How To - Basic Sewing</p>	 	<p>Can children create their own design that requires overstitch and applique work?</p> 



SUBJECT	PRIOR KNOWLEDGE	EXPECTED	POSSIBLE MISCONCEPTIONS	Further Extension
<p>COMPUTING KSU</p> <p>Spreadsheets <i>(Purple Mash)</i></p> <p>Know... Know how to...</p>	<p>Spreadsheets Y1 Understand what a spreadsheet looks like, navigate and enter data. Use some vocabulary related to spreadsheets Add clipart images to a spreadsheet Use the 'move cell' and 'lock' tools Use the 'speak' and 'count' tools in 2Calculate to count items</p>	<p>Spreadsheets Know what rows and columns are in a spreadsheet Know how to open, save and edit a spreadsheet Know how to copy and paste shortcuts in 2Calculate. Know how to use a spreadsheet to add amounts Use 2Calculate to solve a simple puzzle Know how to add and edit data in a table layout Know how to use the data to manually create a block graph manually</p>	<p>Some children might think:</p>	<p>Challenge: Provide pupils with additional spreadsheet data, from which they will create simple block graphs, and answer related questions given to them</p>
<p>RE KSU</p> <p>Community and Belonging (Islam)</p> <p>Know... Know how to....</p>	<p>Begin to understand the meaning of commitment</p> <p>Explain how it felt to have to stop and do something several times to reach a target</p> <p>Use the right words to describe how Muslims pray (introduced to the term Salat)</p> <p>Understand that Allah is the God Muslims pray to</p> <p>Consider how praying 5 times a day might help in some ways more than others</p>	<p><i>Theme: Community and Belonging</i> <i>Religion: Islam</i> <i>British Values: Rule of Law, Tolerance</i> <i>SMSC: Spiritual, Cultural</i></p> <p>To be able to explain how it feels to belong (to my family, to my class) Begin to understand that the feeling of belonging is inside us Understand how meeting in a certain place could make me feel like I belong (school, class, home, holy place) Understand why Muslims visit the mosque Explain what happens when Muslims pray alone or at the mosque, using some appropriate vocabulary correctly e.g. mosque, Muslim, prayer mat, compass Understand that Muslims feel a sense of belonging when they are with other Muslims (although they do not have to be together to pray, they believe praying together creates a stronger sense of belonging)</p> <p>Teachers' notes: Muslim prayer - KS1 Religious Education - BBC Salat - Muslim prayer - GCSE Religious Studies - BBC Bitesize Wudu or washing in preparation for prayer - KS1 Religious Education - BBC Bitesize Tour of a Bolton Mosque - YouTube Gallery Bradford Grand Mosque</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> Prayers are only said inside a holy building 	<p>Consider how a Muslim might feel to pray alone, with others or at the mosque. Would all Muslims feel the same way? What would you prefer? Why?</p>
<p>PSHE KSU</p> <p><i>(Jigsaw PSHE)</i></p> <p>Relationships</p> <p>Know... Know how to....</p>	<p>Identify the members of my family Understand that there are lots of different types of families Know what being a good friend means to me Know appropriate ways of physical contact to greet my friends and know which ways I prefer Know who can help me in our school community Recognise my qualities as person and a friend Explain why I appreciate someone who is special to me</p>	<p><i>Theme: Relationships</i> <i>British Values: Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance</i> <i>SMSC: Social, Moral, Spiritual, Cultural</i> <i>Emotional Literacy: Self-awareness, Social Skills, Managing Feelings</i></p> <p>Understand that there are different types of relationships (family, friends, professional, acquaintanceships) Identify the different members of my family, understand my relationship with each of them Know why it is important to share and cooperate Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not acceptable Identify some of the things that cause conflict with my friends Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret (links to PANTS NSPCC 'Talk about secrets that upset you') Recognise and appreciate people who can help me in my family, my school and my community Express my appreciation for the people in my special relationships</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> All secrets must be kept secret They will get into trouble if they talk about secrets which upset them 	<p>Be able to give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships</p>
<p>PE KSU</p> <p><i>(Power of PE)</i></p> <p>Know... Know how to....</p>	<p>Move in a range of ways, copying a routine Move in a range of ways, using their own ideas, with increasing confidence Move in response to a stimulus with increasing confidence Begin to use some terminology correctly i.e. travel, gesture</p>	<p>Dance Respond in the correct manner to commands (Inside, Outside, Freeze etc) Repeat some simple sequences of movements independently and in pairs Follow direct instructions and participate in a set routine (<i>copying movements that match a stimulus</i>) Understand that the body can be used to create different levels of movement (i.e. high, low) Respond to a stimulus (pictures, sounds, videos) with movement (own choice) Use some terminology correctly to describe their dance movements: <i>travel in dance refers to when we move from one place to another whilst moving to the music / direction refers to which way they travel / a gesture is a dance movement without travelling / a canon is when you take turns to perform a dance move</i> Move in a range of ways to represent a stimulus (<i>considering levels of movement i.e. high, low and style of movements i.e. sharp, soft, flowing</i>) and explain the reason for their choice of movement</p>	<p>Some children may think: dancers always have to move at the same time when performing in a group everyone will respond in the same way to a stimulus</p>	<p>Children could be challenged to create a routine that they can repeat and teach others in response to a musical stimulus (can they keep the beat/timing?)</p> <p>Work in a group to create dance movements that they all do at the same time, which</p>



		<p>Identify a stimulus from a sequence of movements Appraise the movement of others i.e. range of movement, use of travel and direction, levels of movement and appropriateness of movement in relation to the stimulus) <i>The children should be able to apply some of their dance skills during their African dancing day experience</i></p> <p>Music ideas for stimulus: Kurtis Blow – The Breaks Daft Punk – Around the World Kraftwerk – The Robots De la Soul – Eye Know or Me, Myself and I</p> <p>Practise using the map to walk around the school and identify places highlighted on the map</p>		<p>then turns into a canon at the end.</p>
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