














Year 2 – Medium Term Planning

Aspirations – Collaboration – Connections – Creativity - Expression

Learning Unit 6 – Glorious Gardens - The Something (6 weeks)

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Experiences / Visits	Y2 Production Performance to parents	Transition visits to Edge Hill	Sports Day	
SUBJECT	PRIOR KNOWLEDGE	EXPECTED	POSSIBLE MISCONCEPTIONS	Further Extension
SCIENCE KSU Plants Know how... Know how to...	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Identify and name a variety of plants and animals in their habitats, including micro- habitats</p>	<p>Observe and describe how seeds and bulbs grow into mature plants (planting sunflower seeds)</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (<i>Plant sunflower seed to take home and grow on the window ledge, watering regularly. In school plant seeds and leave in different conditions to observe what happens – dark place, no water, plastic bag, in fridge, one on window ledge, watered regularly - Each group to keep a weekly diary of what happens to the seed.</i>)</p> <p>To understand that seeds can be dispersed in different ways (wind, water, animal droppings, animal fur).</p> <p>Working Scientifically Observe when doing simple testing (growing seeds) Collect, observe and sort a range of different seeds and find out how they are dispersed – dandelion, sycamore/ash – helicopter seeds (wind), coconut, waterlily (water), burr grass (animal fur), berries, apple (animal droppings) Use post-it-notes for labelling their sorted items Ask relevant questions and answer questions related to their prior and current science learning</p> <p>Seasonal Changes - Summer (June/July/August) Observe and describe weather associated with the seasons and how day length varies. Gather data on weather: temperature, wind, length of day, changes to woodland (Geography links) Covered in Forest Schools and daily weather class chart</p> <p><u>Teachers' Notes</u> What does a plant need to grow? - BBC Bitesize Explanation - Growing seeds - KS1 Science - BBC Bitesize The life cycle of a dandelion - KS1 Science - BBC Bitesize Let's grow a sunflower sheet on One Drive How do plants get their nutrients? <i>Nutrients absorbed through plant roots in the soil or fertilizer are essential to plant health. Plants do receive essential nutrients and vitamins from soil and fertilizer, but this is not a plant's main source of energy. Plants synthesize their own fuel through photosynthesis and fertilizer and soil provide many other elements and nutrients important for plant health and growth. Being mindful of our language can help to avoid misconceptions.</i></p>  	<p>Some children might think that...</p> <ul style="list-style-type: none"> plants get their energy directly from the sun, or that they 'eat' the sun (<i>Plants use light energy to combine carbon dioxide and water to form glucose and oxygen.</i>) Plants get their nutrients and energy from 'plant food' (<i>see 'Teachers' notes'</i>) 	<p>These children have different ideas about how much water a plant needs to grow. What do you think?</p>  <p>Lola – I think all plants need the same amount of water</p> <p>Ayaan – I think some plants need lots of water and some need a little bit of water.</p> <p>Jade – I think plants could survive without water.</p>
HISTORY KSU Significant Individual – Vincent Van Gogh Know how... Know how to...	<p>In Y1, the children learnt about LS Lowry's painting 'The Crossing' and found out about his connection to Burton, they compared the painting to a photograph from the same viewpoint now</p> <p>Be able to talk about a significant individual with links to Burton (LS Lowry - painting of Burton) – remember some key facts about LS Lowry</p> <p>Observe and use pictures, photographs and artefacts to find out about the past</p>	<p>Find out about and recall information about a significant individual who lived in the past, including what they did earlier and what they did later (Vincent Van Gogh)</p> <p>Sequence some key events in Vincent Van Gogh's life</p> <p>Explore information about Vincent Van Gogh's life from stories (Camille and the Sunflowers)</p> <p>Identify some differences between life in the past to present day (when Vincent Van Gogh was alive and life today)</p> <p>Develop an understanding of how paintings can provide clues about what life was like in the past</p> <p>To consider why Van Gogh's paint colours changed when he moved from the Netherlands to France (<i>Vincent started painting flower still lifes to experiment with colour. Once Vincent had seen the fresh, colourful paintings of the Impressionists in Paris, he also wanted to introduce more colour into his work</i>)</p> <p>Use the words past and present accurately when making comparisons in their historical learning</p> <p>Teacher's notes Van Gogh was born in the Netherlands, but travelled across Europe (grew up in the age of the steam train). He went to France, Belgium and England. When he was 27, he decided to become an artist. Up until then, he had been a teacher, a shop assistant and had dreams of working for the Church. All of these experiences inspired his art. Camille and the Sunflowers story - you tube Who was Van Gogh - Van Gogh Museum Van Gogh's Letters - Van Gogh Museum The letters - Vincent van Gogh Letters What You Need to Know About Van Gogh's Sunflowers - Van Gogh Museum</p>	<p>Some children might think that...</p> <p>Vincent Van Gogh is still alive</p>	<p>Apply understanding of Vincent Van Gogh's life to create own information booklet</p>



SUBJECT	PRIOR KNOWLEDGE	EXPECTED	POSSIBLE MISCONCEPTIONS	Further Extension
<p>ART AND DESIGN KSU</p> <p>Artist Focus: Van Gogh (collage)</p> <p>Printing and pattern</p> <p>Know.... Know how to....</p>	<p>Describe artwork and comment on, or provide an opinion about, a piece of artwork (Hooven and Hesmondalgh, Jen Starwalt)</p> <p>Sketch an animal using pencil</p> <p>Explore colours and colour mixing</p> <p>Use a range of materials to build and create with</p> <p>Know how to indent clay to create patterns and textures</p>	<p>Collage</p>  <p>Closely observe at Van Goghs painting, 'Sunflowers' - Describe the artwork and comment on, or provide an opinion about it (<i>What do you like about it what do you not like about it?</i>)</p> <p>Ask questions about art and artists from different times and cultures</p> <p>Use a viewfinder to focus on specific parts of the painting</p> <p>- Notice the texture of the paint, the lines and the flowers</p> <p>Sketch parts of the painting using pencil (recalling techniques for drawing and shading)</p>  <p>Look closely at real sunflowers and explore their colour, shape, and texture (<i>Think about the overall look of a tall sunflower plant, and also look closely at the individual petals, seeds, leaves and stalk. What words would you use to describe them?</i>)</p> <p>Use a sketchbook to explore and experiment</p> <p>With different natural and man-made collage materials and consider which would be best for a sunflower collage (<i>stick some ideas in art sketch book - collage is about colour and texture - think about how you can combine different materials to create an interesting collage. How will you mix colours and textures together?</i>)</p> <p>Create a sunflower collage inspired by Van Goghs's Sunflowers and real sunflowers</p>       <p>Printing</p> <p>Notice regular and irregular patterns in art and the natural world around them (plants)</p> <p>Compare natural and man-made patterns</p> <p>Design patterns of increasing complexity and repetition (regular and irregular)</p> <p>Recognise art produced using printing techniques</p> <p>Develop own impressed images using clay (negative print) - Use clay to create an impressed image for negative printing – flower designs</p>   <p>Teacher's notes</p> <p>Art and Design KS1 / KS2: Creating a collage landscape - BBC Teach</p>	<p>Children might think....</p> <ul style="list-style-type: none"> There is only one 'Sunflowers' painting <p><i>(Some of Vincent van Gogh's most famous works are his Sunflower series. He painted a total of twelve of these canvases, although the most commonly referred to are the seven he painted while in Arles in 1888 - 1889. The other five he had painted previously while in Paris in 1887.</i></p> <p><i>Van Gogh never painted a single artwork entitled "Sunflowers." Instead, he did several renditions of the large yellow blossoms in two separate series of sunflowers, one during a stay with his brother in Paris in 1887 and another during his tenancy in Arles from 1888 to 1889.)</i></p>	<p>Can children make comparisons between their own sunflowers collages and Vincent Van Gogh's sunflower paintings?</p>



		Van Gogh sunflower art project for children - NurtureStore		
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<p>GEOGRAPHY</p> <p>KSU</p> <p>Geographical and fieldwork skills</p> <p>Know how...</p> <p>Know how to...</p>	<p>Use simple compass directions (North, South, East and West) and locational and directional language (near and far; left and right) to describe a route on a map (from one area of interest to another in the UK)</p>	<p>Use directional vocabulary to describe their movement on a simple journey (i.e. in Forest Schools: I started at the gate and I moved forwards five paces towards the chicken coop, when I got to the top of the hill, I turned left and walked forwards towards.....)</p> <p>Use directional and locational language (near and far; left and right) to describe a route on a map (based on a book and/or a location known to them i.e. school grounds or walk from school to church)</p> <p>Use simple compass directions (North, South, East and West) when playing games and looking at maps</p> <p>Navigate using a compass and a simple map</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language to describe a route on a map (based on a book / simple map they have drawn)</p> <p>Teachers' Notes</p> <p>Maps - BBC Teach</p> <p>What are maps? - BBC Bitesize</p> <p>Directions Ks1 Geography Year 2 Home Learning - YouTube</p>	<p>Some children might think that...</p> <p>North is where the North Pole is (<i>True north is right at the top of the planet, at the geographic North Pole. The earth spins around this point so it never changes position. This north isn't useful for navigating as we can't find it with a compass. Magnetic north is the direction that a compass will point to. It's slightly different from true north as the molten metals inside the Earth are constantly moving around, changing where magnetic north is. Grid north is the direction that the grid lines on a map point to. Magnetic north is used together with grid north for navigating.</i>)</p>	
<p>DESIGN AND TECHNOLOGY</p> <p>KSU</p> <p>Principles of Nutrition and Cooking</p> <p>Coleslaw</p> <p>Know....</p> <p>Know how to....</p>	<p>Sort a selection of food and drink items in to their plant or animal origin (e.g. milk-animal, strawberries-plant, eggs- animal)</p> <p>Explore and describe what I like about different types of breakfasts and relate to my understanding of a healthy, balanced diet</p> <p>Design a simple breakfast dish based on simple criteria for a user and purpose</p> <p>Perform simple food preparation skills safely and hygienically (e.g. peel, mash, juice, cut, spoon, arrange).</p> <p>Know how to use the techniques to cut food safely</p> <p>Taste and evaluate my dish</p>	<p>COOKING AND NUTRITION: Identify the key vegetables used in a coleslaw (white cabbage, carrot)</p> <p>Know the names of some root (potato, carrot, parsnip), stem (leek, celery, asparagus) and leafy (cabbage, lettuce, spinach) vegetables</p> <p>Use the basic principles of a healthy and varied diet to plan and prepare dishes</p> <p>RESEARCH: Look at pictures, video recipes and taste different coleslaw pots from the supermarket (what are the key ingredients - white cabbage, carrot and mayonnaise/ natural yogurt, sour cream or crème fraîche) and relate to my understanding of a healthy, balanced diet (i.e. there are some varieties which are lower in fat, for example – use a light mayonnaise)</p> <p>Express their opinion about ingredients they taste using sensory vocabulary</p> <p>DESIGN: Use research and recipes to design their own coleslaw (will they add raisins/sultanas/red cabbage/apple?)</p> <p>Explain their choice of ingredients in terms of colour, texture and taste</p> <p>MAKE: Follow the design criteria and recipe to make their own coleslaw, adding additional ingredients where they have designed/specified.</p> <p>Know how to use a grater to prepare the vegetables (and an apple corer/slicer if using apple).</p> <p>EVALUATE: Taste and evaluate their coleslaw. Taste their peers' coleslaw. What do they like about their own and their peers' coleslaw?</p> <p>Suggest ways their own dish could be improved.</p> <p>TECHNICAL KNOWLEDGE Use tools safely and the correct cutting techniques when preparing the vegetables.</p> <p>Know how to use the bridge technique, claw grip or 'fork secure' to cut food safely</p> <p>Use a grater for grating the carrot (under supervision)</p>	<p>Some children may think that:</p> <ul style="list-style-type: none"> coleslaw products are unhealthy <p>(Coleslaw generally has a high fat content due to the mayonnaise dressing. Coleslaw is designed to be an accompaniment, so having a few tablespoons alongside a main such as grilled fish, meat or other salad ingredients means that it can easily be part of a healthy diet. You can also make your own coleslaw, which can often be a healthier alternative to shop-bought. You can also swap the mayonnaise for natural yogurt, sour cream or crème fraîche, which will provide the creaminess for fewer calories.</p>	<p>Explain what I liked about my coleslaw (presentation, taste). How did it compare to the products we looked at/tasted?</p> <p>Redesign my coleslaw based on my evaluation</p>
<p>COMPUTING</p> <p>KSU</p> <p>Creating Pictures (Purple Mash)</p> <p>Know...</p>	<p>Creating pictures</p> <p>Explain what is meant by impressionist art and know how to use 2Paint a Picture to create art based upon this style</p> <p>Explain what pointillism is and use 2Paint a Picture to</p>	<p>Creating pictures</p> <p>Describe the main features of art that uses repeating patterns and use 2Paint a Picture to create art by repeating patterns in a variety of ways</p> <p>Know how to combine more than one effect in 2Paint a Picture to enhance their patterns</p> <p>Describe surrealist art and know how to use the eCollage function in 2Paint a Picture to create surrealist art using drawing and clipart</p> <p>Use 2Paint a Picture to create their own animal</p> <p>Explain what is meant by impressionist art and know how to use 2Paint a Picture to create art based upon this style</p>	<p>Some children might think:</p> <p>IT can't be used to create art</p>	<p>There is a 2Publish activity that children could use to create a Mondrian fact file as an extension to this work.</p>



<p>Know how to...</p>	<p>create art based upon this style Describe the main features of Piet Mondrian's work and use 2Paint a Picture to create art based upon his style</p>	<p>Explain what pointillism is and use 2Paint a Picture to create art based upon this style Describe the main features of Piet Mondrian's work and use 2Paint a Picture to create art based upon his style</p>		
<p>SUBJECT</p>	<p>PRIOR KNOWLEDGE</p>	<p>EXPECTED</p>	<p>POSSIBLE MISCONCEPTIONS</p>	<p>Further Extension</p>
<p>PE KSU Athletics <i>(Power of PE)</i> Know... Know how to....</p>	<p>To develop knowledge of how to use my body to maximise performance (running at speed, jumping and throwing) Develop techniques for running at speed, jumping and throwing</p>	<p>To develop knowledge of how to use my body to maximise performance, revisiting and improving on techniques taught in Year 1. Improve on my starting technique ready to sprint: One foot in front of the other, bent knees and arms ready Further develop sprinting technique: Slice through the air with hands, move arms 'hip to lip, not across the zip', keep head facing forwards always Improve my standing jump technique: Place both feet parallel, bend knee's, swing arms, and look forwards Improve my landing technique: land with feet level and bend the knees to minimise impact when landing Further develop throwing technique: Stand side on with dominate foot forward, throwing hand stays high throughout, children should bend at the elbow and throw at 45 degrees (Up & out!) Understand that rehearsing and practicing technique is what makes athletes excellent at what they do Be able to identify good technique and explain why it is good i.e. bending knees when landing prevents injury</p>	<p>Some children may think that:</p> <ul style="list-style-type: none"> • They don't need to practise to improve 	
<p>RE KSU Hajj (Islam) Know... Know how to....</p>	<p>Understand why Muslims visit the mosque and explore whether this gives them a sense of belonging.</p>	<p><i>Theme: Hajj (pilgrimage)</i> <i>Concept: Commitment</i> <i>Religion: Islam</i> <i>British Values: Rule of Law, Individual Liberty, Mutual respect, Tolerance</i> <i>SMSC: Spiritual, Social, Cultural</i></p> <p>Be able to talk about a special journey I have made and why it is special to me – talk about how it made me feel and why Know that Hajj is important to Muslims Use the correct words to talk about some parts of the Hajj Identify three things that are important to Muslims when they go on Hajj Recall some of the key events that happen during Hajj and start to explain why these are important to Muslims Consider how Muslims feel on the Hajj Express their views and opinions with reasons about this question: Does completing Hajj make a person a better Muslim?</p> <p><u>Teacher notes:</u> By completing Hajj, Muslims are showing a commitment to God (Allah). God is really important to Muslims and they are prepared to make lots of effort to show him this. Hajj is one of the 5 pillars and one of the 8 doors to heaven. What is the Hajj pilgrimage? - CBBC Newsround Religious Studies KS2: The Muslim pilgrimage, Hajj - BBC Teach BBC Two - Belief File, Islam: The Hajj, Introduction to Hajj - the fifth pillar of Islam BBC Two - Belief File, Islam: The Hajj, Hajj - day one BBC Two - Belief File, Islam: The Hajj, Hajj - day two BBC Two - Belief File, Islam: The Hajj, Hajj - day three hajj - Kids Britannica Kids Homework Help</p>	<p>Some children may think:</p> <p>Only Muslims go on pilgrimage (A pilgrimage is a journey that has religious or spiritual significance. The journey is usually taken to an important religious place. There are many sites of Christian pilgrimage, several of which are mentioned in Bible stories about the life of Jesus, including Jerusalem.</p> <p>Sacred sites and traditional pilgrimages in other religions include Mecca for Muslims, Kumbh Mela for Hindus, Bodh Gaya for Buddhists, and the Western Wall for Jews.)</p>	<p>Explain how Hajj could help Muslims feel a sense of commitment (they are doing what God asks). Does this mean they are a good Muslim if they go on Hajj? (Yes but there are lots of other ways to be a good Muslim – some Muslims cannot afford to go all the way to the Makkah).</p>
<p>PSHE KSU Healthy Me <i>(Jigsaw PSHE)</i> Know... Know how to....</p>	<p>Develop an understanding of the life cycles of animals and humans Talk about some things about me that have changed and some things about me that have stayed the same Know how my body has changed since I was a baby Identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus</p>	<p><i>Theme: Changing Me</i> <i>British Values: Individual Liberty, Mutual Respect</i> <i>SMSC: Spiritual</i> <i>Emotional Literacy: Self-awareness, Motivation</i></p> <p>Recognise cycles of life in nature Know about the natural process of growing from young to old and understand that this is not in my control Understand there are some changes that are outside my control and can recognise how I feel about this Recognise how my body has changed since I was a baby and where I am on the continuum from young to old Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> • all touch is good • all secrets are ok • it is naughty to use correct terminology for body parts (it is not -they are the 'science' words) 	<p>Talk about the physical differences between boys and girls with respect and understand how to protect my own and others' privacy</p>



	<p>Understand that every time I learn something new I change a little bit Recall changes that have happened in my life</p>	<p>Understand there are different types of touch and can tell you which ones I like and don't like Identify what I am looking forward to when I move to my next class (starting to think about changes I will make when I am in Y3)</p>		
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