

Year 2 / Summer 2 Medium Term Plan

Geography	<p>The Seaside</p> <p>What is the seaside? Why do people go there? What do we do at the seaside? Identify key features.</p>	<p>The Seaside</p> <p>Locate different seaside towns on maps of the UK. Chn. to identify where they are. Use an atlas. Have you visited the seaside?</p>	<p>The Seaside</p> <p>Looking at the development of seaside holidays and how people travel to the seaside.</p>	<p>The Seaside</p> <p>Comparison seaside holidays and abroad. What are the differences? How long does it take to travel there? What do you take with you?</p>	<p>The Seaside</p> <p>Physical features of seascides - cliffs, coast, shorelines, different types of rock, sandy or pebble</p>	<p>The Seaside</p> <p>Human features of seaside - shops, food places, benches, car parks, buses, trains.</p>	<p>The Seaside</p> <p>Write a brochure for a seaside town. How will you attract visitors.</p>	<p>Revision of Geography learning so far</p>
Art & Design	<p>Artist Model: Andy Goldsworthy, Richard Killeen</p> <p>Introduce artist models, identifying and encouraging discussions around shape and colours used.</p>	<p>Artist Model: Andy Goldsworthy, Richard Killeen</p> <p>Discuss the work of Andy Goldsworthy, Richard Killeen . What do you like about them? What do you not like about them?</p>	<p>Artist Model: Andy Goldsworthy, Richard Killeen</p> <p>Identify and encourage discussions around shape and colours used by the artist.</p>	<p>Artist Model: Andy Goldsworthy, Richard Killeen</p> <p>Chn to create their own collage using different art materials using similar patterns to Richard Killeen.</p>	<p>Visit to the Seaside</p> <p>Chn. to use what they have learnt about Goldsworthy to create their own collage using natural materials found at the seaside.</p> <p>Create different compositions at Beach Trip and photograph.</p>	<p>The Seaside</p> <p>Observational drawing of living things and sea creatures found at sea side (could be from photos taken on trip).</p>	<p>The Seaside</p> <p>Cut out simple shapes of drawings to create stencils and paint using print methods. Explore use of primary and secondary colours. Class to put pieces together to create collaborative mural.</p>	<p>Art Evaluation</p>
DT								
Music	<p>Choose a topic e.g summer and write together a 4 lined poem to do with this topic ensuring there is a clear metre.</p>	<p>Choose a topic e.g summer and write together a 4 lined poem to do with this topic ensuring there is a clear metre.</p>	<p>Look at crotchet and quaver rhythms and bar lines. Divide the poem into correct bars and write an appropriate rhythm underneath.</p>	<p>Add additional instruments to accompany the poem to help build expression as a class.</p>	<p>Spider diagram of different topics- in groups the children can create their own poem.</p>	<p>Apply appropriate rhythmic notation under their poem.</p>	<p>To perfect and perform their creations to the class.</p>	<p>To perfect and perform their creations to the class.</p>
PSHE	<p>Changing Me Life Cycles in Nature</p> <p>I can recognise cycles of life in nature</p>	<p>Changing Me Growing from Young to Old</p> <p>I can tell you about the natural process of growing young to old and understand</p>	<p>Changing Me The Changing Me</p> <p>I can understand how my body has changed since I was a baby and</p>	<p>Changing Me Boys and Girls Bodies</p> <p>I can recognise the physical differences between boys and girls bodies and</p>	<p>Changing Me Assertiveness</p> <p>I understand that there are different types of touch and can tell you which</p>	<p>Changing Me</p> <p>I understand that there are different types of touch and can tell you which ones I do and don't like</p>	<p>Changing Me</p> <p>Reflection on the year and Transition into Year 3</p>	

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	I understand that there are some changes outside my control and know how I feel about this	this is not in my control I can identify people I respect who are older than me	understand where I am from young to old I feel proud about becoming more independent	appreciate that some parts of my body are private I can tell you what I do/don't like about being a boy/girl	ones I do and don't like I am confident to say what I like and don't like and can ask for help	I am confident to say what I like and don't like and can ask for help		
RE	What does it mean to say sorry?	Why do some people not want to say sorry?	What can we learn from the story You Too Blue Kangaroo?	What do other people think about forgiveness and saying sorry?	How can I express what values are important to me.	How can I express what values are important to me.	Reflection on the year. What has gone well this year and what can I try harder with next year?	
Computing	Basic Skills Typing Skills	Basic Skills Typing Skills	Basic Skills Typing Skills	Basic Skills Typing Skills	Basic Skills Typing Skills	Basic Skills Typing Skills	Basic Skills Typing Skills	Basic Skills Typing Skills
Science	That everyday appliances use electricity; these include things that light up, heat up, produce sounds and move	That everyday appliances are connected to the mains and that they must be used safely	That some devices use batteries which supply electricity; these can be handled safely	To make a complete circuit using a battery, wires and bulbs explore how to make a bulb light, explaining what happened, and using drawings to present results	That an electrical device will not work if there is no battery or if there is a break in the circuit	That these circuits can be used to make simple devices	That these circuits can be used to make simple devices	Science Quiz
PE	<u>Hoopball</u> Summer league practice, how to play hoop ball	<u>Hoopball</u> Summer league practice, passing, catching and scoring	<u>Hoopball</u> Summer league Practice, Matches 5v5-6v6 games	<u>Summer league Hoopball</u>	<u>Summer league Finals Hoopball</u>	<u>Hoopball</u> <u>in class 4v4 mini tournament</u>	<u>Beep Test</u>	