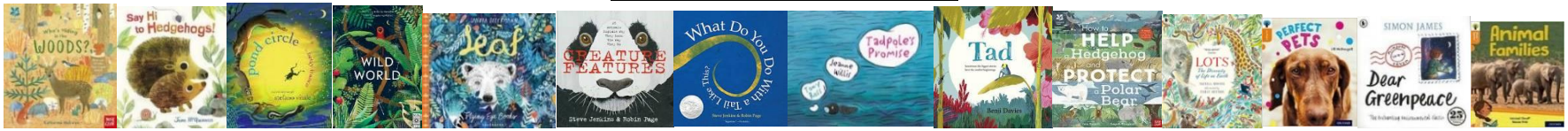
YEAR 2 MEDIUM TERM PLAN SPRING 1

The Big Question: How can we take care of the animals in our world?

Launch Assembly : School signs up to protect an animal scheme			WOW Day:		
Foley 5: Care and Kindness ***Freedom*** hopes and dreams	**Foley 5: Individuality** ***Democracy*** and equality	**Foley 5: Community** ***Tolerance*** **and Trust**	**Foley 5: Resilience** **Strength and weakness**	**Foley 5: Growth** ***Respect*** **and Sustainability**	**Foley 5: Care and Kindness** ***Individual rights*** and empathy

Everything starts with a read!



Local What animals live around Kinver Edge and what can we do to help them?	**National** Animals native to the UK – close encounters with the animal man	**International** Extreme environments – which animals live in extreme heat or cold and how do they stay alive?
History and Geography **Curriculum links** **Geography** To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather § key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	**New learning** Children will learn about our local area of Kinver with a particular focus on Kinver Edge. They will earn about the history of Kinver Hillfort and how cattle graze there help keep the site in good condition. Children will learn about its physical and human features and also the types of animals that live there. They will use locational and directional language to describe routes after looking at maps and aerial photographs of this area. From this, children will be able to create a simple map of their own including symbols to describe a route. Children will also learn about the places that other animals live in other parts of the world in relation to the Equator and the North and South Poles as well as the location of the oceans. **Key knowledge / facts:** Kinver Hill Fort is a manmade feature built by ancestors on the natural promontory of Kinver Edge. The National Trust carry out works to improve access to the hillfort and manage the vegetation. Longhorn cattle graze the encroaching scrub and volunteers clear larger trees that have established on the ramparts. We leave small bilberry bushes as wildlife habitat, and now tree pipits make their nests on the ground. The best time to see the archaeological features is in winter when there is less bracken obscuring the features, but the views are fantastic all year round.	**Knowledge rich curriculum** **Building on prior knowledge:** Children will have visited the Rock Houses in year 1 and learnt about the buildings in Kinver. They will have also looked at maps and aerial photography and created a map. They will have learnt about weather and seasons in the UK. **Skills required:** To be able to create a simple map. To understand the location of the equator and the North and South Poles. **First hand experiences:** Visit to the local area and Kinver Edge What animals can we find at Kinver Scout Camp? **Key language:** North Pole South Pole Equator Oceans Continent Weather Hill Fort

History To learn about significant historical places in their own locality		
Music **Curriculum links** - listen with concentration and understanding to a range of high-quality live and recorded music	**New learning** Children will explore pan pipe music from the South America. They will listen to pan pipe music and talk about the instrument and the sounds and their own responses to the music. Relaxing Peruvian Flute music for sleep and meditation - YouTube **Key knowledge / facts:** What Peruvian music sounds like. What feelings the music invokes. What instruments are associated with this country. **Key language:** Peru, Peruvian, pan pipes, instruments, play, perform, loud/quiet/soft/louder/quieter/softer	**Knowledge rich curriculum** **Building on prior knowledge:** The children have learnt about music and instruments from India and Africa. They have developed their ability to share their responses to the different music and have learnt about instruments that are associated with the music from these different countries. **Skills required:** • To listen with concentration to music • Add body movements in response to the music **First hand experiences:** • Peruvian pan pipe music – videos • Dance videos such as Tambo bambino
Art **Curriculum Links** - Use a range of materials creatively to design and make products - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space **DT** **Curriculum links** **- DESIGN** - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **- MAKE** - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **- EVALUATE** - evaluate their ideas and products against design criteria	**New learning** Children will choose their favourite habitat to create a diorama, which displays their new found knowledge about the habitat. They will include animals, plants and other key features native to that habitat. They will create 2d backgrounds with 3d elements e.g. scrunched coloured tissue to form hills. They will create 3d models of animals which are free standing and structurally stable. **Key knowledge / facts:** What habitats are – types, where they can be found? What a diorama is. What different animals can feature in your diorama? What materials can be used to create the diorama (recycled materials such as shoe boxes. **Key language:** Diorama, sculpture, model, 2d/3d, materials, recycled, reuse, form, structure, product, joining, design, create, evaluate, finishing techniques	**Knowledge rich curriculum** **Building on prior knowledge:** Children experienced what a simple diorama is in Reception when they created a simple autumn themed one. **Skills required:** 2d and 3d image creation – backgrounds and animal 'sculptures' that will be free standing and 3d within the diorama. How to make the 3d animals stand Cutting a range of materials including fabrics, wool, coloured tissue **First hand experiences:** Videos and pictures of a range of habitats and the animals that live in them. Designs and mock ups to investigate specific techniques such as papier-mâché hills, models that will stand. Investigation of materials and their suitability to the product.
Science **Curriculum links** **Animals** - notice that animals have offspring which grow into adults **Habitats**	**New learning** Children will dive into the world of animals and their habitats! Firstly, children will explore what the difference is between things that are alive, are not alive and have never been alive. Exploring the differences between for example, a dog, a wooden table and a plastic pen. Children will explore the school environment to find examples (observing closely, using simple equipment /	**Knowledge rich curriculum** **Building on prior knowledge:** In Year One, children have learnt to name and classify a variety of common animals into groups. They have explored the features of each of these animal types and considered how they can be sorted and organised. **Skills required:** • Observe and identify things that are alive, were once alive and have never been alive.

- explore and compare the differences between things that are living, dead, and things that have never been alive - 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 - identify and name a variety of plants and animals in their habitats, including microhabitats - Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. **Working Scientifically** - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - identifying and classifying - using their observations and ideas to suggest answers to questions - Gathering and recording data to help in answering questions.	Identifying and classifying). They will learn about animal life cycles (frogs, butterflies and chickens) and match animals to their offspring – comparing and contrasting offspring to their parents (Observing closely, using simple equipment / identifying and classifying). Children will explore a microhabitat (in our forest school), children will go on a mini beast hunt. They will identify the mini beasts they find and record their findings using tables and graphs (observing closely, using simple equipment / gathering and recording data to help in answering questions). Children will learn about different biomes (habitats) in which different animals might live. They will identify and classify different animals that live in these different environments (forest, ocean, poles and desert) (identifying and classifying). They will learn how animals have adapted to these environments and consider questions such as 'Why would a polar bear not survive in the desert?' (Asking simple questions and recognising that they can be answered in different ways / using their observations and ideas to suggest answers to questions). Children will learn about simple food chains that begins with a plant. They will create representations of food chains using their knowledge and consider what might happen if one of those living things in a food chain did not exist. (using their observations and ideas to suggest answers to questions) **Key knowledge / facts:** - A life cycle is the series of changes that an animal or plant passes through. Animals have offspring which grow into adults. - Some things are living, some were once alive but are not anymore and others have never been alive. - Animals and plants depend on each other to survive. Worms depend on plants because they feed on dead leaves, but plants depend on the worms who make the soil healthy. Birds need the worms to eat. Worms are a source of food for birds. This is a food chain. - All living things (or things that were once living) have a part to play in food chains. Without them, other animals and plants may not be able to survive. - A habitat is a place where living things such as animals and plants can find all of the things they need to survive. This includes food, water, air, space to move and grow and some shelter. - Some habitats are large, like the ocean and some are very small, such as under a log. These are called microhabitats.	• Investigate and explore a microhabitat and identify the mini beasts found. • Classify animals according to their habitat • Answer questions about how animals have adapted to their environments. • Create simple representations of life cycles and food chains. **First hand experiences:** • Explore the school environment to identify things that are alive, were once alive and have never been alive. • Investigate a microhabitat in forest school to find mini beasts, recording what they find. • Create representations of life cycles and food chains • Sort and classify animals based on where they live **Key language:** **Animals**: adult, animals, baby, food, lifecycle, offspring, reproduction, survival **Living things and their habitats:** alive, basic needs, characteristics, conditions, dead, depend on, environment, food, food chain, habitat, healthy, living, microhabitat, plants, provide, shelter, sources, suited, desert, freshwater, grassland, meadow, mountain, ocean, polar, rainforest, seashore, woodland. **Working scientifically:** chart, classify, compare, describe, explore, identify, group, name, observe, record, sort, study, table

	- Mini beasts that can be found in microhabitats include worms, snails, ants, centipedes, millipedes and butterflies and they help to keep the microhabitat healthy.	
Computing **Curriculum links** - use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school	**New learning** Data and information Children will begin by learning about the importance of organising data effectively for counting and comparing. They will create their own tally charts to organise data. They will compare totals in tally charts using vocabulary such as 'more than' and 'less than'. Children will then become familiar with the term 'pictogram'. They will create pictograms manually and then progress to creating them using a computer. The children will begin to understand the advantages of using computers rather than manual methods to create pictograms and use them to answer simple questions. Then, children will collect their own data to create a tally chart and use this to make a pictogram on the computer. They will learn to explain what their finished pictogram shows by writing a range of statements to describe this. Next, children will think about ways in which objects can be grouped by attribute. They will tally objects using a common attribute and present the data in the form of a pictogram. Children will then answer questions based on their pictogram/block diagram using mathematical vocabulary such as 'more than'/'less than' and 'most'/'least'. We will then apply our learning to collect data about people. Children will learn that we can describe people by attributes (for example eye colour/hair colour). After collecting data, they will create a pictogram to show their results. They will draw conclusions from their charts. Finally, children will learn that there are other ways to present data than tally charts and pictograms. They will use a pre-made tally chat to create a clock diagram and bar chart. They will then discuss when it is ok to share data and when it is not ok (e-safety). They will learn that is it alright to say 'no' if someone asks for their data and how to report their concerns. **Key knowledge / facts:** - When we collect data, we need to ensure we record our findings accurately and count totals with care. - We can collect data in a tally chart. - Pictograms, block diagram and bar charts are methods in which we can present our data.	**Knowledge rich curriculum** **Building on prior knowledge:** In Year One, children have learnt about grouping objects and sorting objects according to their properties (attributes). They have used their mouse skills to click and drag objects to sort them into simple categories. They have answered some simple questions about the objects they have sorted. **Skills required:** • Collect data in a tally chart with accuracy • Accurately count and total amounts collected in a tally chart • Compare data collected using 'more than' and 'less than' • Use a tally chart to create a pictogram, bar chart and block diagram • Group and sort data according to common attributes • Understand that data is personal information and know that sometimes it is ok to share our data but sometimes it is not. **First hand experiences:** • Collect data in a tally chart • Compare data using language such as 'more than', 'less than', 'most', 'least. • Create a pictogram using a tally chart • Create a block diagram using given data • Create a bar chart using given or collected data • Discuss personal data/information and when it is ok to share data and when it is not ok. **Key language:** **Using the computer:** click, cursor, double click, drag, mouse, log on/log, open, password, save, switch, username **Gathering data:** attributes, bar chart, block diagram, classify, compare, count, data, group, identify, input, label, objects, pictogram, properties, questions, sort, tally chart, total **Mathematical comparison:** equal, fewer, fewest, greater, greater than, least, less than, more, more than, most, same

	- We can use our pictograms, block diagrams and bar charts to explain our findings and answer questions about our data. - Objects and people can be grouped by common attributes (for example colour, shape, size). - It is important to know that our data is personal information and it is ok to say 'no' if someone asks for our data. - Sometimes it is ok to share our data and sometimes it is not ok.	