

YEAR 2 MEDIUM TERM PLAN SUMMER 2

The Big Question: Where could I go on holiday?

Launch Assembly:

WOW Day:

Foley 5: Care and Kindness
Freedom and Friendship

Foley 5: Individuality
Responsibility

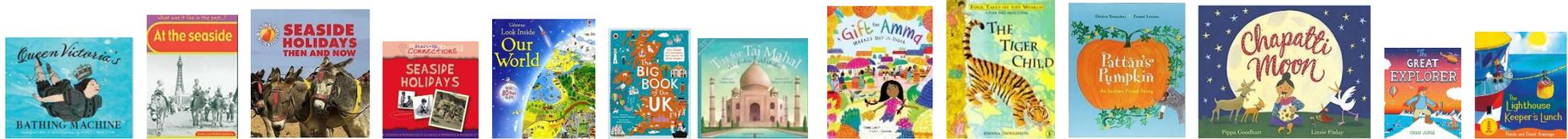
Foley 5: Community
Tolerance and Trust

Foley 5: Resilience
Strength and weakness

Foley 5: Growth
Respect and Sustainability

Foley 5: Care and Kindness
Individual rights and Peace

Everything starts with a read!



Local

Exploring how Kinver was an exciting place for holidays in the past.

National

UK seaside holidays past and present!

International

Let's go East – exploring India's cities and coasts.

History and Geography

Curriculum links

- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
- 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
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and **locational and directional language** to describe the location of features and routes on a map
- 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

New learning

Geography

Locating seaside areas on UK maps.
Find human and physical features of a sea side town. (St Ives)
Use maps to find features using keys and symbols.
Study the human and physical features of Chembakoli (village in India)
Comparing Chembakoli to Kinver.
India study using maps, key cities and landmarks.
Compare Goa to St Ives.

History

Learn about Victorian seaside holidays and what the seaside was like including how people travelled there.

Key knowledge / facts:

- Coast line – where land meets the sea.
- Bay – a place where the coast bends inwards and sea fills the space.

Knowledge rich curriculum

Building on prior knowledge:

In year 1 children have studied Italy as a European country and learnt about Kinver as a local area.
The children have looked at maps of the Kinver and the United Kingdom and names the five oceans and seven continents.

Skills required:

Use basic symbols in a key. Use and construct basic symbols in a key.
Recognise and identify basic OS symbols.
Use simple grid references to locate squares on a map.
Devise a simple map.
Use digital technologies to zoom in and out on a map.

First hand experiences:

Use real atlases and maps to locate places.
Look at real photographs and aerial photography.

<ul style="list-style-type: none"> - 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 - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	<ul style="list-style-type: none"> - Beach – land by the edge of the sea, usually covered in sand or small stones. - Cliff – a steep rock close to the sea. - Fairground – a place where there are rides, stalls and shows. - Harbour – a place where boats can stay safely in the water when not at sea. - Lighthouse – a tall tower with a bright light that warns ships about rocks and other dangers. - Pier – a structure that is built out into the sea for people to walk along. - Sand dunes – hills or mounds of sand. - Shingle – a lot of small stones by the edge of the sea. - Man-made features – buildings or areas of land made by man. - Natural features – features that were already there (sand, sea etc.) 	<p>Use the computers to access digital maps and use zoom in and zoom out functions.</p> <p>Key language</p> <table border="0"> <tr> <td>Pier</td> <td>Sand dunes</td> </tr> <tr> <td>Lighthouse</td> <td>Beach</td> </tr> <tr> <td>Fairground</td> <td>Cliff</td> </tr> <tr> <td>Pier</td> <td>Shells</td> </tr> </table>	Pier	Sand dunes	Lighthouse	Beach	Fairground	Cliff	Pier	Shells
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<p>Music</p> <p>Curriculum links</p> <ul style="list-style-type: none"> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - listen with concentration and understanding to a range of high-quality live and recorded music 	<p>New learning</p> <p>Learn a selection of songs linked to holidays and the seaside e.g., Oh I do like to be beside the seaside... Learn some traditional songs from other countries and cultures such as India, China, Australia and New Zealand.</p> <p>Ghana:Kye Kye Kule</p> <p>Learn about some of the instruments linked to the music from around the world e.g. djembe drums from Africa, Sitar from India.</p> <p>Florrie Forde (Ford) - I do like to be beside the seaside - YouTube</p> <p>Key knowledge / facts:</p> <p>What different styles of music there are? What music is associated with different countries and times? What instruments are used in other countries and cultures?</p> <p>Key language</p> <p>Singing, harmony, instruments, key, genre, style, high/low, pitch, fast/slow, tempo, volume Instrument names – sitar, djembe drums</p>	<p>Knowledge rich curriculum</p> <p>Building on prior knowledge:</p> <p>Children have learnt a range of songs linked to previous topics. They have learnt to sing as part of a group. Children have learnt how to alter the speed to fit the tempo of the music Children have learnt to alter the pitch of their voices when singing a range of songs They have experienced a range of percussion instruments, made up short music sequences using them individually and in small groups. They have begun to develop and use their own pictorial musical notation in order to develop their own musical sequences.</p> <p>Skills required:</p> <p>Sing in time with the music Learn the lyrics Practise altering their voice to fit the pitch and tempo of the song Sing in a group, altering the volume of their voice as necessary</p>								

		<p>First hand experiences: Videos and songs on the computer linked to holidays Range of music from other countries and cultures around the world. Investigate a range of musical instruments associated with different countries e.g.djembe (pronounced jem-bay) drums from Africa</p>
<p>Art / DT Curriculum links</p> <ul style="list-style-type: none"> - DESIGN - Design purposeful, functional, appealing products for themselves and other users based on design criteria 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 - explore and evaluate a range of existing products evaluate their ideas and products against design criteria - TECHNICAL KNOWLEDGE - build structures, exploring how they can be made stronger, stiffer and more stable - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<p>New learning Children will design and make a lighthouse that includes the line containing a basket with all of the lunch for the light house keeper. They will use a range of recycled materials such as kitchen roll tubes and boxes. The model can be done as small models or as a large-scale model for larger group activity. They will focus on making a pulley system to move the food from the light house to another point using materials appropriately for the task. Key knowledge / facts: What light houses are and their importance Shape, colours, designs of lighthouses What a pulley system is used for How a pulley system works Key language Pulley, wind up, mechanism, structure, stable, strong, travel, stable, materials, characteristics of materials e.g. rigid, flexible, strong, weak</p>	<p>Knowledge rich curriculum Building on prior knowledge: In EYFS the children made models using recycled materials such as rockets and healthy lunch plates. Children have previously made habitat dioramas using recycled materials. Skills required:</p> <ul style="list-style-type: none"> • Making the light house model and the basket – appropriate materials for the task • How to make a pulley • How to attach the basket <p>First hand experiences: Picture Book - The Lighthouse Keeper's Luch by David Armitage and Ronda Armitage Pictures, paintings and photos of different light houses Stories and poems about lighthouses Investigation of materials and their suitability to the product. Investigate a pulley system Watch videos about pulley systems Create own mock ups of pully systems</p>
<p>Science Curriculum links</p> <p>Uses of everyday materials</p> <ul style="list-style-type: none"> - Compare how things move on different surfaces. <p>Working Scientifically</p> <ul style="list-style-type: none"> - observing closely, using simple equipment 	<p>New learning Children will be introduced to the simple forces of pushes and pulls. They will investigate how and why different objects could be pushed and pulled - relating this to our previous learning when changing materials by bending, twisting, stretching and squashing. (Observing closely, using simple equipment). They will then investigate how pushes and pulls can be changed (being heavier or softer) and how this</p>	<p>Knowledge rich curriculum Building on prior knowledge: In year 1, children have investigated different materials and have learnt to describe the properties of these materials (these materials will become some of our surfaces in this half term's science learning!). Previously in Year 2, children have investigated how materials can be changed by twisting, stretching,</p>

<ul style="list-style-type: none"> - performing simple tests - using their observations and ideas to suggest answers to questions - Gathering and recording data to help in answering questions. 	<p>affects objects such as balls or movable toys. Use their observations to try to suggest what is happening and why. (using their observations and ideas to suggest answers to questions)</p> <p>Children will plan their own simple test to find out how different surfaces could affect how objects move. They will think about how they can make their test fair (only changing one variable) to find out if a vehicle will travel the same distance on any surface. (Performing simple tests)</p> <p>Children will record how far a vehicle has travelled on different surfaces in order to compare them later. (Gathering and recording data to help in answering questions). When discussing results, children will be introduced to the force of friction and think about the role of friction in their results. (Using observations and ideas to suggest answers to questions)</p> <p>Children will then plan a new investigation to find out if friction can be reduced on different surfaces by using water. They will investigate the question “Does it make a difference to how far a vehicle will travel if the surface is wet or dry?”. Like the previous experiment, they will think about how they can make the test fair, and gather and record data to help them answer the question (performing simple tests, gathering and recording data to help in answering questions)</p> <p><u>Key knowledge / facts:</u></p> <ul style="list-style-type: none"> • A force is the pulling and pushing effect that something has on something else. • The position of someone or something is the place where they are in relation to other things. • When you pull something, you hold it firmly and use force to in order to move it towards you and away from its previous position (examples of pulling forces include rowing a 	<p>bending and squashing – which we will now relate to push and pull forces)</p> <p><u>Skills required:</u></p> <ul style="list-style-type: none"> • Making observations as to how pushes and pulls affect objects and how heavier and softer force affects the objects too. • Designing a simple fair test, thinking about how they will keep all conditions the same, except one element, which will change. • Perform simple fair tests to test how different surfaces affect the distance a vehicle will travel. • Gather and record data from their tests in order to answer questions and draw conclusions. <p><u>First hand experiences:</u></p> <ul style="list-style-type: none"> • Children will investigate push and pull forces themselves, using a variety of objects. They will experiment with changing the force (heavier/softer) of their pushes and pulls and how that affects their object. • They will design a fair test and consider how they will keep each element fair whilst changing one variable to find out how surfaces affect how a vehicle travels along it. • They will perform the tests they have designed. <p><u>Key language</u></p> <p>Materials and forces: bumpy, force, friction, heavy, pull, push, smooth, soft, surface, twist,</p> <p>Working scientifically: fair test, find out, investigate, measure, plan, record</p>
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	<p>boat, tug of war, pulling a sledge and opening a drawer).</p> <ul style="list-style-type: none"> • When you push something, you use force to make it move away from you and away from its previous position (examples of pushing forces include playing tennis, pushing a door closed, pushing a pram and playing a piano). • Friction is a force that can affect how things move along a surface. 	
<p>Computing Curriculum links</p> <ul style="list-style-type: none"> - use logical reasoning to predict the behaviour of simple programs - use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school 	<p>New learning</p> <p><u>Creating Media – Making Music</u></p> <p>Children will firstly list to and compare two pieces of music from <i>The Planets</i> by Gustav Holst. They will then use musical description word bank to describe how this music generate emotions and how it makes them feel. Children will then explore rhythm. They will create patterns and use those patterns as rhythms. They will use untuned percussion instruments and computers to hear different rhythm patterns they create. Next, children will investigate how music can be used in different ways to express emotions and to trigger imaginations. They will experiment with pitch and duration of notes to create their own piece of music, which they will then associate with a physical object – a crab on the beach. Children will then continue to develop their understanding of music. They will use a computer to create and refine musical patterns. They will use a beach scene as their inspiration for their music. Children will then listen to examples of an ice cream van playing music and discuss how the music makes them feel. They will listen to the pitch and take note of the rhythms used. Children will then begin to compose their own music that could be used on an ice cream van.</p> <p>Finally, children will evaluate their work. They will spend time making improvements and then share their work with the class.</p>	<p>Knowledge rich curriculum</p> <p>Building on prior knowledge:</p> <p>In Year One, children have used skills on a laptop to create digital media art. They used click and drag as well as tools from the toolbar. Children have experience listening to and appraising music of a variety of genres.</p> <p>Skills required:</p> <ul style="list-style-type: none"> • Listening to and appraising music and thinking about how it makes us feel • Create patterns using untuned instruments in real life and on the computer to create rhythms. Experiment with the tempo to see how it affects the rhythm. • Explore pitch using tuned instruments in real life and on the computer. Explore using a variety of notes in different orders to create different melodies • Use a picture or video as inspiration to compose a musical piece • Evaluate and improve our musical compositions before sharing with an audience <p>First hand experiences:</p> <ul style="list-style-type: none"> • Listen to and appraise music • Exploring creating rhythms using untuned instruments

Key knowledge / facts:

- In music we have tuned and untuned instruments. Untuned instruments don't change in pitch but can be used to create rhythms. Tuned instruments change pitch and can be used to play a melody.
- Pitch is when music sounds high or low. Rhythm is a musical pattern. Tempo (pulse) is the speed of the music (fast or slow).
- Music can be composed (created) to make us think of different things. For example, space, animals, the seaside or the circus.
- Music can make us feel different emotions. Some music makes us feel happy or excited, whilst other music can make us feel calm or sad.
- When we choose different notes and patterns and sequence them, we have composed a tune.

- Explore creating melodies using tuned instruments
- Use a beach scene as inspiration of an independent composition
- Be inspired by ice cream van music and compose our own ice cream van melody
- Evaluate our work, improve it where necessary and share it with an audience

Key language

Fast, high, instruments, low, melody, music, pattern, pitch, pulse, rhythm, slow, tempo, tuned, untuned