



MEDIUM TERM PLANNING TERMLY OVERVIEW

YEAR	2	TERM	SPRING 1	TOPIC	Chocolate
<b>SCIENCE</b>		<b>FRENCH</b>		<b>GEOGRAPHY</b>	
Plants <ul style="list-style-type: none"> <li>Identify, classify and describe their basic structure.</li> <li>Observe and describe growth and conditions for growth.</li> </ul>		N/A		<ul style="list-style-type: none"> <li>Investigate the world's continents.</li> <li>Compare and contrast a small area of the United Kingdom with that of a non-European country.</li> <li>Explore the weather and climate around the world.</li> <li>Use basic geographical vocabulary to refer to and describe key physical and human features of locations.</li> <li>Use world maps, atlases and globes.</li> </ul>	
<b>MUSIC</b>		<b>PHYSICAL EDUCATION</b>		<b>ART</b>	
<ul style="list-style-type: none"> <li>Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>		<ul style="list-style-type: none"> <li>Participate in team games, developing simple tactics for attacking and defending.</li> <li>Perform dances using simple movement patterns.</li> </ul>		N/A	
				<b>DESIGN &amp; TECHNOLOGY</b>	
				<b>Design</b> <ul style="list-style-type: none"> <li>generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <b>Make</b> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.</li> </ul> <b>Evaluate</b> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products.</li> <li>evaluate their ideas and products against design</li> </ul>	

			<p>criteria.</p> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul> <p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>• understand where food comes from.</li> </ul>
<b>IT</b>	<b>RE</b>	<b>Planned Visits or Visitors / Other Planned Learning</b>	
<ul style="list-style-type: none"> <li>• Write and test simple programs.</li> <li>• Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what is special to me and to others.</li> <li>• Identify the importance of religious teaching for Christians.</li> <li>• Talk about why some words are special and of value.</li> <li>• Recognise that making promises are about values and matters of right and wrong.</li> <li>• Use religious words and phrases to identify features of Christian beliefs and practise.</li> <li>• Use religious words and phrases to identify features of Christians express their beliefs through special prayers, hymns, stories and festivals.</li> </ul>	<p><b>Visit to Cadbury's world.</b></p> <p><b>Y2 multi-skills festival</b></p>	



## HALF TERMLY PLANNING OVERVIEW

Objective	Milestone Indicator	Activities (That will show visible progress towards the milestone)	Next steps (for future lessons)
To understand plants  (How a cacao bean grows?)	<ul style="list-style-type: none"> <li>• Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</li> <li>• Observe and describe how seeds and bulbs grow into mature plants.</li> </ul>	<b>Basic –</b> <ul style="list-style-type: none"> <li>• Before planting their own bean, design their own simple seed packet using the information provided.</li> <li>• Stick the images of the plant growing from a bean in order and write a sentence explaining what is happening.</li> <li>• Dissect the provided fruits to find out how many seeds each one has but that before they find out they need to make a prediction.</li> <li>• Investigate the question, ‘Do beans need water to germinate?’ Support children in setting up the experiment, making sure it is a fair test. Children to look at each sample every day for ten days, giving one sample water each day, and discuss how many beans have sprouted.</li> <li>• Using a results sheet, draw a picture showing the best conditions for a bean to germinate.</li> <li>• Record three stages of one of their plant’s growth and write a sentence explaining what has happened at each stage.</li> </ul>	<p>Can they name some common plants,</p> <p>Can they identify the leaf, root, stem and flower of a plant;</p> <p>Do they recognise that plants are living and need water and light to grow?</p> <p>Do they recognise they can investigate the conditions plants need for growth?</p> <p>Can they describe the differences between plants grown in the light and in the dark and suggest how to find out about what plants need in order to grow well?</p>
		<b>Advanced –</b> <ul style="list-style-type: none"> <li>• Before planting their own bean, design their own seed packet using the information on the Plant Sheet.</li> <li>• Draw the images of a plant growing from a bean in order and write sentences explaining what is happening.</li> <li>• Write the name of the fruit, their prediction for how many seeds it will have and then</li> </ul>	

	<ul style="list-style-type: none"> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<p>record how many seeds it actually has.</p> <ul style="list-style-type: none"> <li>• Investigate the question, 'Do beans need light in order to germinate?' Children to set up the experiment, making sure it is a fair test. Children to look at the beans every day for ten days and count how many beans have sprouted.</li> <li>• Using a results sheet, draw a labelled picture showing the best conditions for a bean to germinate. Write a sentence to say what they have learnt from these results.</li> <li>• Record four stages of one of their plant's growth and write a sentence explaining what has happened at each stage.</li> </ul>	
<p>To investigate places</p> <p>To investigate patterns</p> <p>To communicate geographically</p> <p>(Where does the cacao bean grow?)</p> <p>(Why does it grow</p>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Name and locate the</li> </ul>	<p><b>Basic –</b></p> <ul style="list-style-type: none"> <li>• Colour in the UK on the map of Europe, write at least 2 facts about how the cocoa bean is cooked in the chocolate factories in the UK.</li> <li>• Colour in Brazil on the map of the world. Identify which continent it is in.</li> <li>• Provide children with the Picture Cards showing different scenery in Brazil. Cut out the Question Cards and place them on the table. As a group, children to choose one question at a time to answer and match the pictures to the questions, e.g. Which picture has mountains?</li> <li>• Discuss the different types of jobs they do at the cocoa farm.</li> </ul>	<p>Do children know that the world is split into seven continents?</p> <p>Can children locate Europe on a world map?</p> <p>Can children describe some of the geographical features and characteristics of the UK?</p> <p>Can children locate South America on a world map?</p> <p>Can children locate Brazil on a</p>

<p>there?)</p> <p>(What does that country use the cacao bean for?)</p>	<p>world's continents</p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> <li>• Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>• <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> </ul> </li> </ul>	<p><b>Advanced –</b></p> <ul style="list-style-type: none"> <li>• Colour in the UK on the map of Europe, write as many facts about how the cocoa bean is turned into chocolate in the UK factories.</li> <li>• Colour in Brazil on the map of the world. Identify which continent it is in. Compare where in the world Brazil is to the UK.</li> <li>• Complete the acrostic poem with the word 'Brazil', giving descriptions of what the country is like. Children can use either one word or a whole phrase for each letter.</li> <li>• Compare a British farm to a farm in Brazil.</li> </ul> <p><b>Deep –</b></p> <ul style="list-style-type: none"> <li>• Colour in the UK on the map of Europe, use the Cadbury's webpage to find out as many facts as possible about chocolate factories in the UK.</li> <li>• Colour in Brazil on the map of the world. Identify which continent it is in. Use the internet to find out facts about Brazil.</li> <li>• Complete the acrostic poem with the word 'cacao bean'. Encourage children to use as much descriptive language as they can.</li> <li>• What factors make Brazil a better place to grow cocoa beans?</li> </ul>	<p>world map?</p> <p>Can children identify and describe some of the features and characteristics of Brazil?</p>
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<p>To develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <p>(Listen to carnival music from Brazil)</p>	<ul style="list-style-type: none"> <li>• Copy and remember moves and positions.</li> <li>• Move with careful control and coordination.</li> <li>• Link two or more actions to perform a sequence.</li> <li>• Choose movements to communicate a mood, feeling or idea.</li> </ul>	<p><b>Basic</b> – talk about the moods, ideas and feelings inspired by different stimuli.</p> <ul style="list-style-type: none"> <li>• Ask the children how different stimuli make them feel.</li> <li>• Help them to practise, link and repeat movements and phrases with control, coordination and an awareness of space.</li> <li>• Talk to the children about why dance is a healthy activity.</li> <li>• Describe how different dances make them feel and about what they like and dislike.</li> </ul>	<p>Can they perform body actions with control and coordination;</p> <p>choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling; link actions;</p> <p>remember and repeat dance phrases; perform short dances, showing an understanding of expressive qualities;</p> <p>describe the mood, feelings and expressive qualities of dance;</p> <p>describe how dancing affects their body; know why it is important to be active;</p> <p>suggest ways they could improve their work</p>
		<p><b>Advanced</b> – Use stimuli as the starting point for short dance frameworks focusing on moods, ideas and feelings.</p> <ul style="list-style-type: none"> <li>• Children to show and tell you what type of body actions they would use to explore these feelings.</li> <li>• Use different dynamic and spatial qualities, <i>eg travelling slowly up and down, turning quickly and lightly around the space, jumping in different directions with a partner.</i></li> <li>• Describe how their breathing, body temperature and heart rate change when they are moving quickly and standing still.</li> <li>• Ask the children to describe actions, simple dynamic qualities and the way space is used in the dances they watch.</li> </ul>	

		<p><b>Deep</b> – Use stimuli for a short dance framework focusing on moods, ideas and feelings.</p> <ul style="list-style-type: none"> <li>• Vary the speed, strength, energy and tension of their movements, and to use different levels and directions.</li> <li>• Link movements and dance phrases fluently.</li> <li>• Make links between changes in their body when they are dancing at different speeds, rhythms and for different lengths of time.</li> <li>• Use a range of appropriate language to describe how moods, ideas and feelings are expressed through different types of action and movement.</li> </ul>	
<p>To master practical skills</p> <p>To design, make, evaluate and improve</p> <p>To take inspiration from design throughout history</p> <p>(Make a package for a new chocolate bar)</p>	<ul style="list-style-type: none"> <li>• Cut materials safely using tools provided.</li> <li>• Measure and mark out to the nearest centimetre.</li> <li>• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</li> <li>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</li> <li>• Design products that have a clear purpose and an intended user.</li> <li>• Make products, refining</li> </ul>	<p><b>Basic</b> – children to choose one small packet to investigate.</p> <ul style="list-style-type: none"> <li>• Ask the children to predict how many separate pieces of card have been used. Discuss their answers, asking for reasons.</li> <li>• Show the children how to construct a cube or cuboid using squares and/or rectangles of thin card.</li> <li>• Show the children ways of stiffening card structures</li> <li>• Discuss with the children the task of designing and making a packet for a specific purpose.</li> <li>• Children to draw their initial designs first. These can then be discussed and any amendments made.</li> <li>• Children to consider whether additional packaging is needed to stiffen the packet and protect the contents.</li> </ul> <p><b>Advanced</b> – children to look at a collection of different packages.</p> <ul style="list-style-type: none"> <li>• Give the children the task of carefully taking a small package apart. Discuss the results.</li> <li>• Show how the card net of a cube or cuboid can be cut, scored and assembled to make a simple box.</li> <li>• Show children ways of stiffening card structures, drawing on their experience of working with products.</li> <li>• Discuss with the children the uses and purposes of the packaging.</li> <li>• Children to make mock-ups from paper. The final shape when decided can be</li> </ul>	<p>Have they investigated a range of commercially made packaging and recognised that many examples are constructed from nets;</p> <p>Have they made paper models (mock-ups) of their ideas before measuring, marking out, cutting and assembling with accuracy;</p> <p>Have they evaluated their packaging against their original design criteria;</p> <p>Have they produced packaging that is visually lively, accurately made and appropriate for its purpose.</p>

	<p>the design as work progresses.</p> <ul style="list-style-type: none"> <li>• Explore objects and designs to identify likes and dislikes of the designs.</li> </ul>	<p>transferred onto card.</p> <ul style="list-style-type: none"> <li>• Children to evaluate each other's work in a positive manner against their original design criteria.</li> </ul>	
		<p><b>Deep</b> – Collect and discuss graphics on packaging – colours chosen, impact of style, and size of font.</p> <ul style="list-style-type: none"> <li>• Ask the children to identify the parts of the net including the tabs.</li> <li>• Children to practise graphic techniques eg print out the name of a product using different font sizes and styles. Discuss reasons for using different ones for different purposes/effects.</li> <li>• Children to carry out testing to find out where their structures might need to be stiffened.</li> <li>• Children to identify two or three criteria their packaging will have to meet.</li> <li>• Explore how text or graphics can also be trialled on the mock-ups, and added to the net before final assembly.</li> <li>• When evaluating work consider its 'squashability' and graphic design.</li> </ul>	
<p>To code</p> <p>To communicate</p> <p>To connect</p> <p>(Design a presentation to</p>	<ul style="list-style-type: none"> <li>• Control when drawings appear and set the pen colour, size and shape.</li> <li>• Use a range of applications and devices in order to communicate ideas, work and messages.</li> <li>• Understand online risks and the age rules for sites.</li> </ul>	<p><b>Basic</b> – Show the pupils the file 'images of common uses of computers' in order to generate ideas for their task.</p> <ul style="list-style-type: none"> <li>• Take some images of the pupils and demonstrate how to import still images.</li> <li>• Pupils save their work.</li> <li>• Demonstrate the key features of the chosen presentation software – adding: Special effects and transitions, Captions and titles, Narration, Motion and Music.</li> <li>• Watch and review presentations.</li> </ul> <p><b>Advanced</b> – Pupils begin planning/storyboarding their presentations, identifying image of ICT use and text to be used.</p> <ul style="list-style-type: none"> <li>• Show pupils how to open the timeline in the presentation software to place images onto it.</li> <li>• Pupils delete and reorder images on the timeline.</li> <li>• Pupils add effects to their own work and save their project.</li> </ul>	<p>Can they load images into Photo Story and use the timeline to order them correctly, deleting any unwanted images.</p> <p>Can they use the digital camera to take pictures and download them to the computer?</p> <p>Can they make use of the key features of the presentation software to bring their story alive?</p> <p>Can they save a project and</p>



sell their new chocolate bar)		<ul style="list-style-type: none"> <li>Identify two elements they like about their presentations and one aspect they might like to improve on.</li> </ul>	export it ready for playback?
		<p><b>Deep</b> – Pupils begin their presentations, identifying image of ICT use and text to be used.</p> <ul style="list-style-type: none"> <li>Demonstrate how to trim the time an image is displayed for and allow them to practice this.</li> <li>Edit and sequence presentation.</li> <li>Show how to export the finished project so that it can be played in a media player.</li> <li>Consider uploading completed presentations to the school website.</li> </ul>	
<p>To understand beliefs and teachings</p> <p>To understand practices and lifestyles</p> <p>To understand how beliefs are conveyed</p>	<ul style="list-style-type: none"> <li>Describe some of the teachings of a religion.</li> <li>Recognise, name and describe some religious artefacts, places and practices.</li> <li>Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>Show an understanding of the term ‘morals’.</li> </ul>	<p><b>Basic</b> – Discuss the daily/weekly events which are important in the children’s lives.</p> <ul style="list-style-type: none"> <li>Talk about how it feels when everyone says the words/sings together in a school worship.</li> <li>Discuss the words used when making a promise: ‘I promise that...’ Identify examples of promises.</li> <li>In small groups, create a collage/pictures to represent the words/phrases in the Lord’s Prayer.</li> </ul> <p><b>Advanced</b> – Use various cards with activities eg. going to school/Beavers to model children’s own ‘timelines’.</p> <ul style="list-style-type: none"> <li>Create visual images to represent the children’s most important words/phrases in the songs/prayers spoken in school worship.</li> <li>Compare the Cub/Brownie promises with the children’s own promises.</li> <li>Highlight words/phrases of the Lord’s Prayer which they think are special.</li> </ul>	<p>Can they say, what are the ‘special’ times/events in their day/week?</p> <p>Do they know what ‘special’ things do Christians do each day/week?</p> <p>What words/songs are special to our school?</p> <p>When do people in our community say/sing special words and what do they mean?</p> <p>On what celebrations do people</p>

		<p><b>Deep</b> – Ask the children to construct their personal ‘timelines’ of special times/events. Share these, identifying differences in special times/events.</p> <ul style="list-style-type: none"><li>• Choose words/phrases from the school worship which stand out and discuss their meaning.</li><li>• Discuss the importance of the promise when joining the Cubs/Brownies.</li><li>• In small groups explain the words/phrases chosen for the Lord’s Prayer and suggest why these are important to Christians.</li></ul>	<p>make special promises?</p> <p>What writings, words and stories are special to Christians?</p> <p>Do they know when Christians say special words and what do they mean?</p> <p>Which stories and hymns/songs do Christians remember at festival times?</p>
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