The Good Shepherd Catholic Primary School

Y2 Medium Term Planning

2023 - 2024

YEAR 2 Autumn 2023		Art and Design | Geography | History | DT | CPU			Science	
Sep 4	History	Events beyond living memory – Great Fire of London		Cycle 1	STRONG START	Living things and their habitats
	Art	Drawing Block A				
11	History	Events beyond living memory - Great Fire of London			What is alive and what is not?	
	Art	Drawing				
18	History	Events beyond living memory - Great Fire of London			What do all living things have in common?	
	Art	Drawing				
25	History	Events beyond living memory - Great Fire of London			Where do plants and animals live?	
	DT	Textiles Block A				
Oct 2	History	Events beyond living memory - Great Fire of London			What plants and animals live in our local environment?	
	DT	Textiles				
9	History	Events beyond living memory - Great Fire of London			What are food chains? How are they connected?	
	DT	Textiles				
16		ENRICHMENT – Consolidation of History unit – The Great Fire of London Exhibition – Children work together to create an exhibition for parents to visit.			Why do plants and animals need each other?	
23		Half Term				
30	Geography	Human and physical features		Cycle 2	REMEMBER: what is an animal?	Animals, including humans
	Art	Painting Block B				
Nov 6	Geography	Human and Phsical features			How do animals change as they mature?	
	Art	Painting				
13	Geography	Compare a small part of the UK to a non-European location			How do we change as we mature?	
	Art	Painting				
20	Geography	Compare a small part of the UK to a non-European location			What do all animals need to stay alive?	
	DT	Food and Nutrition Block B				
27	Geography	Compare a small part of the UK to a non-European location			Keeping healthy: why do we exercise?	
	DT	Food and Nutrition				
Dec 4	Geography	Compare a small part of the UK to a non-European location			Keeping healthy: why do we eat different types of food?	
	DT	Food and Nutrition				
11	Geography	Optional sessions in the learning sequence where you can adapt and add what you want to teach, given the understanding and provision of the children. – **Kenya experience – Day to celebrate traditions and customs of Kenya**				

18 – 3 day week	Christmas performance			

Computing medium term planning

Year Group	Suggested Order	Unit Name	Lesson	Learning Objectives	Success Criteria	National Curriculum Links						Teach Comp				
						1.1	1.2	1.3	1.4	1.5	1.6	AL	CM	CS	DD	DI
2	1	Computing systems and networks – IT around us	1	-To recognise the uses and features of information technology	-I can describe some uses of computers - I can identify examples of computers - I can identify that a computer is a part of IT				✓					✓		
2	1	Computing systems and networks – IT around us	2	-To identify the uses of information technology in the school	-I can identify examples of IT - I can identify that some IT can be used in more than one way - I can sort school IT by what it's used for				✓					✓		
2	1	Computing systems and networks – IT around us	3	-To identify information technology beyond school	-I can find examples of information technology - I can sort IT by where it is found - I can talk about uses of information technology				✓					✓		
2	1	Computing systems and networks – IT around us	4	-To explain how information technology helps us	-I can demonstrate how IT devices work together - I can recognise common types of technology - I can say why we use IT				✓					✓		
2	1	Computing systems and networks – IT around us	5	-To explain how to use information technology safely	-I can list different uses of information technology - I can say how rules can help keep me safe - I can talk about different rules for using IT				✓					✓		
2	1	Computing systems and networks – IT around us	6	-To recognise that choices are made when using information technology	-I can explain the need to use IT in different ways - I can identify the choices that I make when using IT - I can use IT for different types of activities				✓					✓		

Year Group	Suggested Order	Unit Name	Lesson	Learning Objectives	Success Criteria	National Curriculum Links						Teach Comp				
						1.1	1.2	1.3	1.4	1.5	1.6	AL	CM	CS	DD	DI
2	2	Creating media – Digital photography	1	-To use a digital device to take a photograph	-I can explain what I did to capture a digital photo - I can recognise what devices can be used to take photographs - I can talk about how to take a photograph				✓				✓			
2	2	Creating media – Digital photography	2	-To make choices when taking a photograph	-I can explain the process of taking a good photograph - I can explain why a photo looks better in portrait or landscape format - I can take photos in both landscape and portrait format				✓				✓			
2	2	Creating media – Digital photography	3	-To describe what makes a good photograph	-I can discuss how to take a good photograph - I can identify what is wrong with a photograph - I can improve a photograph by retaking it				✓				✓		✓	
2	2	Creating media – Digital photography	4	-To decide how photographs can be improved	-I can experiment with different light sources - I can explain why a picture may be unclear - I can explore the effect that light has on a photo				✓				✓		✓	
2	2	Creating media – Digital photography	5	-To use tools to change an image	-I can explain my choices - I can recognise that images can be changed - I can use a tool to achieve a desired effect				✓				✓			
2	2	Creating media – Digital photography	6	-To recognise that photos can be changed	-I can apply a range of photography skills to capture a photo - I can identify which photos are real and which have been changed - I can recognise which photos have been changed				✓				✓			

PE Medium Term Plan

(Left plan — green)

Expected
- I try several times if at first I don't succeed and ask for help when appropriate.

Emerging
- I can follow instructions, practise safely and work on simple tasks by myself.

Static Balance
One Leg

Lesson 1
Warm-Up	Skill	Skill Application	Review Method
Rock, Paper, Scissors	Footwork	Footwork Follow the Leader	Time Shares

Lesson 2
Warm-Up	Skill	Skill Application	Review Method
Rock, Paper, Scissors	Footwork	Lose Your Shadow	Time Shares

Lesson 3
Warm-Up	Skill	Skill Application	Review Method
Rock, Paper, Scissors	Footwork	Creating Footwork Pathways	Time Shares

Lesson 4
Warm-Up	Skill	Skill Application	Review Method
Snap, Crackle, Pop	One Leg	Mirror Image (1 Leg)	Time Shares

Lesson 5
Warm-Up	Skill	Skill Application	Review Method
Snap, Crackle, Pop	One Leg	Mirror Challenge (1 Leg)	Time Shares

Lesson 6
Warm-Up	Skill	Skill Application	Review Method
Snap, Crackle, Pop	One Leg	Use the Force	Time Shares

(Right plan — red)

Social Skills

Exceeding
- I am happy to show and tell others about my ideas.
- I show patience and support others.

Expected
- I can help, praise and encourage others in their learning.

Emerging
- I can work sensibly with others, taking turns and sharing.

Fundamental Movement Skills

Dynamic Balance to Agility
Jumping and Landing

Static Balance
Seated

Lesson 1
Warm-Up	Skill	Skill Application	Review Method
Stepping Stones	Jumping and Landing	Clapping Game	Taps for Congrats

Lesson 2
Warm-Up	Skill	Skill Application	Review Method
Stepping Stones	Jumping and Landing	Develop Jumping Combinations (Cooperative)	Taps for Congrats

Lesson 3
Warm-Up	Skill	Skill Application	Review Method
Stepping Stones	Jumping and Landing	Rope Jumps	Taps for Congrats

Lesson 4
Warm-Up	Skill	Skill Application	Review Method
Find and Select Shapes	Seated	Exchange Objects in 3s	Taps for Congrats

Lesson 5
Warm-Up	Skill	Skill Application	Review Method
Find and Select Shapes	Seated	Mirror Image (Seated)	Taps for Congrats

Lesson 6
Warm-Up	Skill	Skill Application	Review Method
Find and Select Shapes	Seated	Seated Goalball	Taps for Congrats

YEAR 2 Spring 2024					Science	
Jan 1 (start Wed 3/1)	History	Significant historical events, people, places in our locality. Walter Tull, Shoe industry, Fire of Northampton		Cycle 3	STRONG START	Uses of everyday materials
	Art	Printmaking Block C				
8	History	Significant historical events, people, places in our locality. Walter Tull, Shoe industry, Fire of Northampton			What are materials used for? Categorise and compare wood, metal, plastic and glass.	
	Art	Printmaking				
15	History	Significant historical events, people, places in our locality. Walter Tull, Shoe industry, Fire of Northampton			What are materials used for? Categorise and compare ceramics, rock, paper and card, and fabric.	
	Art	Printmaking				
22	History	Significant historical events, people, places in our locality. Walter Tull, Shoe industry, Fire of Northampton			What happens when we squash, bend, twist or stretch a material?	
	DT	Mechansims Block C				
29	History	Significant historical events, people, places in our locality. Walter Tull, Shoe industry, Fire of Northampton			What's the right material for the job?	
	DT	Mechansims				
Feb 5	History	Significant historical events, people, places in our locality. Walter Tull, Shoe industry, Fire of Northampton			What's the best absorbent material?	
	DT	Mechansims				
12	History	Significant historical events, people, places in our locality. Walter Tull, Shoe industry, Fire of Northampton		Cycle 4	Who invented waterproofing?	
	Art	Textiles and collage				
19	Half term					
26	Geography	Fieldwork and map skills		Cycle 4	What is it made from?	Revisit Living things and their habitats / materials
	Art	Textiles and collage				
Mar 4	Computing	See grid below			Compare: what is alive, what is not alive and what has never been alive?	
	Art	Textiles and collage				
11	Geography	Fieldwork and map skills			What materials do our pets have or need? Why is that?	
	DT	Understanding Materials Block D				
18	Geography	Fieldwork and map skills				
	DT	Understanding Materials				
25	Computing	See grid below				
	DT	Understanding Materials				
	Easter break					

Year Group	Suggested Order	Unit Name	Lesson	Learning Objectives	Success Criteria	1.1	1.2	1.3	1.4	1.5	1.6	AL	CM	CS	DD	DI
2	3	Programming A – Robot algorithms	1	-To describe a series of instructions as a sequence	-I can choose a series of words that can be enacted as a sequence - I can follow instructions given by someone else - I can give clear instructions	X	X					X				
2	3	Programming A – Robot algorithms	2	-To explain what happens when we change the order of instructions	-I can show the difference in outcomes between two sequences that consist of the same commands - I can use an algorithm to program a sequence on a floor robot - I can use the same instructions to create different algorithms	X	X					X				
2	3	Programming A – Robot algorithms	3	-To use logical reasoning to predict the outcome of a program	-I can compare my prediction to the program outcome - I can follow a sequence - I can predict the outcome of a sequence	X	X					X				
2	3	Programming A – Robot algorithms	4	-To explain that programming projects can have code and artwork	-I can explain the choices I made for my mat design - I can identify different routes around my mat - I can test my mat to make sure that it is usable	X	X					X			X	
2	3	Programming A – Robot algorithms	5	-To design an algorithm	-I can create an algorithm to meet my goal - I can explain what my algorithm should achieve - I can use my algorithm to create a program	X	X					X				
2	3	Programming A – Robot algorithms	6	-To create and debug a program that I have written	-I can plan algorithms for different parts of a task - I can put together the different parts of my program - I can test and debug each part of the program	X	X					X				
		Data and information		To recognise that we can count and compare	-I can compare totals in a tally chart											

Year Group	Suggested Order	Unit Name	Lesson	Learning Objectives	Success Criteria	1.1	1.2	1.3	1.4	1.5	1.6	AL	CM	CS	DD	DI
2	4	Data and information – Pictograms	1	-To recognise that we can count and compare objects using tally charts	-I can compare totals in a tally chart - I can record data in a tally chart - I can represent a tally count as a total				X		X					X
2	4	Data and information – Pictograms	2	-To recognise that objects can be represented as pictures	-I can enter data onto a computer - I can use a computer to view data in a different format - I can use pictograms to answer simple questions about objects				X		X					X
2	4	Data and information – Pictograms	3	-To create a pictogram	-I can explain what the pictogram shows - I can organise data in a tally chart - I can use a tally chart to create a pictogram				X		X					X
2	4	Data and information – Pictograms	4	-To select objects by attribute and make comparisons	-I can answer 'more than'/'less than' and 'most/least' questions about an attribute - I can create a pictogram to arrange objects by an attribute - I can tally objects using a common attribute				X		X					X
2	4	Data and information – Pictograms	5	-To recognise that people can be described by attributes	-I can choose a suitable attribute to compare people - I can collect the data I need - I can create a pictogram and draw conclusions from it				X		X					X
2	4	Data and information – Pictograms	6	-To explain that we can present information using a computer	-I can give simple examples of why information should not be shared - I can share what I have found out using a computer - I can use a computer program to present				X		X					X

Cognitive Skills

Exceeding
- I can explain what I am doing well and begun to identify areas for improvement.

Expected
- With help, I can recognise similarities and differences in performance.
- I can explain why someone is working or performing well.

Emerging
- I can name some things I am good at.
- I can understand and follow simple rules.

Fundamental Movement Skills

Dynamic Balance
On a Line

Static Balance
Stance

Lesson 1
Warm-Up	Skill	Skill Application	Review Method
Race Walking	On a Line	Balance Circuit	Questions Carousel

Lesson 2
Warm-Up	Skill	Skill Application	Review Method
Race Walking	On a Line	Creating Dynamic Balance Pathways	Questions Carousel

Lesson 3
Warm-Up	Skill	Skill Application	Review Method
Race Walking	On a Line	Balance Circuit	Questions Carousel

Lesson 4
Warm-Up	Skill	Skill Application	Review Method
Stuck in the Mud	Stance	Below the Knee	Questions Carousel

Lesson 5
Warm-Up	Skill	Skill Application	Review Method
Stuck in the Mud	Stance	Develop Stance Combinations	Questions Carousel

Lesson 6
Warm-Up	Skill	Skill Application	Review Method
Stuck in the Mud	Stance	Balance Sequences	Questions Carousel

Creative Skills

Exceeding
- I can make up my own rules and versions of activities.
- I can respond differently to a variety of tasks or music.

Expected
- I can select and link movements together to fit a theme.
- I can begin to compare my movements and skills with those of others.

Emerging
- I can explore and describe different movements.

Fundamental Movement Skills

Coordination
Ball Skills

Counter Balance
With a Partner

Lesson 1
Warm-Up	Skill	Skill Application	Review Method
Grand Prix	Ball Skills	Getting Around Us (cooperative)	Badge of Honour

Lesson 2
Warm-Up	Skill	Skill Application	Review Method
Grand Prix	Ball Skills	All Routes	Badge of Honour

Lesson 3
Warm-Up	Skill	Skill Application	Review Method
Grand Prix	Ball Skills	Bounce Off	Badge of Honour

Lesson 4
Warm-Up	Skill	Skill Application	Review Method
On the Mat	With a Partner	Lean Away	Badge of Honour

Lesson 5
Warm-Up	Skill	Skill Application	Review Method
On the Mat	With a Partner	Lean on Me	Badge of Honour

Lesson 6
Warm-Up	Skill	Skill Application	Review Method
On the Mat	With a Partner	Counter Balance Sequences	Badge of Honour

YEAR 2 Summer 2024					Science		Plants
Apr 15	History	Significant historical events, people, places in our locality.		Cycle 5	STRONG START		Plants
	Art	3D Block E					
22	History	Significant historical events, people, places in our locality.			How do seeds germinate and what happens?		
	Art	3D					
29	Computing	See grid below			What happens when bulbs sprout?		
	Art	3D					
May 6	History	Significant historical events, people, places in our locality.			What do plants need to thrive and be healthy?		
	DT	Food and Nutrition					
13	History	Significant historical events, people, places in our locality.			What can happen if plants don't get the things they need?		
	DT	Food and Nutrition					
20	Computing	See grid below			What do I notice about plants around the school? How are they healthy? How are they unhealthy?		
	DT	Food and Nutrition					
27	Half Term						
Jun 3	Geography	Compare a different non-European location to ours – Amazon rainforest		Cycle 6	Show what you know How do seeds and bulbs grow? What do plants need to be healthy?		Revisit Living things and their habitats / Animals, including humans
	Art	Creative Response Block F					
10	History	Compare a different non-European location to ours – Amazon rainforest					
	Art	Creative Response					
17	Geography	Compare a different non-European location to ours – Amazon rainforest			How do seeds and bulbs grow?		
	Art	Creative Response					
24	Geography	Compare a different non-European location to ours – Amazon rainforest			What do I know about animals, including humans?		
	DT	Structures					
Jul 1	History	Compare a different non-European location to ours – Amazon rainforest			What do plants need to thrive and be healthy?		
	DT	Structures					
8	Geography	Compare a different non-European location to ours – Amazon rainforest					
	DT	Structures					
15	ENRICHMENT - Use these flexible blocks to enrich the curriculum - 19th July term ends. Trip to the Seaside						

Physical Skills

Exceeding
- I can select and apply a range of skills with good control and consistency.

Expected
- I can perform a sequence of movements with some changes in level, direction or speed.
- I can perform a range of skills with some control and consistency.

Emerging
- I can perform a small range of skills and link two movements together.
- I can perform a single skill or movement with some control.

Fundamental Movement Skills

- **Coordination** — Sending and Receiving
- **Agility** — Reaction / Response

Health and Fitness Skills

Exceeding
- I can describe how and why my body changes during and after exercise.

Expected
- I use equipment appropriately and move and land safely.
- I can say how my body feels before, during and after exercise.

Emerging
- I am aware of why exercise is important for good health.

Fundamental Movement Skills

- **Agility** — Ball Chasing
- **Static Balance** — Floor Work

Lesson 1 — Warm-Up (Continuous Throwing Relay) · Skill (Sending and Receiving) · Skill Application (Junk Yard Clear Up) · Review Method (Gift Cards)

Lesson 2 — Warm-Up (Continuous Throwing Relay) · Skill (Sending and Receiving) · Skill Application (Removal Team) · Review Method (Gift Cards)

Lesson 3 — Warm-Up (Continuous Throwing Relay) · Skill (Sending and Receiving) · Skill Application (Roll/Strike Tennis) · Review Method (Gift Cards)

Lesson 1 — Warm-Up (Ball Tricks) · Skill (Ball Chasing) · Skill Application (Develop Ball Chasing Combinations) · Review Method (Always, Sometimes, Rarely)

Lesson 2 — Warm-Up (Ball Tricks) · Skill (Ball Chasing) · Skill Application (Develop Ball Chasing Combinations) · Review Method (Always, Sometimes, Rarely)

Lesson 3 — Warm-Up (Ball Tricks) · Skill (Ball Chasing) · Skill Application (Grand Prix Fans) · Review Method (Always, Sometimes, Rarely)

Lesson 4

Year Group	Suggested Order	Unit Name	Lesson	Learning Objectives	Success Criteria	1.1	1.2	1.3	1.4	1.5	1.6	AL	CM	CS	DD	DI
2	5	Creating media - Digital music	1	-To say how music can make us feel	- I can describe music using adjectives - I can identify simple differences in pieces of music - I can say what I do and don't like about a piece of music				●				●			
2	5	Creating media - Digital music	2	-To identify that there are patterns in music	- I can create a rhythm pattern - I can explain that music is created and played by humans - I can play an instrument following a rhythm pattern				●				●			
2	5	Creating media - Digital music	3	-To experiment with sound using a computer	- I can connect images with sounds - I can relate an idea to a piece of music - I can use a computer to experiment with pitch				●				●		●	
2	5	Creating media - Digital music	4	-To use a computer to create a musical pattern	- I can explain how my music can be played in different ways - I can identify that music is a sequence of notes - I can refine my musical pattern on a computer				●				●		●	
2	5	Creating media - Digital music	5	-To create music for a purpose	- I can add a sequence of notes to my rhythm - I can create a rhythm which represents an animal I've chosen - I can create my animal's rhythm on a computer				●				●	●		
2	5	Creating media - Digital music	6	-To review and refine our computer work	- I can explain how I changed my work - I can listen to music and describe how it makes me feel - I can review my work				●				●			

Year Group	Suggested Order	Unit Name	Lesson	Learning Objectives	Success Criteria	1.1	1.2	1.3	1.4	1.5	1.6	AL	CM	CS	DD	DI
2	6	Programming B - Programming quizzes	1	-To explain that a sequence of commands has a start	-I can identify that a program needs to be started - I can identify the start of a sequence - I can show how to run my program	●										
2	6	Programming B - Programming quizzes	2	-To explain that a sequence of commands has an outcome	- I can change the outcome of a sequence of commands - I can match two sequences with the same outcome - I can predict the outcome of a sequence of commands	●										
2	6	Programming B - Programming quizzes	3	-To create a program using a given design	-I can build the sequences of blocks I need - I can decide which blocks to use to meet the design - I can work out the actions of a sprite in an algorithm	●									●	
2	6	Programming B - Programming quizzes	4	-To change a given design	- I can choose backgrounds for the design - I can choose characters for the design - I can create a program based on the new design	●									●	
2	6	Programming B - Programming quizzes	5	-To create a program using my own design	-I can build sequences of blocks to match my design - I can choose the images for my own design - I can create an algorithm	●									●	
2	6	Programming B - Programming quizzes	6	-To decide how my project can be improved	- I can compare my project to my design - I can debug my program - I can improve my project by adding features	●									●	