



## BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

*BECOMING INDEPENDENT SUCCESSFUL HONEST OPEN-MINDED PEOPLE*

### Year 2 Medium Term Plan A – Autumn 2

Week	Science	History	Geography	RE	DT
National Curriculum	<p><b>Habitats</b> Pupils learn to: explore and compare the differences between things that are living, dead, and things that have never been alive</p> <ul style="list-style-type: none"> <li>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</li> <li>identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>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</li> </ul>	<p>Pupils should be taught to: the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>	<p>Pupils should be taught to: name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Why does Christmas matter to Christians? Understanding Christianity: Incarnation Digging Deeper 1.3</p> <p>Knowledge Pupils will know that Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</p> <p>The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a King, in Matthew) and that he came to bring good news (for example, to the poor in Luke).</p> <p>Christians celebrate Jesus' birth: Advent for Christians is a time of getting ready for Jesus' coming.</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Make- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Evaluate their ideas and products against design criteria.</p>
session 1	<p><b>Introduction to unit and unit pre-assessment.</b> Complete mind map</p> <p>Introduce <b>vocabulary/glossary</b></p> <p>Introduce and read the <b>knowledge organiser.</b></p> <p><b>HOOK-</b> Go out onto the bottom of the field and discover the woodland area. What does it feel like to be in the woodland area. What can we see, hear, smell?</p>	<p><b>Develop 1 lesson 5</b> <b>WALT:</b> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><b>Core Knowledge:</b> Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.</p>	Not covered this term	<p><b>Introduction to unit and unit pre-assessment.</b> Complete mind map</p> <p>Introduce <b>vocabulary/glossary</b></p> <p>Hook- on the table lay out a range of objects related to Christmas. Why are these important to Christians?</p>	<p><b>Engage 1 investigating beach huts</b></p> <p>Introduce the <b>Knowledge organise</b> and <b>vocabulary/glossary.</b></p> <p><b>Hook-</b>look at the video clip of beach huts. Go out into the school grounds and look at a hut. What do the children notice about the structure?</p>



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	<p><b><u>Watch the introductory video</u></b> on Curriculum Maestro</p>	<p>Skill -Describe how an aspect of life has changed over time.</p> <p><b><u>Knowledge recap</u></b> Show the children pictures from the significant people list e.g Henry VIII who are these people and why are they significant?</p> <p>Children recall key facts about Christopher Columbus and Neil Armstrong, including why their actions made them significant. Ask the question, 'How has exploration changed over time?' They use the 'Comparing journeys' to record answers. Ask the children the summary question 'What are the differences between exploration now and in the past?' Children make connections and discuss responses.</p>		<p>WALT: recognise that Incarnation is part of the 'Big Story' of the bible.</p> <p>WALT: We are learning to tell the story of the birth of Jesus and recognise the link with Incarnation-Jesus is God on Earth.</p>	<p><b><u>WALT Skills</u></b> - Generate and communicate their ideas through a range of different methods</p> <p><b><u>Knowledge</u></b> Ideas can be communicated in a variety of ways, including written work, drawings and diagrams, modelling, speaking and using information and communication and technology</p> <p>Children look at the Beach hut picture cards and ask, 'Where were the photographs taken? What are the beach huts used for? What are the beach huts made from? Why are the beach huts colourful?' Ask them to describe a beach hut's features using words on the Beach hut diagram.</p>
<p>Session 2</p>	<p><b><u>Engage 1 -Living and non living things</u></b> WALT: To Compare and group things that are living, dead or have never been alive.</p> <p><b><u>Knowledge recap.</u></b></p>	<p><b><u>Develop 2 Lesson 1-</u></b> Activists and their impact</p> <p>WALT: Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p>		<p>WALT: recognise that Incarnation is part of the 'Big Story' of the bible.</p> <p>WALT: tell the story of the birth of Jesus and recognise the link with Incarnation- Jesus is God on Earth.</p>	<p><b><u>Develop 1-Experimenting</u></b> Skill WALT: Explore how a structure can be made stronger and more stable</p> <p>Knowledge -Structures can be made stronger, stiffer and more stable eg triangular shapes rather than squares. A broader base will also make a structure more stable</p>



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	<p>What is a woodland like? What lives there? What might you hear, see, smell?</p> <p><b>Knowledge</b> Living things are those that are alive. Dead things are those that were once living but are no longer. Some things have never been alive. The seven life processes of living things are moving, breathing, using their senses, feeding, getting rid of waste, having offspring and growing.</p> <p>Children go out into the school grounds and investigate living and non-living things</p>	<p><b>Knowledge recap</b>-What have we learned about Christopher Columbus and Neil Armstrong-reveal some facts and children decide which explorer they are about.</p> <p>Lesson -Children read the information about the activists and find out what did they did? Why did they did it? And the hardships they faced.</p>			<p><b>Knowledge recap</b> Show a photograph of a beach hut, What is the purpose? Children answer true or false questions about facts from last lesson.</p> <p>Provide a range of craft or recycled materials, fabrics and joining materials, such as glue and sticky tape, for the children to make beach huts and shelters for small world figures. Demonstrate strengthening, scoring and joining techniques as the children work by following the Strengthening, scoring and joining teacher information.</p>
<p>Session 3</p>	<p><u>Engage 2 – Identifying plants and animals in their habitat</u></p> <p><b>WALT:</b> Identify and name a variety of plants and animals in a range of habitats and microhabitats.</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• A habitat is a place where plants and animals live.</li> <li>• A microhabitat is a very small habitat.</li> <li>• Invertebrates are animals without a backbone.</li> <li>• Invertebrates include worms, molluscs, crustaceans, insects, arachnids and myriapods.</li> </ul>	<p><b>Develop 2 lesson 2</b> Activists and their timelines</p> <p><b>WALT:</b> Sequence significant information in chronological order.</p> <p><b>Core knowledge</b> A timeline is a display of events, people or objects in chronological order.</p> <p><b>Knowledge recap</b> Show photographs of activists- children identify them and say what they achieved.</p>		<p>WALT: recognise that Incarnation is part of the 'Big Story' of the bible.</p> <p>WALT: tell the story of the birth of Jesus and recognise the link with Incarnation- Jesus is God on Earth.</p> <p>Discuss the incarnation scene. What do children notice? What signs are there that Jesus is a king? What gifts were given to Jesus? What do they symbolise?</p>	<p><b>Develop 2 working with wood</b> Skill WALT: Explore how a structure can be made stronger, stiffer and more stable. View progression</p> <p>Knowledge Structures can be made stronger, stiffer and more stable by using cardboard rather than paper and triangular shapes rather than squares. A broader base will also make a structure more stable</p> <p><b>Knowledge recap</b> from last lesson Children discuss and model how to use strengthening, scoring and joining techniques</p>



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	<p><b>Knowledge Recap</b> – show the children a range of items. Are they living, not living, once lived</p> <p>Children investigate and study the names of plants and animals and record their findings on their information sheet</p>	<p>Introduce the Significant activists timeline template, highlighting the dates and modelling how to sequence them chronologically. Children create their own activists timeline.</p>		<p>Why does Christmas matter to Christians? What does Incarnation mean?</p>	<p>Lead a discussion about building with wood and ask the children to describe how wood can be joined to make a structure</p> <p>demonstrate how to measure, saw, sand and join pieces of wood together, and use triangular corners to make a strong wooden frame Give children the opportunity to create their own wooden frames, with support. Leave the frames to dry, then encourage the children to evaluate the strength and shape of their frame and talk about the role the triangular corners have played in creating strong joints</p>
Session 4	<p><b>Engage 3 – Why do these animals live in this habitat?</b> <b>WALT: Explain how animals including humans need water, food, air and shelter to survive</b></p> <p><b>Knowledge Recap</b> – Quiz- children identify the plants and animals from previous lesson</p> <p>Children use the computers to type in questions to investigate where an animal shelters and what it eats. They conclude if the animal is a herbivore, omnivore or carnivore.</p>	<p><b>Develop 2 lesson 3</b> Emmeline Pankhurst</p> <p><b>WALT:</b> Use historical sources to begin to identify viewpoint.</p> <p><b>Core knowledge</b> A fact is something that is known or true. An opinion or viewpoint is a thought or belief about something.</p> <p><b>Knowledge Recap</b> Display photographs of the different people studied. Children identify them and name what they have achieved.</p>		<p>WALT: give at least 2 examples of ways in which Christians use the nativity story in churches and at home.</p> <p>Discuss advent and what the candles represent.</p> <p>Discuss how the nativity scenes are used at home and reasons why.</p> <p>Children make connections with their own lives and people they know. Consider how and why we put the nativity up at school.</p>	<p>Innovate lesson 4 Designing the huts Skill WALT: Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect. View progression</p> <p>Knowledge Properties of components and materials determine how they can and cannot be used. For example, plastic is shiny and strong but it can be difficult to paint</p> <p>Knowledge recap- what are the features of a beach hut.</p> <p>Children will design their own wooden structure.</p>



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	<p>Children decide and conclude if all the food and shelter each creature needed was available in the woodland habitat.</p>	<p>Children learn about Emmeline Pankhurst and watch the video.</p> <p>They then organise statements into fact or opinion.</p>			<p>Give each child a copy of the <a href="#">design recording sheet</a>. Ask the children to write the essential design criteria in the space provided and to complete their design plans</p>
<p>Session 5</p>	<p><b>Develop 1 -creating food chains</b>  <b>WALT:</b> Interpret and construct simple food chains to describe how living things depend on each other as a source of food.</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• Food chains show how living things depend on one another for food. Plants always start a food chain because they are producers that make their own food using sunlight.</li> <li>• Prey animals have different ways to avoid capture by predators.</li> <li>• Plants have adaptations that protect them from being eaten by animals.</li> </ul> <p><b>Knowledge Recap</b> – use pictures from last lesson – where do these animals live? What do they eat?</p> <p>Introduce the idea of food chains within habitats.</p>	<p><b>Develop 2 lesson 4 Rosa Parks</b>  <b>WALT</b> Use historical models to make judgements about significance and describe the impact of a significant historical individual</p> <p><b>Knowledge:</b> Rosa Parks' arrest in 1955 started the Montgomery bus boycott, which lasted a year before the segregation rules were changed.</p> <p>Knowledge recap- True or false facts about Emmeline Pankhurst</p> <p>Show the Rosa Parks presentation, asking the children to consider if the presentation helps answer any of their questions. Challenge the children to use their knowledge to write an account of Rosa Parks using</p>		<p>WALT: give at least 2 examples of ways in which Christians use the nativity story in churches and at home</p> <p><b>Prior learning</b>          What songs do we know of about Christmas and the story of Christmas. Did we learn any last year?</p> <p><b>Understanding the Impact</b>  <b>Explain that there are many songs about Christmas and winter but during Advent and Christmas, lots of Christians sing special songs about Jesus being born-carols. Listen to, and is appropriate sing them. Look at some choruses and versus from suitable carols, asking pupils to spot key words linked to Jesus and the Christmas story.</b>  <b>Help pupils to expand their thinking so they understand</b></p>	<p><b>Lesson 5 Innovate Making a beach hut</b></p> <p>Skill  <b>WALT:</b> Select the appropriate tool for a task and explain their choice. View progression</p> <p><b>Knowledge</b> Different tools have characteristics that make them suitable for specific purposes. For example, scissors are used for cutting paper because they have sharp, metal blades that can cut through thin materials.</p> <p><b>Knowledge recap-</b> what would make a good beach hut? What would make a bad beach hut e.g not connected in the corners accurately.</p> <p>Children to make their wooden structures.</p>



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	<p>Key vocabulary – source, predator, prey. Model an example of a food chain as a class – describing how animals obtain their food from plants and animals. Model drawing a simple food chain using key vocabulary.</p> <p>Children create their own foodchains. Can children make a food chain with 3 ,4 or 5 animals/insects/plants?</p>	<p>the Rosa Parks writing frame to help. Invite some of the children to read their accounts aloud. To conclude, ask 'How much have things changed since Rosa Parks' actions?'</p>		<p>more fully what the carol is saying about the birth of Jesus.</p> <p><u>Key Questions</u>  <b>What messages do we get from the carols? What key words/phrases/sentences are used to say about Jesus being born. What do these messages tell people? What do they mean?</b></p>	
<p>Session 6</p>	<p><b>Develop 2 -Animal adaptations and plant adaptations</b></p> <p>WALT: Observe living things, based on their features and explaining their reasoning to avoid capture by predators.</p> <p><b>Knowledge</b>          Prey animals have different ways to avoid capture by predators.</p> <p><b>Knowledge Recap</b> show the children a food chain. In pairs they name label part of the food chain.</p> <p><b>Lesson</b> -Children look at examples of how prey use their bodies and behaviour to trick predators and keep them safe. As a class talk about the content and the reasons for these adaptations.</p>	<p><b>End of unit assessment</b></p> <p>Look at photographs of individuals. What do children remember about each of these people? Why are they significant? What did they achieve? How?</p>		<p>WALT: think, talk and ask questions about the Christmas story and the lessons they might learn from it; for example, about being kind and generous</p> <p><b>Prior learning</b>          What sort of presents do Kings expect? What would a poor person visiting Jesus give? Would they give nothing at all?</p> <p><b>Making connections</b>  <b>Listen to another carol 'In the Bleak Midwinter-listen carefully to the last verse.</b>  <b>Think together about the words 'What can I give Him' Poor as I am?' and 'Yet what can I give Him, Give my heart' discuss what this might mean for a Christian; loving Jesus and givubg your heart and life</b></p>	<p><b>Lesson Innovate 5</b>  <b>Continuation lesson from lesson 5</b></p> <p>Knowledge Different tools have characteristics that make them suitable for specific purposes. For example, scissors are used for cutting paper because they have sharp, metal blades that can cut through thin materials.</p> <p>Skill          Select the appropriate tool for a task and explain their choice. View progression</p> <p>Children to continue to make their wooden structures</p>



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	<p>Children carry out an investigation to see if camouflage is effective. They go out in to the school grounds and hunt for camouflaged moths. They investigate why the moth is well camouflaged and how effective it is.</p>			<p><b>to God is not a seemingly expensive gift, but to Christians it is still an important one.</b></p> <p>Make the link back to why Christians try to help others and talk with pupils about how it is not only Christians who want to care for others and it is not only Christians who celebrate Christmas, but it is only Christians who believe Jesus is God in the flesh, God Incarnate</p>	
<p>Session 7</p>	<p>Innovate -Mystery Habitat investigation</p> <p><b>WALT:</b> Describe a habitat and say what all habitats provide for the plants and animals living there.</p> <p><b>Knowledge recap</b> show children photographs of animals. How are they avoiding capture by predators? What features do they have?</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>• A habitat is a place where plants and animals live.</li> <li>• Local habitats include parks, woodland and gardens. Habitats beyond the locality include beaches, rainforests, deserts, oceans and mountains.</li> <li>• A habitat provides food, water, shelter and space.</li> </ul>	<p>Nativity</p>	<p>Nativity</p>	<p>Christmas Nativity to parents</p>	<p><b><u>Lesson Express- Evaluating our beach huts</u></b></p> <p>Skill <b>WALT:</b> Explain how closely their finished products meet their design criteria and say what they could do better in the future</p> <p>Knowledge Finished products can be compared with design criteria to see how closely they match. Improvements can then be planned.</p> <p><b>Knowledge recap</b> – what makes a good beach hut?</p> <p>Divide the children into groups and ask them to share their models with other children. Encourage them to discuss their design ideas, any</p>



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	<p>Children watch the video of a mystery habitat and work through the clues to identify plants, animals, shelter and food sources.</p> <p>End of unit Assessment – mind map</p>				<p>successes or problems they encountered and how they fulfilled the essential design criteria. After the discussion, ask the children to complete the questions to evaluate their model and to give it a star rating. Create a display of the finished models.</p>
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