



BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

*BECOMING **I**NDPENDENT **S**UCCESSFUL **H**ONEST **O**PEN-MINDED **P**EOPLE*

Year 2 Medium Term Plan A – Spring 1

session	Science	History	Geography	RE	Art
Topic	Uses of Materials (Uses of everyday materials)	Not covered this term	Coastlines	Derbyshire Agreed Syllabus 1.4 What can we learn from sacred books? Christians and Muslims	Flower head, shape, form, 3d art
National Curriculum	Pupils identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Pupils find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		Use basic Geographical vocabulary to refer to physical and human features Use simple compass directions to describe the location and features 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. 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.		Pupil learn to use a range of materials creatively to design and make products Pupils learn to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Pupils learn to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Pupil learn about the work of a range of artists,
session 1	<p>Introduction to unit and unit pre-assessment. Complete mind map</p> <p>Introduce <u>vocabulary/glossary</u></p> <p>Introduce and read the <u>knowledge organiser</u>.</p> <p>HOOK- Look around the school at different materials used.</p>		<p><u>Introductory knowledge SKILL</u> WALT: Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.</p> <p>Children explore large world maps, globes and atlases and the names and locations of seas and oceans around the world, including those that surround the UK. Children use the map to clarify the names and locations of the bodies of water that surround</p>	<p>Introduction to unit and unit pre-assessment. Complete mind map</p> <p>Introduce <u>vocabulary/glossary</u></p>	<p><u>Engage 1</u></p> <p>Introduce the <u>Knowledge organise</u> and <u>vocabulary/glossary</u>.</p> <p>Hook- Go outside and look at the shapes and patterns on the plants around us.</p>



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			<p>the UK and they use this information to complete the labels on the United Kingdom recording sheet</p> <p>Core knowledge An ocean is a large sea. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea.</p> <p>Other world seas include the Black Sea, the Red Sea and the Caspian Sea.</p>		
<p>Session 2</p>	<p>Engage 1 Exploring everyday materials</p> <p>WALT: Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.</p> <p>Knowledge recap – what materials can you name? Give examples</p> <p>Children choose five materials and record them on the first row of the Uses of everyday materials recording sheet. Children record objects they observe made from those materials on the second row of the sheet. They share their findings, asking questions.</p>		<p>Engage 1 Map readers Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Core knowledge A compass is an instrument that is used for finding a direction. The four cardinal points on a compass are north, south, east and west.</p> <p>Children look at the coastline map. They use the map to explore the position of various coastal locations. For example, 'Where on the UK coast is Whitby? On which part of the UK coastline is Poole located?'</p>	<p>WALT: Pupils will learn: That some books are holy, and what this means That there are many versions of the Bible published and reasons for this</p> <p>Knowledge recap What do you know about the Bible?</p> <p>Children learn about the meaning of the words 'sacred' and 'holy'. Children refer to the Bible, a book which was very precious to Grace (who they meet in the Sacred Stories unit in Reception) and other Christians. Pupils recall which stories they learnt about from the Bible in Reception. Recap that the Bible is a holy book. Remembering their discussions from last year, pupils think, pair, share what a 'holy' book is. Ideas might touch upon being more than special, being linked</p>	<p>Engage 1 Flowers WALT: Make simple sketches to explore and develop ideas.</p> <p>Children watch the flower video. They talk about the flowers' visual elements, including their shape, form, colour and pattern. Children observe and explore flowers first-hand by either giving them real flowers to sketch or by taking them outside to draw flowers in situ in a garden or wild landscape. Children are encourage to look carefully and draw what they see, including their colours, shapes, forms, patterns and textures. At the end of the session, children share and compare their drawings and reflect on their experience.</p>



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			<p>In which direction will I travel from Whitby to Portsmouth? Children complete the questions on compass directions.</p>	<p>to God, having God's words inside not just people's words.</p> <p>Pupils look at different versions of the bible and spend time looking at how it is put together and why it is holy to Christians.</p>	
<p>Session 3</p>	<p>Engage 2 Shaping materials</p> <p>WALT: Describe how some objects and materials can be changed and how these changes can be desirable or undesirable.</p> <p>Knowledge recap How can materials be grouped or sorted?</p> <p>Children learn that materials can be shaped in different ways. They watch the Shaping materials video and discuss how the natural and human-made materials featured were changed by bending, stretching, twisting and squashing. After watching, children recall what they have learned and complete the bending stretching shaping grid. Children talk about their choices and reasoning to their findings.</p>		<p>Engage 2 Reading keys WALT: Draw or read a range of simple maps that use symbols and a key.</p> <p>Core Knowledge Maps help people to plan a route from one place to another and to identify and locate physical and human features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</p> <p>Children look at the coastal town picture card. Children discuss and learn what the symbols represent. Children then answer questions on the map and symbols of Whitby.</p>	<p>Pupils will learn: A story that Jesus told; Meanings behind the parable of The Lost Sheep</p> <p>Knowledge Recap Why is the Bible holy and special to Christians?</p> <p>Children read and learn the meaning behind the parable 'The Lost Sheep'.</p> <p>Children learn that to show that he is important – red clothes denote great importance in this style of art from Cameroon. Show the pupils images of two 'Lost Sheep Icons' – one where Jesus has a sheep around his shoulders and one where he has a person. Compare the two icons and the original picture – which one do pupils feel show the real meaning of the parable the best?</p> <p>Children consider the questions How does the shepherd care for his sheep? How is he a good shepherd? What might this teach Christians about God? Is God a bit like a shepherd? In what ways?</p>	<p>Engage 2 Flower Art</p> <p>WALT: Describe similarities and differences between artwork on a common theme.</p> <p>Children learn how flowers have inspired artists to create artwork by looking at the Flower art presentation and the Flower art Pinterest board. Children observe the artworks and engage in the questions and discussion points in the presentation. Children respond to the artworks, including identifying their similarities and differences, by completing the Flower art recording sheet. At the end of the session, children discuss their ideas, acknowledging that children may have different opinions and preferences about the artworks.</p>



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<p>Session 4</p>	<p>Engage 3 Bending twisting stretching squashing</p> <p>WALT Describe how some objects and materials can be changed and how these changes can be desirable or undesirable.</p> <p>Children have a copy of the Shaping materials investigation and read the information together. They look at the four materials that they will test. Without letting them touch the materials, children predict which materials will bend, stretch, twist or squash. They record their thinking on an IWB. Children consider 'Will the materials return to their original shape after shaping?' Children follow the method to test the materials and record their observations in the table on the Shaping materials recording sheet. Children discuss their results and complete the questions.</p>		<p>Engage 4 (Additional lesson) Physical features of a coastal town WALT: Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books)</p> <p>Children look at the pictures maps and symbols of Whitby. They discuss what human features are and look for these in the maps and pictures. As a class they compare to the local area.</p>	<p>Pupils will learn: Some of the lessons taught by Jesus in the Sermon on the Mount Ways in which these lessons can be put in practice today</p> <p>Knowledge recap What do we learn from the parable the lost sheep? How is God like a shepherd?</p> <p>Children read and learn about the story – 'the Sermon on the Mount'</p> <p>Children learn: When Jesus saw the crowds, he went onto a mountainside and sat down and he began to teach. Some of the things that he taught were: - Do not be angry, make up quickly and forgive each other. Ask pupils to show body language of anger and making up. - If somebody is nasty to you, don't be nasty back. Be kind instead. Pupils show 'nasty' and 'kind' faces. - Love everybody. Even love people who do not love you. Discuss what is meant by 'love' here.</p> <p>Children write some rules that they can use in class from examples from the story.</p>	<p>Develop 1 Exploring shape and form</p> <p>Knowledge recap – How can we compare different examples of artwork?</p> <p>WALT: Create a range of shapes, using the properties of different types of materials.</p> <p>Children delve more deeply into the visual elements of flowers by looking at the Flowers presentation. Children answer the questions and describe the shapes, forms, colours, patterns and textures they see. They will focus on the visual elements of shape and form by taking part in a range of shape and form-based activities. The classroom is set up as a workshop and children use the shape instructions to follow. The children use the clay to follow the form instructions and make flowers.</p> <p>At the end of the session, children share their work, reflecting on their learning with particular attention to shape and form.</p>
<p>Session 5</p>	<p>Develop 1 Linking properties to uses WALT: Compare the suitability of a range of everyday materials for particular uses, including wood, metal, plastic, glass, brick, rock, paper and cardboard .</p>		<p>Engage 4 Human features of a coastal town WALT: Collect and organise simple data in charts and tables from primary sources (fieldwork</p>	<p>WALT: understand that holy books are treated in special ways. How Muslim people treat the Qur'an to show that it is holy.</p>	<p>Develop 1 Exploring shape and form</p> <p>Knowledge recap – what do we mean by shape?</p>



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	<p>Children watch the 'What are objects made from?' video. Children recall that objects can be made from one material, more than one material and the same type of object can be made from different materials with similar properties. Children find examples of objects that fit into these three categories. Children have the 'Object diagrams' picture cards and the Word mat, and model how to draw a labelled diagram of an object with relevant information. They draw labelled diagrams in their science books of some of the objects they collected. At the end of the session, children share their work.</p>		<p>and observation) and secondary sources (maps and books)</p> <p>Children learn about the human features of Whitby and discuss the physical features.</p> <p>They compare the human features to those around our local school area.</p>	<p>Knowledge recap What do we learn from the parable 'The Sermon on the Mount'? How can we use the messages taught by Jesus be used in the classroom?</p> <p>Children learn about the Quran and why it is holy to Muslims. Children learn how the Quran is treated as a holy book.</p>	<p>WALT: Create a range of forms, using the properties of different types of materials.</p> <p>Children delve more deeply into the visual elements of flowers by looking at the Flowers presentation. Children answer the questions and describe the shapes, forms, colours, patterns and textures they see. They will focus on the visual elements of shape and form by taking part in a range of shape and form-based activities. The classroom is set up as a workshop and children use the Form instructions to follow. The children use the clay to follow the form instructions and make flowers.</p> <p>At the end of the session, children share their work, reflecting on their learning with particular attention to shape and form.</p>
<p>Session 6</p>	<p><u>Develop 2</u> <u>Testing paper</u></p> <p>WALT: Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language.</p> <p>Children look at the Paper presentation. Children test some paper types for their strength, texture and absorbency. Children talk about the results</p> <p>Develop 3 The problem with materials</p> <p>Ask and answer scientific questions about the world around them.</p>		<p>Cross curricular Computing with Geography – children use the computers to create a powerpoint about Whitby. They present their powerpoint stating some of the features of Whitby.</p>	<p>WALT: Understand that holy books are treated in special ways. How Jewish people treat the Torah to show that it is holy.</p> <p>Knowledge Recap How is the Quran special to Muslims? Why is the Quran a holy book?</p> <p>Children learn about the Torah and why it is holy to Jewish people. Children learn how the Torah is treated as a holy book.</p> <p>Children watch and discuss the video clip from the bbc What is Judaism? Life as a Jewish boy and BBC The Torah.</p>	<p>Develop 2 Exploring texture</p> <p>Knowledge recap – what do we mean by form?</p> <p>WALT: Create a range of textures using the properties of different materials.</p> <p>Children watch the Exploring textures video. After watching the video, the children name and describe the textures seen in the artworks using artistic vocabulary. Children use the Texture instructions so they can explore and create a range of textures using clay.</p> <p>At the end of the session, children discuss what they learned and say how</p>



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	<p>WALT: Describe how human behaviour can be beneficial to local and global environments, now and in the longer term.</p> <p>Children watch the presentation on recycling and sort everyday products into groups that can be recycled and can't be recycled.</p>			End of unit assessment	successful they were in creating different textures.