



## Year 2 Medium Term Plan – Brilliant Britain

<b>Term</b>	Autumn 1 2023		
<b>Key text</b>	Traditional Tale – Town Mouse and Country Mouse Katie in London Katie Morag Paddington No such thing as Nessie Coming to England – Floella Benjamin		
<b>Key Vocabulary</b>	Nation, country, rural, town, city		
<b>Ongoing objectives through this topic</b>			
<b>Topic curriculum coverage and content</b>			
<b>Lesson WALT</b>	<b>Subject covered within lesson</b>	<b>Curriculum content covered within lesson</b>	<b>What will this look like when it's achieved?</b>
WALT: Name the 4 countries in the UK and locate them on a maps/atlases and globes	Geography	Use world maps, atlases and globes to identify the United Kingdom and its countries.	The children will be able to label the 4 countries that make up Great Britain. They will be able to find the name the capital cities for each country.
WALT: Identify physical and human features of geography		Use world maps, atlases and globes to identify the United Kingdom and its countries.  Use geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.  Use geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	The children will know the terms human and physical features. They will be able to sort features into these groups.
WALT: know more about England		Use world maps, atlases and globes to identify the United Kingdom and its countries.	The children will create a whole class poster about England. They will learn

		Use geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	about the English symbols. Begin to use physical geographic vocabulary: town, city, countryside, village, moor, peak, lake
WALT: know more about Scotland		Use geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  Name, describe and compare familiar places.	Contribute written information and images to large class collage poster: 'Scotland' · Present their findings to their peers · Learn about symbols of Scotland: St Andrew; saltire; the thistle; unicorn · Begin to use physical geography vocabulary: ocean, sea, island, mountain, loch, firth
WALT: know more about Wales			Present their findings to their peers · Learn about symbols of Wales: St David; The National flag; the Daffodil and Leek; the Red Dragon · Begin to use physical geography vocabulary
WALT: know more about Ireland			Learn about symbols of Northern Ireland: the flag; the Flax flower · Begin to use physical geographical vocabulary
WALT: Name the 4 countries in the UK and locate them on a maps/atlasses and globes		Use world maps, atlases and globes to identify the United Kingdom and its countries.  Use geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.  Use geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	The children will <u>show case</u> their work on the 4 nations to another class in the school.
WALT: Identify autumnal weather patterns	Forest school	Identify seasonal and daily weather patterns in the United Kingdom	The children will be able to describe what clothes they need to wear in Autumn to be prepared for the weather. They will discuss how the weather has an impact on the local environment.
WALT: Discuss the work of LS Lowry	Art	Know about a range of artists, craft makers and designers describing similarities and differences between them whilst also making links to their own work.	The children will be able to recall facts about LS Lowry. They will discuss what

			they like and what they dislike about the artwork.
WALT: Create a landscape in the style of LS Lowry		Make decisions about when to use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks to represent objects	The children will recreate a landscape scene based on LS Lowry's work.
WALT: Create food that represents the four nations	DT – Cooking	Use a wider range of cookery techniques to prepare food safely	<p>The children will work in small groups to bake either</p> <ul style="list-style-type: none"> <li>- English scones</li> <li>- Welsh cakes</li> <li>- Scotch pancakes</li> <li>- Irish soda bread</li> </ul> <p>Each group will make enough for the whole class to try.</p>
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### Discrete Teaching

Lesson WALT	Subject covered	Curriculum content covered within unit	What will this look like when it's achieved?
WALT: Identify living, dead and never been alive	Science	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify, group and classify.</p> <p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>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</p>	The children will be able to name the 7 life processes and use these to determine whether something is alive, dead or never been alive.
WALT: Identify habitats and microhabitats			The children will be able to name some local microhabitats to our school environment
WALT: Identify habitats around the world			The children will research a habitat from around the world and present their findings to the class.
WALT: Describe how animals are adapted to their habitats			The children will be able to explain why polar bears and camels are adapted to their habitats
WALT: Group animals based on what they eat			The children will use the terminology of herbivores, carnivores and omnivores. They will group animals based on what they eat.
WALT: Create simple food chains			The children will use the terms producer and consumer to create a simple food chain form a local habitat.

	Computing		
		See scheme of work	
	RE		
WALT: Describe who founded Hinduism		Identify core beliefs and concepts of Hinduism and give a simple description of what they mean.  Give examples of ways in which believers put their beliefs into practice comparing Hinduism and Christianity.	The children will be able to recall that the Hinduism is an ancient religion that many believe is a fusion of many religions.
WALT: Identify countries where Hinduism is a main religion			The children can identify which countries of the world Hinduism is a main religion in.
WALT: Explain the main beliefs of Hinduism			The children will recall information about 3 Hindu Deities
WALT: Explain the main beliefs of Hinduism			The children will gain an understanding of Moksha, reincarnation, eternal truth and dharma.
WALT:	Music		
		See scheme of work	
<b>Year 2 – Safety First</b>			<b>Year 2 -</b>
WALT: Explain how to keep safe	PSHE	Suggest some rules that keep them safe and decide if a choice is safe or unsafe for their health, including at home, online, when travelling, and in the sun  Say how to get help in emergency situations and follow instructions to keep safe  List some people who help children stay safe and healthy, say how or when they can help and why it is important to ask for help	- The children can explain how to stay safe and who can help if they feel unsafe.
WALT: Explain how to stay safe at home			- The children can describe how to stay safe at home
WALT: Stay safe when outside -			- The children can describe how to stay safe when outside
WALT: Explain how to keep ourselves safe on the internet.			- The children can explain what they need to do in order to stay safe online - They can say what to do if something makes them feel uncomfortable.
WALT: Understand personal privacy			- The children can understand that their body belongs to them. - They know how to keep their body safe and private.

			<ul style="list-style-type: none"> <li>- They know who to talk to if they feel uncomfortable</li> </ul>
WALT: explain who to go to for help			<ul style="list-style-type: none"> <li>- The children can describe who to talk to if they need help.</li> <li>- They will create their own personal responses</li> </ul>
	PE		
	Ball skills		
	Fundamental skills		
	Forest School		
WALT: Explain how to keep safe when outside and accessing Forest School.	PSHE	<p>Suggest some rules that keep them safe and decide if a choice is safe or unsafe for their health, including at home, online, when travelling, and in the sun</p> <p>Say how to get help in emergency situations and follow instructions to keep safe</p> <p>List some people who help children stay safe and healthy, say how or when they can help and why it is important to ask for help</p>	<ul style="list-style-type: none"> <li>- The children can explain how to stay safe when accessing Forest School.</li> <li>- They will be able to discuss Forest School expectations and boundaries.</li> <li>- The children will explain what to do if an accident happens at Forest School and what equipment is available to complete First Aid.</li> </ul>

<p>WALT: Learn about the function of Forest School tools and how to use them safely.</p>	<p>PSHE</p>	<p>Suggest some rules that keep them safe and decide if a choice is safe or unsafe for their health, including at home, online, when travelling, and in the sun</p> <p>Say how to get help in emergency situations and follow instructions to keep safe</p> <p>List some people who help children stay safe and healthy, say how or when they can help and why it is important to ask for help</p>	<ul style="list-style-type: none"> <li>- The children will be introduced to various Forest School tools.</li> <li>- They will learn the function of the tools and how to use them safely “tool talk.”</li> <li>- They will explore the tools in groups. Tools will be used for conservation of Forest School site and also exploration of how to manipulate materials (bowsaw, loppers and sheath knives).</li> </ul>
<p>WALT: Identify autumnal weather patterns</p>	<p>Forest school</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom</p>	<ul style="list-style-type: none"> <li>- The children will recap different seasons.</li> <li>- The children will recognise what types of weather we experience in the United Kingdom.</li> <li>- The children will understand daily weather and seasonal weather.</li> <li>- They will discuss what is causing the weather to change each day.</li> <li>- They will draw upon knowledge to make predictions about the next day’s weather.</li> <li>- The children will be able to describe what clothes they need to wear in Autumn to be prepared for the weather.</li> <li>- They will discuss how the weather has an impact on the local environment (floods, draughts impacting crops).</li> </ul>
<p>WALT: Identify iconic plants within the United Kingdom.</p>	<p>Science/Geography</p>	<p>Identify and name a variety of plants in their habitats, including micro-habitats.</p>	<ul style="list-style-type: none"> <li>- The children will discuss and learn about iconic plants that feature in the British Isles</li> </ul>

			<p>(thistle, daffodil, shamrock and rose).</p> <ul style="list-style-type: none"> <li>- They will reflect upon if we can only find these plants in specific countries.</li> <li>- The children will link how seasonal weather changes support the growth of the plants.</li> </ul> <p>Scotland—thistle—moist soil  Wales—daffodil—hardy to all types of weather. Needs cold winters.  Ireland—shamrock—needs shade.  England—rose—summer sunshine preferable.</p>
WALT: Identify habitats and microhabitats	Science	Identify and name a variety of plants and animals in their habitats, including micro-habitats.	<ul style="list-style-type: none"> <li>- The children will discuss the types of animals likely to be found in a woodland setting.</li> <li>- They will be able to link the animals to their habitats and discuss why they live there.</li> <li>- The children will draw a picture of Forest School and label which minibeasts they expect to find and where.</li> <li>- They will take their drawings to Forest School and record if they were accurate (is the forest as you expected it to be?)</li> </ul>
WALT: Identify habitats and microhabitats	Science	Identify and name a variety of plants and animals in their habitats, including micro-habitats.	<ul style="list-style-type: none"> <li>- The children will learn about micro-habitats.</li> <li>- They will discuss how micro-habitats offer alternative food and water sources, shelter and climate.</li> <li>- The children will explore how micro-habitats also offer</li> </ul>

			<p>protection to animals from predators.</p> <ul style="list-style-type: none"> <li>- The children will identify the micro-habitats at Forest School and the animals living in them.</li> </ul>
<p>WALT: compare the art of LS Lowry and Henri Rousseau; creating artwork featuring both artists styles.</p>	<p>Art</p>	<p>Make decisions about when to use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks to represent objects</p>	<ul style="list-style-type: none"> <li>- The children will compare key features of two artists. Lowry—industrial scenes and Rousseau—jungle fantasy pictures.</li> <li>- The children will create art that merges two artistic styles, using a Forest School scene as stimulus.</li> </ul>