



Year 2 Medium Term Plan – Brilliant Britain (Kings and Queens)



Term	Autumn 2 2023		
Key text	Paddington at the Palace		
Key Vocabulary	Nation, monarch, monarchy, reign, royal, rule, timeline, chronology		
Ongoing objectives through this topic			
Topic curriculum coverage and content			
Lesson WALT	Subject covered within lesson	Curriculum content covered within lesson	What will this look like when it's achieved?
WALT: identify the role of the monarch	History	Identify similarities and differences between ways of life in different periods.	The children will be able to explain what the word monarch means. They will be able to describe the role of the monarch and what they would do if they were king/queen for the day.
WALT: explore the life and times of Elizabeth I		Use common words and phrases relating to the passing of time.	The children will compare Elizabethan times to modern day using photographs.
WALT: explore the life and times of Queen Victoria		Place well known people in Chronological order.	The children will be able to compare Victorian times to modern day times using photographs.
WALT: Compare Queen Elizabeth I and Queen Victoria		Describe some simple similarities and differences between artefacts.	The children will be able to say what is similar and what is different between Queen Elizabeth II and Queen Victoria
WALT: Learn more about the modern royal family.		Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.	The children will be able to place learned Kings and Queens onto a timeline (Chronological order).
		Speak, draw or write about how he/she has found out about the past.	
		Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Queen Victoria, Queen Elizabeth II	

WALT: Discuss colour in art	Art	Describes colours	The children will work explore how colour is used in traditional portraits.
WALT: Create a light coloured background		Sort and match colour Can experiment with tint to lighten and darken colours <i>By adding white and black</i>	Children will work on creating their own colours to a pastel effect background by lightening colours by adding white.
WALT: Use colours in portraits		Applies paint with different tools and chooses appropriately <i>Large/fine paint brushes, fingers</i> Can control the types of marks made with painting techniques <i>Such as creating texture</i> Can produce a range of increasingly complex patterns and also is introduced to texture and how this can change	The children will apply paint over to create a portrait.

Discrete Teaching

Lesson WALT	Subject covered	Curriculum content covered within unit	What will this look like when it's achieved?
WALT: Explore a variety of materials (HOOK lesson) through STEM challenges.	Science	<u>Uses of Everyday Materials</u> Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum.	The children will begin to name a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper/cardboard.
WALT: Identify a variety of everyday materials.		Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for writing to particular uses.	They will be able to explore materials and their suitability in a range of STEM challenges.
WALT: Distinguish between an object and the material it is made from.		Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	The children will be able to identify and describe everyday materials.
WALT: Investigate the properties of different materials.		Science investigations should group and sort, look for patterns and consider fair tests.	The children will be able to identify a variety of everyday items and the material from which it is made.
WALT: Decide which material is more suitable.		Perform simple tests including comparative tests. <u>Key Vocabulary</u>	The children will be able to identify the best material to make a house by comparing different materials. The children will be able to identify the best material to protect an egg from breaking when dropped.

WALT: Investigate the properties of different materials.		Types of materials: wood, plastic, glass, metal, water, rock, brick, fabric, sand, paper, flour, butter, milk, soil Properties of materials: hard/soft, stretchy/not stretchy, shiny/dull, rough/smooth, bendy/not bendy, transparent/not transparent, sticky/not sticky Verbs associated with materials: crumble, squash, bend, stretch, twist Senses: touch, see, hear, smell and taste	The children will be able to identify different materials that we can change by squashing, bending, twisting, and stretching.
	Computing		
Programming 1 Algorithms and debugging		See scheme of work KAPOW	<i>Give a definition for decomposition. Write clear and precise algorithms to solve problems including a loop.</i>
	RE		
WALT: Understand what the holy book is in Hinduism		Retell and suggest meanings to some religious and moral stories from Hinduism. Rama and Sita	The children will learn about The Vedas and why it is important.
WALT: Suggest meaning to a religious story (Rama and Sita)		Give examples of how Hindu stories show what people believe (e.g. the meaning behind a festival). Rama and Sita and Diwali	The children will retell the story by organising the key events.
WALT: Retell a religious story (Rama and Sita)		Give clear, simple accounts of what stories and other texts mean to believers in Hinduism. Diwali and The Vedas (Holy Book)	The children will retell the story in the form of a comic strip.
WALT: Understand the meaning behind a festival (Diwali)		<u>Key Vocabulary</u> Blessings, good over evil, decoration of homes, new clothes, dancing and feasting.	The children will create an art piece to show their understanding of Diwali's special traditions.
WALT: Understand how a story influences what Hindus believe (Rama and Sita and Diwali celebrations)			The children will be able to discuss how Hindus celebrate Diwali.
WALT:	Music		
WALT: Using voice		See scheme of work – Leicestershire Music Active listening—voice	I can sing, with accuracy, within a range of notes. I can follow and use performance instructions (including starting, stopping, dynamics and tempo). I can recognise and demonstrate the link between pitch and shape using

			<p>graphic notation.</p> <p>I can evaluate and comment on my performance.</p>
Year 2 – Very Important Persons (VIPs)			Year 2 -
WALT: Explain who are our VIPs.	PSHE	<p>Explain what makes a special person and to identify who these people are in their lives.</p> <p>Discuss why families and friendships are important and what qualities make a good friend.</p> <p>Understand that there are steps that can be taken to resolve differences and arguments with others in a positive way.</p> <p>Identify a way to show others that they care.</p>	The children can identify their VIPs, what makes them special and how special people should care for each other.
WALT: Describe why families are important.			The children can identify a family network.
WALT: Describe what makes a good friend.			They will describe why families are important and how people should look after them.
WALT: Recognise ways to help work out arguments and disagreements.			The children will communicate their feelings to others, recognise how others show their feelings and how they should respond to their feelings.
WALT: Cooperate with others to achieve a task.			The children can recognise what to do when people are being unkind to them or others.
			<p>The children will recognise different types of bullying and understand that these are wrong and unacceptable (Anti Bullying Week 13th Nov-17th Nov “Make a Noise.”)</p> <p>They will know strategies linked to observing bullying or experiencing it.</p> <p>The children will develop listening skills to play and work cooperatively with others.</p> <p>They will learn about negotiation and strategies to resolve simple arguments.</p>

WALT: Identify ways to show my special people that I care.			<p>The children will communicate their feelings to others and recognise other's feelings.</p> <p>They will offer constructive feedback and support.</p>
	PE		
WALT: Copy and repeat actions to form a sequence	Dance – LC	<p>Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Use different transitions within a dance motif. Move in time to music.</p> <p>Watch and describe performances and use what they see to improve their own performance.</p> <p>I can describe some music that gives me different emotions.</p>	<p>The children will copy a short sequence to represent fireworks as shooting stars in the sky. ks1_dance_lets_move_fireworks.pdf bbci.co.uk</p>
WALT: Move in time to music.			<p>The children will move in time to music to represent Catherine wheels.</p>
<p>WALT: Create a short motif inspired by a stimulus. WALT: Watch and describe performances and use what they see to improve their own performance.</p>			<p>The children will work in partners to create their own short motif about firework night. They will perform for others in the class and consider thoughtful feedback.</p>
WALT: Use different transitions within a dance motif.			<p>The children will work at different heights and transition between different movements to explore the Diwali story</p>
WALT: Move in time to music.			<p>The children will move in different ways to the music</p>
WALT: Perform to an audience			<p>The children will perform their Diwali dance to another class.</p>

Lesson plans provided by Ian Harrison	Gymnastics – IH	<p>Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Log roll (controlled) Curled side roll (egg roll) (controlled) Travel using - Tiptoe, step, jump and hop, Hopscotch, Skipping Balances with a partner Standing balances Kneeling balances Large body part balances Make up your own sequences. I can share my ideas with my partner and listen to their ideas.</p> <p>I know that a warm up is needed to get our heart beating and our muscles working.</p>	Lesson plans provided by Ian Harrison
	Forest School		
	N/A this half term.		