

**Year 2 Medium Term Plan – Autumn 2 – British Isles**

**2024-2025**

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| **Term** | Autumn 2 | | |
| **Key text** | Town Mouse & Country Mouse, Polar Express | | |
| **Key Vocabulary** |  | | |
| **Key thread through topic (history/geography)** | Learning about the four countries that make up Great Britain | | |
| **Topic curriculum coverage and content** | | | |
| **Key Learning Ideas** | **Subject covered within learning** | **Curriculum content covered within learning** | **What will this look like when it’s achieved?** |
| 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.  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  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  Name, describe and compare familiar places. | * 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 | * 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 | * The children will create a whole class poster about England. They will learn about the English symbols. Begin to use physical geographic vocabulary: town, city, countryside, village, moor, peak, lake |
| WALT: know more about Scotland | * 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 |
|  |  | * The children will show case 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. |
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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: find out about and describe the basic needs of animals for survival. | Science | Animals  Notice that animals including humans have offspring which grow into adults.  Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.  Use observations and ideas to suggest answers to questions noticing similarities, differences and patterns.  Key Vocabulary  **basic needs** – the things humans need to survive  **diet** – the food we eat **exercise** – moving our bodies **hygiene** - keeping clean  **illness** – when we do not feel well/ feel sick/ have a disease **medicine** – something we might take to feel better **offspring** – the babies of an animal **seven basic needs** – movement, respiration, sensitivity, growth, reproduction, excretion and nutrition  **survive** – to live | The children will be able to identify and explain the basic needs that humans need to survive. |
| WALT: notice that animals, including humans, have offspring which grow into adults. | The children will be able to identify the offspring of key animals. |
| WALT: notice that animals, including humans, have offspring which grow into adults. | The children will be able to explain how animals have babies and that they grow and change into adults. |
| WALT: gather and record data. | The children will be able to plan and carry out an investigation to answer  a given question. |
| WALT: describe the importance for humans to exercise. | The children will be able to explain why it is important for humans to exercise regularly. |
| WALT: describe the importance for humans to eat the right types of food. | The children will be able to describe a healthy diet for humans and explain the importance of eating a healthy diet. |
| WALT: describe the importance for humans to have good hygiene. | The children will be able to explain how humans can have good hygiene and the importance of good hygiene.  The children will be able to identify things we can do to prevent illness and explain what we can do to feel better if we do become ill. |
| WALT: Recognise Hindu symbols | RE | Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between Hinduism and Christianity. ***Lotus Flower, Hindu Swastika, Diva lamp, The Vedas (Holy Book)***  Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. ***Holi***  Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. **Worship in the Mandhir** | The children will be able to draw some symbols (Lotus flower, Diva Lamp) and explain their significance. |
| WALT: understand worship and ritual in Hinduism | * The children will be able to explain what to expect when visiting a Mandir. They will understand what rules they should follow. The children will visit a local Mandir to witness worship and identify symbols. * The children will explain how Holi is celebrated |
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| **Year 2 – Very Important Persons (VIPs)** | PSHE | Explain what makes a special person and to identify who these people are in their lives.  Discuss why families and friendships are important and what qualities make a good friend.  Understand that there are steps that can be taken to resolve differences and arguments with others in a positive way.  Identify a way to show others that they care. |  |
| WALT: Explain who are our VIPs. |  | * 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. |
| WALT: Describe what makes a good friend. | The children can identify a family network.   * 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. * The children will recognise different types of bullying and understand that these are wrong and unacceptable (Anti Bullying Week “Make a Noise.”) * They will know strategies linked to observing bullying or experiencing it. |
|  | The children will develop listening skills to play and work cooperatively with others.   * They will learn about negotiation and strategies to resolve simple arguments. |
| 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.  Make decisions about when to use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks to represent objects  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 | * The children will recreate a landscape scene based on LS Lowry’s 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. |
| In music we follow the Leicestershire Music Scheme – this term lessons will teach the children about pulse. | | | |
| For computing we use the Kapow computing scheme – this terms lessons will teach the children about what a computer is and online safety | | | |
| Part of our P.E. will be taught by a school sports coach this term - he will deliver Target Games. | | | |

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