

Medium Term Plan

Year 2 Topic Name Here come the aliens! Term 3				
Overarching Question?	What is beyond our Earth?			
Stunning Start	Crashed space ship scenario			
Fantastic Finish	Green screen film			
Subject		NC Programme of study	Possible Tasks	Outcomes 'I can
English Genres and Focus	Shape poems		Stars, moon, Rockets	
	Meeting tale		The way back home-Oliver Jeffers	
	Dialogue		Alien encounter speech bubbles	
	Instructions		Recipe for Alien slime	
Maths	White Rose Maths Geometry- Properties of Shape Statistics Position and Direction			
Science		Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Identifying and classifying.	Can you design and create the most effective rocket for ensuring the astronauts (egg)land safely back on earth. How do Astronauts stay healthy in space? Investigate the items an astronaut would need to survive in space. Design the most suitable outfit for an astronaut.	<i>I can say why I would choose a material for a particular job</i> <i>I can explain the importance of exercise, eating healthily and keeping clean.</i>

		Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene		
PE	ABC 2 Basketball	Jump for distance controlling the landing	<p>Rolling dodgeball - Children jog around inside an area. Catcher on the outside of the area rolls the ball to try and hit other children below the knee. If children get hit, they join the catchers on outside of area. Last 5 children left in area are the winners.</p> <p>1v1 tails – children have a bib as a tail. Have to try to get to a line without their partner taking their tale.</p> <p><i>For LA ask partners to be still and gradually increase speed as runner gets more confident.</i></p> <p><i>For HA, decrease area in which they have to get past partner.</i></p> <p>Games to practise skills – sharky sharky, stuck in the mud, capture the flag etc.</p> <p>Pothole Dodge - Put lots of cones, hurdles, hoops on the floor. These are the potholes. Children have to jump over the potholes. You can choose a different way of jumping/landing over different potholes. Look at how to take off/land so that you are stable/not falling over. <i>To make harder can make a point system e.g. number potholes you can get over in a min, or add commands so that they have to react to commands</i></p>	I can jump a long distance using my arms and legs to help push me forward and landing safely with my knees bent and my feet together

		Catch a small ball	<p>Balance Battles - In twos, children stand at either side of a line/cone and on command: Push back to back to get over the line Push forward with palm of hands (one/two?) Reaction balls Bright ball throw to partner 1 v 1 dodgeball Penalty shootout</p> <p>Games Benchball, line protect, handball type game etc</p> <p>Rats and Rabbits - Children in pairs, stood shoulder to shoulder in the middle of a box. One person is a rat, other is a rabbit. When teacher calls rat or rabbits, that child needs to run to edge of box before partner can tag them. Discovery task in pairs – get the one child to try to shadow the other. The other child is trying to get away from their shadow. Demo children that use dodging movements and change of speed to do this. Tagging games to practise.</p>	I can catch a tennis ball by placing my body in line to meet the flight of the ball and I cup my hands so the ball cannot bounce out
Art/DT		<p>Represent things observed, remembered or imagined using colour/tools</p> <p>Experiment with basic tools on rigid and flexible materials</p>	<p>Rocket designing Responding to Holst – Alien landscapes</p> <p>Sculpture made from clay of Aliens</p>	<p>I can paint things I have seen, remembered or imagined</p> <p>I can experiment with basic tools on rigid and flexible materials</p>

		Able to make textured collages from a variety of media and by folding, crumpling and tearing materials	Collage planets made from different art supplies.	I can make collages by folding, crumpling and tearing materials
PSHE	Me and Keeping safe	<p>Learning objectives: Children learn...</p> <ul style="list-style-type: none"> • about people, places and things that could be unsafe • the difference between hazards which they themselves cause and hazards that are caused by others • how to keep safe in different places and situations • key safety rules which can be applied in a range of situations • about ways that their 'special people' help to keep them safe • about ways that they can make the job of keeping themselves safe easier for their special people • about the people in their community who help to keep them safe • about ways that they can make the job 	<p>Stranger Danger! – Discussion about the correct strangers to talk to. Ensure they understand that some people are not to be spoken to.</p> <p>Road Safety – Create safety posters for crossing the road. Describing the safety of checking the road before crossing and being sensible near the road.</p> <p>Building Sites – Trip to nearby building site to discuss the potential risks.</p> <p>Safety in the home</p> <p>Medicines</p>	<p>Learning outcomes: Children...</p> <ul style="list-style-type: none"> • can identify people, places and things which could potentially pose a threat to their safety • can differentiate between hazards which they themselves cause and hazards that are caused by others • know the three main safety rules: <ul style="list-style-type: none"> - say no - stop and think - ask someone for help • identify some skills for keeping safe in all situations • identify ways that their special people help to keep them safe • identify some simple ways that they can contribute to keeping themselves safe • can name some of the people in their community who help to keep them safe • can suggest ways that they can make the job of keeping themselves safe easier for these people • identify some dangers of road use.in using the roads • demonstrate the skills of crossing the road safely • identify situations when they can be in charge and when others are in charge

		<p>of keeping themselves safe easier for these people</p> <ul style="list-style-type: none"> • to recognise dangers associated with road use. • skills for crossing the road safely • about what being 'in charge' entails • about who is in charge in different situations • about how they can be in charge of keeping themselves safe 		
RE	<p>Christianity-Gospels</p> <p>What is the Good News Jesus brings?</p>	<p>Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful.</p> <p>Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts.</p> <p>Describe how Christians show</p>	<p>Sort good news/bad news statements. Make a Good News card</p> <p>Gifts from God poster</p> <p>10 lepers story. Thank you card to a friend with list of what they thank them for.</p> <p>Prayer booklets</p> <p>Symbols of what matters most in life (put in an oyster shell. Story the Pearl of Great Price.</p> <p>Look at Good News frieze and label what they can see. Answer the overriding question</p>	<p>Which stories from the Bible link with the concept of 'good news' and being thankful?</p> <p>What might these texts mean to some Christians today?</p> <p>How do Christians show their beliefs about God?</p> <p>How do Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives?</p> <p>What questions do I have about whether Jesus' 'good news' matters to anyone other than Christians?</p>

		<p>their beliefs: for example, thanking God in prayer.</p> <p>Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives.</p> <p>Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas.</p>		
Music		<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music Use tuned and untuned classroom percussion to compose and improvise</p> <p>Perform, listen to, review and evaluate music across a range of historical periods,</p>	<p>Children to compose music to be representative of Alien planet. Charlie and Lola</p> <p>Listen to Holst's "Planets" and explain the feeling towards the music. How do the children feel</p>	<p>I can experiment with, create, select and combine sounds using the inter-related dimensions of music I can use tuned and untuned classroom percussion to compose and improvise</p> <p>I can review and evaluate the works of the great composers</p>

		genres, styles and traditions, including the works of the great composers and musicians.	when listening? Discuss feelings and attitudes towards the piece of music.	
Computing		Create simple programs Understand that programs execute by following precise and unambiguous instructions	Design a simple scratch game involving an alien Use 2paint to create an alien Create the instructions for a simple scratch game	I can create a simple program to perform a task I can understand that programs run by following clear instructions
Geography		Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use aerial photographs and plan perspectives to recognise landmarks	Looking at google earth and investigate the earth from space. Label pictures of earth from space. Label continents of the world, equator and also tropic lines. Weather and the equator – Discuss weather patterns from our country and contrast with other countries weather.	I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied I can 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

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History		Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries 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. 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	First moon landing Fact Files of Neil Armstrong and understand the importance of Apollo 11 Tim Peake's journey to space and the equipment he needed to take.	I can describe events beyond living memory that are significant nationally or globally I can discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods

		and Edith Cavell		
Local focus	Local alien sightings!			
Visitors or trips	Visit from Inflatable Planetarium.			
Special Focus Days/Weeks				
Base vocabulary Alien, astronaut, rocket, planets, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Moon, Sun, Solar System, Space, Satellite, breathe, shuttle.	Language Enrichment Opportunities Visit from Inflatable Planetarium. Science afternoon – Rocket experiments. Snack time – discussion about homework.			