

Medium Term Plan

Year 2 Topic Name Hythe - Our wonderful town! Term 2				
Overarching Question?	What makes our town great?			
Stunning Start	Treasure hunt around Hythe			
Fantastic Finish	Photography exhibition at the Library			
Subject		NC Programme of study	Possible Tasks	Outcomes 'I can
English Genres and Focus	Poetry Choice Setting Information writing		Seaside inspired poetry Town Mouse and the Country mouse Information leaflets about Hythe	
Maths	White Rose Maths Investigations Problem solving and efficient methods			
Science		Observe and describe how seeds grow into plants. Find out and describe how plants need water, light and temperature to stay healthy	Year 2 Garden project Investigate plants, planting and what plants need to survive. Cress head experiment	<i>I can explain how seeds and bulbs grow into plants</i> <i>I can describe how plants need water, light and a suitable temperature to grow and stay healthy.</i>
PE	Tennis (Indoor) Football (Outdoor)	1 – send to a target To develop passing skills to send a ball to a target 2 – tracking and stopping To develop tracking skills to stop a variety of balls 3 – finding space To identify areas of space and use these to help your team 4 – defending To develop defending skills to stop a ball 5 – scoring a goal To select and apply skills to score a goal 6 – game play To develop skills to outwit opponents	Warm up – throwing relays with beanbags Carousel of different ball types and targets: Tennis ball and wall Beanbag and hoop Soft ball and line Basketball and hoop For year 2 add activities that require racket/hockey stick and rugby/football etc. Focus on overarm and underarm delivery – when do you use each? Games to use sending skills to finish e.g. clear the room Warm up – rolling dodgeball: rollers	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 I can extend my co-ordination in a broad range of activities. I can participate in team games. I can participate in team games in a range of increasingly challenging situations. I can develop simple tactics for attacking in team games. I can develop simple tactics for defending in team games.

			<p>around the edge of a marked area, everyone else running around inside area. Rollers have to roll ball to try hit players on the knee or below. If caught go and join rollers until left with last 5 children as winners.</p> <p>Look at how to stop a ball in chosen sports – e.g catching in basketball and netball, with feet in football etc can pick 1 or look at multiple sports.</p> <p>Teaching points to reinforce the same for all: Track ball with eyes Move body to be behind ball Cushion ball to control to a stop Practise in pairs Game ideas – endball/benchball type games</p>	
Art/DT		<p>Use a variety of techniques including carbon printing relief press and fabric printing and rubbings.</p> <p>Represent things observed, remembered or inspired using colour/tools</p>	<p>Look at the work of Local artists ‘Shepherd huts studio’ and ‘Hayley Restell’ and create own artwork using those techniques.</p> <p>Visit to the beach to take photos and to create artwork in response</p>	<p>I can use different techniques like carbon printing, relief, press and fabric printing and rubbings</p> <p>I can paint things I have seen, remembered or imagined</p>
PSHE	Theme : Me and Medicines and Drugs	<p>Learning objectives:</p> <p>about substances that are safe/unsafe to go into their bodies, where they go and some of the effects they might have about when and why people have injections about safety rules with finding syringes</p>		<p>Learning outcomes: Children...</p> <p>can group the things that go into their bodies into safe and unsafe things</p> <p>know who to ask if they are unsure</p> <p>can explain the reasons why people have injections</p> <p>talk about their experiences of</p>

		<p>about who are safe people to give injections</p> <p>about who helps to keep them healthy and safe from harmful things going into their bodies</p> <p>about what they can do to help these people and that their contribution is the most important</p> <p>how to get a grown-up to stop and listen</p> <p>about how they can help to make themselves better when they are ill</p> <p>about 'feeling better medicine': that how you feel about yourself is important to health</p>		<p>injections and why they have had them</p> <p>know the safety rules for syringes</p>
RE	<p>Islam</p> <p>Who is a Muslim and what do they believe?</p>	<p>I can talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.</p> <p>I can re-tell a story about the life of the Prophet Muhammad.</p> <p>I can recognise some objects used by Muslims and suggest why they are important.</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</p> <p>Find out about and respond with ideas to examples of cooperation between people who are different.</p>	<p>Write Questions re Islam</p> <p>Muhammad and the Cat</p> <p>Tessellating patterns- Islamic art</p> <p>Special place</p> <p>Mosque drawing and labelling</p> <p>Mosque sunset painting</p>	<p>How do Muslim beliefs about God link with some of the 99 Names of Allah?</p> <p>What stories do Muslims tell about the life of the Prophet Muhammad?</p> <p>What objects are used by Muslims and why are they important?</p> <p>What difficult questions and ideas do I have about God?</p> <p>What example can I find of cooperation between people who are different?</p>

		Identify what makes a place special, or holy Recognise and describe the significance of particular objects and places to Muslims		
Music		Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence	Learn Sea shanty's	I can confidently perform rhymes, raps and songs
Computing		Maps and Beebots Use logical reasoning to predict the behaviour of simple programs	Create maps of Hythe and direct the Beebots to different places in the town.	I can predict the behaviour of a programmed toy, clearly relating each action to part of an algorithm
Geography		<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</p> <p>Name, locate and identify characteristics of the seas surrounding the United Kingdom</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a</p>	<p>Place Hythe on a map of the United Kingdom</p> <p>Explore the seas around the United Kingdom</p> <p>Explore the geographical vocab in relation to Hythe and Folkestone</p> <p>Explore a contrasting country</p>	<p>I can name, place and identify characteristics of the four countries and capital cities of the United Kingdom</p> <p>I can name, locate and identify characteristics of the seas surrounding the United Kingdom</p> <p>I can use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>

		small area in a contrasting non-European country		
History		Describe significant historical events, people and places in our own locality.	Visit town museum and investigate the local history. Produce a Hythe History Fact file	I can describe significant historical events, people and places locally
Local focus	Hythe town – Church, Beach and the canal			
Visitors or trips	Various visits to locality			
Special Focus Days/Weeks	Book week			
Base Vocabulary Hythe Town City village Street Road Church town hall Sea Canal River Country City	Language enrichment opportunities Snack time / discussion about homework Visit to the Hythe Museum			