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## YEAR 2

# How different are the environments close to our school?

Know about the area around a river considering plants, animals, noise levels, etc.

Carry out a study of an urban area, considering main features, such as noise level, traffic, etc.

Consider the main differences between the two environments

Use local OS maps to find out about how features are recorded

Make sketches, take photographs and use maps to help support their studies



### Locational Knowledge

- Locate the places visited on a local map

### Place Knowledge

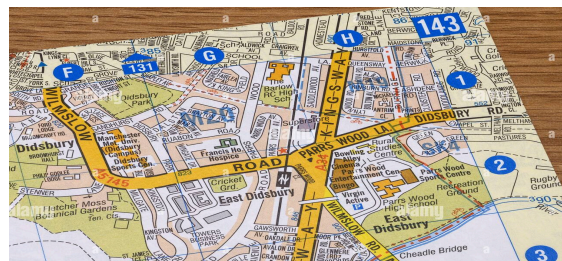
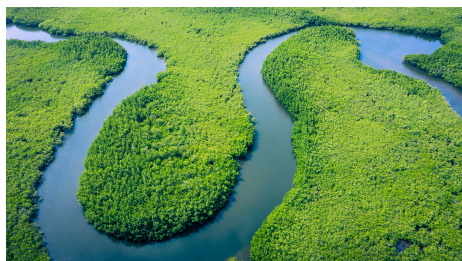
- Know that there are certain features associated with different places in our extended environment.

### Human and Physical Geography

- Know why people would live in certain environments but not others.

### Geographical Skills and Fieldwork

- Make sketches of areas visited so that further study can happen in the classroom



|                        | Maths   | English   |   |  | Science  |                                  |                                   |          |
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|                        |   |   |   |  | Working Scientifically   |                                  |                                   |          |
|                        |   | Reading   | Writing   | Speaking & Listening   | Observing over time  | Pattern seeking/<br>Fair testing | Classification and identification | Research |
| Prior Learning         |   | Children have begun to explore comprehension style questions using the VIPERS format. Continued to explore a range of texts in lessons. |   | Participate in discussion about what is read to them, taking turns and listening to what others say. | Plants and Growing:<br>Y2: Children have learnt about growth and germination in plants and have carried out observations over time, to see first hand, what is needed for a plant to grow successfully.<br><br>Materials:<br>Y2: Children have carried out a number of investigations based around the suitability of different materials. They have identified different materials by name and their suitability for use. |                                  |                                   |          |
| Pre & post assessments | post assessment on money and shape (this week, this term, last term). |   | Cold Task / Hot Task  |  | Continuation of Materials and plants topics  |                                  |                                   |          |
|                        | SATs  |   |   |  |  |                                  |                                   |          |
| Unit assessment        | SATs  | VIPERS comprehension  | Hot Task - Change story<br><br>Hot Task - Recount - Diary Entry |  | Continuation of Materials and plants:<br><br>Naming trees based on their leaves and shape<br><br>Presenting research findings about key inventors.   |                                  |                                   |          |

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| 1 | <b>Fractions</b><br><br>Showing equal part<br><br>Showing halves and quarters<br><br>Showing quarters<br><br>Showing Thirds | Reading Comprehension - VIPERS style questions | Hook - Creating a mural<br><br>LQ: How can I explore 'Grandad's Secret Giant'?<br><br>LQ: How can I describe a setting from 'Grandad's secret giant'<br><br>LQ: How can I use subordinating conjunctions in my writing?<br><br>LQ: How can I explore how a setting changes? | Oral rehearsal of 'Grandad's Secret Giant' and acting out storymap.            |  |  |   | LQ: Why are trees so important to our environment? |
| 2 | Naming fractions<br><br>Making a whole<br><br>Finding part of a set<br><br>Finding part of                                  | Reading Comprehension - VIPERS style questions | LQ: How will I sequence the main events of 'Grandad's secret giant'<br><br>LQ: How can I use a range of conjunctions in my writing?<br><br>LQ: How can I  | Discuss ideas with my partners and class teacher on how I will write my story. |  |  | LQ: Which common trees can I identify?<br><br>Name trees based on the shape of the leaves and the tree shape. |  |

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|   | a quantity  |  | <p>uplevel a piece of writing?</p> <p>Planning my change story</p>                          |  |  |  |   |   |
| 3 | <p><b>Time</b><br/>Telling time to 5 minutes</p> <p>Telling and writing time</p> <p>Sequencing events</p> <p><b>SATS practice</b></p> | Reading Comprehension - VIPERS style questions | <p>Hot Task - Writing a change story</p> <p>LQ: How can I edit my hot task?</p>             | Children must encapsulate what they are going to write sentence by orally rehearsing a sentence. |  |  | <p><b>Trip: Local walk (Geography and science link)</b><br/>LQ: Which trees and plants can you identify in our local environment?</p> |   |
| 4 | <p>Drawing clock hands</p> <p>Finding durations of time</p> <p>Comparing times</p> <p><b>SATS</b></p>                                 | Reading Comprehension - VIPERS style questions | <p>Hook - Didsbury Walk</p> <p>Diary - Recount of the walk to Didsbury</p> <p>Cold Task</p> | LQ: How can I share my thoughts and feelings?  |  |  |   | LQ: How has Charles Mackintosh played an important role in inventing materials? |



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| 5                      | <b>Volume</b><br>Comparing volume<br><br>Measuring volume in litres and millilitres<br><br>SATS<br><br>SATS | Reading Comprehension - VIPERS style questions | LQ: What are the features of a Diary?<br><br>LQ: What are expanded noun phrases?<br><br>LQ: What are apostrophes for contraction?<br><br>Writing - Diary Entry | Drama - exploring WAGOLL diary by acting out and using chatterpix. |  |  |  | LQ: How has John Dunlop played an important role in inventing materials?  |
| 6                      | Revision (of all covered areas).  | Reading Comprehension - VIPERS style questions | Poetry - Narrative Poem<br><br>Exploring and discovering poetry.   |  |  |  |  | Create a Chatterpix based on either John Dunlop or Charles Macintosh that explains their significance as scientists |
| End of unit assessment | SATs  |  | Hot task   |  |  |  |  | Chatterpix showing the significance of a scientist.   |

|                        | Geography   | History | DT | Art  | Computing  | RE   |
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| Prior Learning         | In year 2, children have already learnt about rural and urban areas of Kenya. They have compared physical and human features. They have learnt about the 7 continents and looked at a map of the world. |         |    | Pupils have covered drawing, sketchbooks, printmaking, painting and collage in year 1.<br><br>In year 2 we created a sculpture using plasticine of an inspirational figure.<br><br>Children have used split pins for other projects across the curriculum. | Pupils have gained basic computing skills such as logging in, typing, and using a mouse. Pupils have been exposed to some microsoft office programs (powerpoint). We have explored different types of communication. | Children have been learning about Islam and Judaism. |
| Pre & post assessments | <b>Wk 1</b> - What do children know about their local environment? Front cover.   |         |    |  |  |  |
|                        | <b>Wk 3</b> - Recall quiz<br><b>Wk 6</b> - End of unit assessment.  |         |    |  |  |  |
| Unit assessment        | <b>Wk 3</b> - Recall quiz   |         |    | Slider Art<br>Moving Puppets   |  |  |
| 1                      | Hook - Creating a picture map & graffiti wall<br><br>LQ: What do I know about my local environment?<br>Front cover / assessment   |         |    | LQ: What is animation?   | LQ: How can I read and reply to an email?  | LQ: What happens at the celebration of Eid?          |

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| 2 | <b>LQ:Where do I live?</b><br><br><b>LQ: What are the features of a city, town and village?</b>        |  |  | <b>LQ: How can I design and make a sliding animation?</b> | LQ: How can I explore email attachments? | <b>LQ: What do we think about God? (How would a muslim describe God)</b>                        |
| 3 | <b>LQ: What is an OS Map and how can I use it?</b><br><br><b>Field trip - Walking tour of Didsbury</b> | <b>Exploring how Didsbury has changed over time.</b> |  | <b>LQ: How can I design and make a sliding animation?</b> | LQ: How can I send an email?             | <b>LQ: Who was the prophet Mohammad and why is he important to Muslims? (Retelling a story)</b> |
| 4 | <b>LQ: How can I compare environments in Didsbury</b><br><br><b>Mid-Point Assessment</b>               |  |  | <b>LQ: How can I design a moving puppet?</b>              | LQ: How can I explore databases?         | <b>LQ: What stories of the prophets do muslims love to tell?</b>                                |

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| 5                      | <p><b>LQ: What can Didsbury offer?</b></p> <p><b>LQ: What landmarks does Didsbury have?</b></p> |  |  | <b>LQ: How can I make a moving puppet?</b>                             | LQ: How can I use databases?               | <b>LQ: What makes a place or an object special to us? And to muslims?</b> |
| 6                      | <p><b>LQ: What is our school environment like?</b></p> <p><b>End of unit assessment</b></p>     |  |  | <b>LQ: How will I design and create the background for my puppets?</b> | LQ: How can I be safe when using email?    | <b>LQ: What is a mosque and what happens at a mosque?</b>                 |
| End of Unit assessment |   |  |  | <b>Puppets end product</b>   | <b>Sending an email with an attachment</b> | Showing varying ways of caring for others.                                |

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|                        | Music  | PSHE | PE  |                    |
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|                        |  |      | Games   | Dance / Gymnastics |
| Prior Learning         | Dynamics, timbre, tempo and motifs.  |      | Children have prior knowledge of Tennis and have been shown how to hold the racket and return a moving ball.  |                    |
| Pre & post assessments |  |      | Children will play a game of floor tennis in pairs to see what knowledge and understanding they have about hitting and returning the ball.  |                    |
|                        | <b>On this island: British songs and sounds</b><br>Creating sounds to represent three contrasting landscapes: seaside, countryside and city.   |      | The children will play the same game over a net and see the difference between week 1 to 6.   |                    |
| Unit assessment        | Pupils who are secure will be able to:<br>Sing, play and follow instructions to perform as a group.<br>Describe music using simple musical vocabulary.<br>Explore multiple ways of making the same sound.<br>Represent the same sound in different ways.<br>Describe how they have adapted a |      | Master basic movements including, running, jumping, throwing, catching, as well as developing agility, balance and coordination, and begin to apply these in a range of activities. |                    |



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|   | <p>sound using musical vocabulary. Contribute musically to a final performance. Create a piece that clearly represents a particular environment. Extend a piece of music so that it represents three distinct environments.</p> |   |  |   |
| 1 | <p>LQ: What can I learn about the music of the British Isles?</p>   | <p>Morning Challenge - Social Story Friendships</p>   | <p>The children are going to develop their ready position and stance when they are striking the ball using forehand technique. LQ: What is the ready position and how do we strike the ball using the forehand technique?</p>            | <p><b>How can I devise a sequence of balances and spins on patches?</b></p> <p><b>Skills: I can..</b></p> <ul style="list-style-type: none"> <li>• Demonstrate agility, balance and coordination</li> </ul> <p><b>Knowledge: I can..</b></p> <ul style="list-style-type: none"> <li>• Recognise what success looks like: self and others</li> </ul> |
| 2 | <p>LQ: What do I know about the music of the British Isles and how can we create music of our own?</p>  | <p>Morning Challenge - Social Story - Falling Out</p> | <p>The children are going to further enhance their forehand technique whilst the ball is bouncing towards them. The children will show some degree of accuracy when hitting the ball. LQ: How do we control where the ball is going?</p> | <p><b>Skills: I can..</b></p> <ul style="list-style-type: none"> <li>• Perform a twist and then roll</li> <li>• Change my pathway after each roll by spinning</li> </ul> <p><b>Knowledge: I know..</b></p> <ul style="list-style-type: none"> <li>• What a twist is</li> <li>• Ways of twisting with different body parts</li> </ul>                |

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| 3 | LQ: How can we recreate the sounds that we might hear in the city using a city image as inspiration?     | Morning Challenge - Social Story - Hitting    | The children will be introduced to the technique 'backhand'. They will perform this when the ball is stationary and rolling.<br>LQ: How do you stand when striking the ball with the backhand?   | <b>Skills: I can..</b> <ul style="list-style-type: none"> <li>• Change the point of contact in balances by leading into the next balance by twisting</li> <li>• Twist my body, whilst firstly in motion and then in balance</li> </ul> <b>Knowledge: I know..</b> <ul style="list-style-type: none"> <li>• How to perform a fluent routine where work is controlled and varied</li> <li>• How to work with others to put out the apparatus in absolute silence</li> </ul> |
| 4 | LQ: How can we compose a piece of music about a setting (countryside, seaside or setting) of our choice? | Morning Challenge - Social Story - Tidying Up | The children are going to further develop their backhand technique with some degree of accuracy. The ball will be firstly rolling towards them and then progressing to bouncing.<br>LQ: When striking the ball backhand, what must you do? | <b>Skills: I can..</b> <ul style="list-style-type: none"> <li>• Twist whilst in inversion</li> <li>• Perform counter balances against the apparatus</li> </ul> <b>Knowledge: I know..</b> <ul style="list-style-type: none"> <li>• What the difference between a turn and a twist is.</li> <li>• How to counter balance using the apparatus</li> </ul>  |

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| 5 | LQ: How can we use our learning to compose a piece of music that takes us on a journey through Britain, from the seaside to the countryside and to the city? | Morning Challenge - Social Story - Being Quiet | The children are going to develop their awareness of the tennis court and understand where to move in order to return the ball. In pairs they will play one bounce without tennis rackets and then progressing into using them. LQ: When we have returned the ball, what must we do next? | <b>Skills: I can..</b> <ul style="list-style-type: none"> <li>• Work in synchronisation with a partner to perform different balances and twists</li> <li>• Work with a partner in counter balance and counter tension</li> </ul> <b>Knowledge: I know..</b> <ul style="list-style-type: none"> <li>• How to coordinate movements at the same time as my partner.</li> <li>• What the difference between counter balance and counter tension is</li> </ul> |
| 6 |  | Morning Challenge - Social Story - Respect     | The children will play single tennis matches. Making sure they understand the game and rules in order to play the game correctly. LQ: Can you name 3 rules when playing a game of tennis?   | <b>Skills: I can..</b> <ul style="list-style-type: none"> <li>• Mirror the moves of my partner</li> <li>• Create a sequence of work with a clear start and controlled twists, spins and turns</li> </ul> <b>Knowledge: I know..</b> <ul style="list-style-type: none"> <li>• How to up-level my work</li> <li>• How to use transitional movements to link my ideas</li> </ul>   |

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| End of Unit<br>Assessment | Create and perform<br>a piece as a group<br>that clearly<br>represents a<br>particular<br>environment. |  | The children should all<br>be able to use forehand<br>and backhand to strike<br>the ball with some<br>degree of accuracy<br>when the ball is rolling<br>and bouncing towards<br>them. The children<br>should also understand<br>how to play the game,<br>including understanding<br>the basic rules of tennis. |  |
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