

Greenmount Primary School – Medium Term Planning

Date September 2019 Year Group Year 2 Teacher Mr K Hillier/Mrs Dubbins

Title

Home Sweet Home

Outline, including purpose and audience

This topic is based on children's own experience. Looking at homes in their locality, exploring the influences of time, climate and environment.

Children think about houses they know well and identify different rooms. They consider the purpose of each room and discuss the household items / furniture to be found in them.

Children sort and display information in categories. Children look at differences in architecture between old and new houses. They go on an outing round the locality and look at the ages of different houses, asking how we can tell if they are old or new. They sketch houses seen.

In science children identify and compare the suitability of some everyday materials for particular uses. Plastic and fabrics are looked at in detail. Find out how the shapes of solid objects made from some materials can be changed. Think about new uses for materials. The scientific knowledge and understanding will then be applied to how materials are made effective use of in the construction of our homes.

In conclusion to the topic the children will present their learning to the Big Bad Wolf and a Little Pig in order for them to be more informed in future traditional tales.

Opener ~

Visit from the 'Big Bad Wolf' from 'The Three Little Pigs' story. Wolf tells the children the story of how he terrorised the pigs and repeatedly tried to catch them by blowing down their respective houses. Wolf tells the children that in order to help him catch more pigs he needs to know as much about houses as possible. He will be back a later in the half term to find out what the children have learnt. Following the visit from the wolf a pig turns up to see the children. The pig tells the children the story from their perspective. They also need to know as much about houses so as they can always be safe from nasty characters like the wolf. They will also be back to listen to what the children have learnt.

Outcome/event ~

If possible it will be arranged for the children to visit a building site to observe the learning covered at first hand. They could explore an 'open house' and identify the materials they can find.

Other possible opportunities include:

1. Visit to local secondary academy for an 'experience' in their D/T workshops.
2. Visit to Isle of Wight college to take part in a brick laying workshop.

<p align="center">Subject Focus Science</p>	<p align="center">Subject Focus Design Technology/Art</p>	<p align="center">Subject Focus Geography/History</p>
<p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Take rubbings of different materials around our homes/school. Distinguish between an object and the material from which it is made.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Draw our homes.</p> <p>How artists see homes - Klee. Make wall paper.</p> <p>Use a range of materials.</p> <p>Creatively design and make products.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Making junk model homes Test are they waterproof/ 'huff and puff' proof?</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make select from and use a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing.</p>	<p>Walk around local area locational knowledge.</p> <p>Name and locate the worlds seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port harbour and shop.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right]</p> <p>To describe the location of features and routes on a map.</p> <p>Homes then and now-make a time line of different houses.</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>

	<p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate and explore a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p> <p>Use technical knowledge to build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions.</p>
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Social, Moral, Spiritual and Cultural dimensions

Citizenship

- Children will take part in discussions/simple debates about preferences.
- Children will identify that people have needs and recognise their responsibility to meet those needs.
- Children will identify that they belong to a local community.

Staying Safe

- Children use skills which will help them maintain personal safety.
- Can explain simple rules about materials met around the home that can be harmful if not used properly

British Values

- The study of famous buildings and their architecture.

English Application and opportunities for writing ~	Mathematics Application and opportunities for problem solving/investigation ~
<p>Share ideas about the story and invent new parts</p> <p>Asking questions</p> <p>Group Reading - looking at letter layout</p> <p>Practising common letter and postcard endings. Writing your full name</p> <p>Using simple punctuation when writing a postcard</p> <p>Using simple punctuation when writing a letter</p> <p>Creating new ideas based on a story</p> <p>Writing a postcard based on book John Patrick Norman</p> <p>Writing a letter using the correct layout</p> <p>Brainstorm ideas</p> <p>Group reading - read the sequence of events in Dear Teacher</p> <p>Practising spelling words with /ul/ phoneme</p> <p>Making a finished illustrated letter</p> <p>Email composition</p>	<p>Choose and use appropriate standard units to estimate and measure height/length in any direction (m/cm) to the nearest appropriate unit, using rulers.</p> <p>Identify and describe the properties of 2-D shapes, including the number of sides.</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid.</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p>

<p>Timescale/key dates and events/useful info...</p> <p>Visits - TBA</p> <p>Visit from the Big Bad Wolf and the Little Pig - Wk Beg 7th September</p>

<p>KPIs addressed</p> <p>Writing - Also see separate English Overviews</p>	<p>History</p> <p>I can use words and phrases like: before, after, past, present, then and now.</p>
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I can write narratives about personal experiences and those of others, both real and fictional.

I can write for different purposes, including real events.

I can plan and discuss the content of writing and record my ideas.

I am able to orally rehearse structured sentences or sequences of sentences.

I can evaluate my own writing independently, with friends and with an adult.

I can proof read to check for errors in spelling, grammar and punctuation.

Maths

I can compare and sort common 2D shapes and everyday objects.

I can compare and sort common 3D shapes and everyday objects.

I can identify and describe the properties of 2D shapes, including the number of sides.

I can identify and describe the properties of 3D shapes including the number of edges, vertices and faces.

I can identify 2D shapes on the surface of 3D shapes.

Science

I can ask simple scientific questions.

I can use simple equipment to make observations.

I can carry out simple tests.

I can identify and classify things.

I can suggest what I have found out.

I can use simple data to answer questions.

I can identify and name a range of materials, including wood, metal, brick, plastic, glass, rock, paper and cardboard.

I can suggest why a material might or might not be used for a specific job.

I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.

I can answer questions using books and the Internet.

Design Technology

I can think of an idea and plan what to do next.

I can choose tools and materials and explain why I have chosen them.

I can join materials and components in different ways.

I can explain what went well with my work.

I can explain why I have chosen specific textiles.

I can measure materials to use in a model or structure.

I can explore how shapes can be changed by squashing, bending, twisting and stretching.	
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Please attach documentation of pupil involvement in planning (for instance 'What we know and what we'd like to find out' summary sheet)