

At Knights Enham Schools we provide...

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

'Together We Achieve'

Year 2 Spring Medium Term Planning Overview



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Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English & Maths	See Separate Subject Overview						
Science	Animals, including humans I can describe the basic needs of animals, including humans, for survival.	Animals, including humans I can explain the importance of healthy eating for humans.	Animals, including humans I can explain the importance of exercise and hygiene for humans.	Animals, including humans I can understand that humans have offspring that grow into adults.	Animals, including humans I can show the stages of growth for a ...cat?	Animals, including humans I can show the stages of growth for a ..bird?	
History	Childhood Now & Then I can use picture sources to identify changes over time (houses) NC 1	Childhood Now & Then I can compare schools in the past with my school. NC 1	Childhood Now & Then I can identify how clothes have changed. NC 1	Childhood Now & Then I can use picture sources to identify changes over time (pastimes) NC 1	Childhood Now & Then I can order pictures chronologically. NC 1	Childhood Now & Then Assessment NC 1	
RE	Remembering Enquire I can describe in simple terms what remembering means.	Remembering Enquire I can describe in simple terms what remembering means. Sedar Plate	Remembering Contextualise I can simply describe ways in which Jews remember the Passover story.	Remembering Evaluate I can simply describe the value/importance of remembering Passover for Jews.	Remembering Communicate I can simply describe my own responses to remembering my own experiences	Remembering Apply I can simply describe ways in which remembering can be applied to my own and others' lives.	
Computing	Unit 2.4 – Questioning Using and Creating Pictograms I can show that the information provided on pictograms is of limited use beyond answering simple questions NC 4	Unit 2.4 – Questioning Asking Yes / No Questions I can use yes/no questions to separate information NC 4	Unit 2.4 – Questioning Binary Trees I can construct a binary tree to separate different items. NC 4	Unit 2.4 – Questioning Using 2Question - a ComputerBased Binary Tree Program I can use 2Question (a binary tree) to answer questions NC 4	Unit 2.4 – Questioning Using 2Investigate: a NonBinary Database. I can use a database to answer more complex search questions. I can use the Search tool to find information. NC 4		

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Art/DT	ART Artist study Vincent Van Gogh Painting and sculpture I can talk about an artist. NC 4 I can identify the foreground and the background of a picture. NC 3	ART I can mix secondary colours to paint on a larger scale. NC 3	ART I can mix and blend paint to create dark colours and tones and shades. NC 3	ART I can mix and blend paint to create light colours and tones and shades. NC 3	ART Artist study. Barbara Hepworth I can talk about an artist. NC 4	ART I can identify form and shape, manmade and in nature. NC 3	ART I can manipulate and join clay to make a sculpture. NC 2, 3 and 1
PSHE	Keeping Safe Pre unit assessment Harold's picnic I can understand that medicines can sometimes make people feel better when they're ill. I can explain simple issues of safety and responsibility about medicines and their use. SCARF 3 Lesson 1	Keeping Safe How safe would you feel? I can Identify situations in which I would feel safe or unsafe and who I could ask for help if I was feeling unsafe. SCARF 3 Lesson 2	Keeping Safe What should Harold say? I can Identify situations in which I would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe. SCARF 3 Lesson 3	Keeping Safe I don't like that! I can recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation. I can Identify the types of touch I like and do not like. I can Identify who I can talk to if someone touches me in a way that makes me feel uncomfortable. SCARF 3 Lesson 4	Keeping Safe Fun or not? I can recognise that some touches are not fun and can hurt or be upsetting; I can know that I can ask someone to stop touching me. I can Identify who I can talk to if someone touches me in a way that makes me feel uncomfortable. SCARF 3 Lesson 5	Keeping Safe Should I tell? I can Identify safe secrets (including surprises) and unsafe secrets. I can recognise the importance of telling someone I trust about a secret which makes me feel unsafe or uncomfortable. SCARF 3 lesson 6	Keeping Safe Post unit assessment
PE	FSS- New Age Kurling I can send a stone accurately. NC: 1 FMS- Dance I can show a range of movements using my body. NC: 3	FSS- New Age Kurling I can aim and send a stone to a target. NC: 1 FMS- Dance I can use the space around me. NC: 3	FSS- New Age Kurling I can begin to understand strategic gameplay. NC: 1 FMS- Dance I can tell a story with my body based on a given idea. NC: 3	FSS- New Age Kurling I can compete against another team. NC: 1 FMS- Dance I can listen to music/sounds and respond with an action/movement. NC: 3	FSS- New Age Kurling I can use strategic gameplay to score points competitively. NC: 1 FMS- Dance I can link movements together into a dance phrase. NC: 3	FSS- New Age Kurling I can take part a NAK tournament. NC: 1 FMS- Dance I can tell a story using a phrase of actions set to music or sound. NC: 3	FSS- New Age Kurling I can take part in the sport of NAK. NC: 1 FMS- Dance I can tell a story using a phrase of actions set to music or sound and perform to others. NC: 3

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Music		I can learn to sing a British folk song NC: 1	I can practise and perform a song relating to the countryside NC: 1	I can practise and perform a song relating to the city NC: 1	I can create symbols to represent sounds NC: 1	I can develop and perform a musical composition NC: 1	Assessment checkpoint Perform, evidence and evaluate NC: 1
Collective Worship	New Year New start	Spring	School Values	Collaboration	Respect	Mental Health Week Internet Safety Day	

Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English & Maths	See Separate Subject Overview						
Science	Plants I can identify and name parts of a flowering plant.	Plants I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Set up a comparative test to show that plants need light and water to stay healthy.	Plants I can observe and describe how seeds grow into mature plants (Plant seeds at the beginning of the term and monitor their growth. Time lapse videos?)	Plants I can observe and describe how bulbs grow into mature plants (Plant bulbs and monitor/observe them over time. Time lapse videos? Life cycle of a plant)	Plants I can identify and name a variety of plants	Plants Observe and record findings/ describe what has happened to the seeds and bulbs that were planted.	
Geography	Rainforests- A contrasting Locality I can locate the Equator and the continents on a map. NC 1 & 4	Rainforests I can use geographical vocabulary NC 2 & 3	Rainforests I can describe a rainforest NC 2 & 3	Rainforests I can explain why rainforests are important to humans and animals. NC 2	Rainforests Assessment Write an article for a geographical magazine NC 1,2,3	Rainforests Assessment Write an article for a geographical magazine NC 1,2,3	
RE	Happy and Sad Communicate I can talk about my own experiences of being sad and then happy	Happy and Sad Apply I can explain how happy and sad feelings affect me and other people.	Happy and Sad Enquire I can identify and talk about the concepts of sadness and happiness.	Happy and Sad Contextualise I can recognise how sadness is significant in the Easter story.	Happy and Sad Contextualise I can recognise how happiness is significant in the Easter story.	Happy and Sad Evaluate: I can talk about the importance of the feelings of sadness and	Happy and Sad

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						happiness to Christians when they remember the Easter story.	
Computing	Unit 2.5 – Effective Searching Understanding the Internet and Searching I can understand the terminology associated with the Internet and searching. NC 4, 6	Unit 2.5 – Effective Searching Searching the Internet I can gain a better understanding of searching the Internet. NC 4, 6	Unit 2.5 – Effective Searching Sharing Knowledge of the Internet and Effective Searching I can create a leaflet to help someone search for information on the Internet NC 4, 6				
Art/DT	DT FOOD-hot and cold I can talk about a healthy and varied diet. NC 1	DT I can talk about where flour comes from. NC 2 I can talk about where sugar comes from. NC 2	DT I can talk about where cheese comes from. NC 2 I can plan a varied meal and make a list of the ingredients, tools and equipment that I need. DT NC 4 NC 1	SESSION 4, 5 AND 6 TO RUN ACROSS CONSECUTIVE DAYS	DT I can prepare cupcakes for a healthy and varied diet. NC 1	DT I can prepare ingredients to make sandwiches. NC 1	DT I can prepare sandwiches for a healthy and varied diet. NC 1
PSHE	Rights and Respect Pre unit assessment Getting on with others I can describe and record strategies for getting on with others in the classroom. SCARF 4 Lesson 1	Rights and Respect When I feel like erupting I can explain, and be able to use, strategies for dealing with impulsive behaviour. SCARF 4 Lesson 2	Rights and Respect Feeling safe I can identify special people in the school and community who can help to keep me safe. I can say how to ask for help. SCARF 4 Lesson 3	Rights and Respect Playing games I can say how to stay safe online. SCARF 4 Lesson 4	Rights and Respect Harold saves for something special I can understand that people have choices about what they do with their money. SCARF 4 Lesson 5	Rights and Respect Harold goes camping I can recognise that money can be spent on items which are essential or non-essential and understand that money can be saved for a future time. SCARF 4 Lesson 6	Rights and Respect How can we look after our environment? I can identify what I like about the school environment. I can make suggestions for improving the school environment; I can recognise that it's everyone's job - including all adults and children - to respect and therefore help to look

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							after the school environment. SCARF 4 Lesson 7 Post unit assessment
PE	FMS- Hockey I can hold a hockey stick accurately. NC: 1 and 2 FMS- Gym I can select basic gymnastic actions. NC: 1	FMS- Hockey I can aim a hockey stick and send a ball. NC: 1 and 2 FMS- Gym I can select basic travelling, heights and locations for actions. NC: 1	FMS- Hockey I can move with a ball. NC: 1 and 2 FMS- Gym I can link a phrase of 2 gymnastics movements together. NC: 1	FMS- Hockey I can move with a ball and then send a ball towards a target. NC: 1 and 2 FMS- Gym I can link 2 or more movements together with a partner. NC: 1	FMS- Hockey I can move and send a ball with a partner. NC: 1 and 2 FMS- Gym I can select and link basic gymnastic actions into fluent phrases with a partner. NC: 1	FMS- Hockey I can move and send a ball against another person. NC: 1 and 2 FMS- Gym I can select and link basic gymnastic actions into fluent phrases. NC: 1	FMS- Hockey I can take part in the sport of Hockey. NC: 1 and 2 FMS- Gym I can select and link basic gymnastic actions into fluent phrases and perform. NC: 1
Music		I can create a simple soundscape using dynamic changes NC: 1-4	I can listen to music and respond creatively, considering how dynamics can be represented NC: 1-4	I can compare two pieces of music NC: 1-4	I can create a short pitch pattern to represent a planet NC: 1-4	I can perform a pitch pattern representing a planet, using vocal and instrument sounds and changes in dynamics NC: 1-4	Assessment checkpoint Perform, evidence and evaluate NC: 1-4
Collective Worship	Nurture	World Book Day Celebrating Reading	Resilience	Red Nose Day	Independent	Road Safety	Pupil Voice