

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



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'

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		

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'

<p>Art/DT</p>	<p>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</p>	<p>ART I can mix secondary colours to paint on a larger scale. NC 3</p>	<p>ART I can mix and blend paint to create dark colours and tones and shades. NC 3</p>	<p>ART I can mix and blend paint to create light colours and tones and shades. NC 3</p>	<p>ART Artist study. Barbara Hepworth I can talk about an artist. NC 4</p>	<p>ART I can identify form and shape, manmade and in nature. NC 3</p>	<p>ART I can manipulate and join clay to make a sculpture. NC 2, 3 and 1</p>
<p>PSHE</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>Keeping Safe Post unit assessment</p>
<p>PE</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>

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'

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

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'

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

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'

							after the school environment. SCARF 4 Lesson 7
							Post unit assessment
PE	<p>FMS- Hockey I can hold a hockey stick accurately. NC: 1 and 2</p> <p>FMS- Gym I can select basic gymnastic actions. NC: 1</p>	<p>FMS- Hockey I can aim a hockey stick and send a ball. NC: 1 and 2</p> <p>FMS- Gym I can select basic travelling, heights and locations for actions. NC: 1</p>	<p>FMS- Hockey I can move with a ball. NC: 1 and 2</p> <p>FMS- Gym I can link a phrase of 2 gymnastics movements together. NC: 1</p>	<p>FMS- Hockey I can move with a ball and then send a ball towards a target. NC: 1 and 2</p> <p>FMS- Gym I can link 2 or more movements together with a partner. NC: 1</p>	<p>FMS- Hockey I can move and send a ball with a partner. NC: 1 and 2</p> <p>FMS- Gym I can select and link basic gymnastic actions into fluent phrases with a partner. NC: 1</p>	<p>FMS- Hockey I can move and send a ball against another person. NC: 1 and 2</p> <p>FMS- Gym I can select and link basic gymnastic actions into fluent phrases. NC: 1</p>	<p>FMS- Hockey I can take part in the sport of Hockey. NC: 1 and 2</p> <p>FMS- Gym I can select and link basic gymnastic actions into fluent phrases and perform. NC: 1</p>
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