




## Castercliff Primary Academy – Medium Term Plan.



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| <b>Year Group: 2</b>  | <b>Overarching Question: What is there beyond Nelson?</b>      |   |
| <b>Term: Autumn 2</b>   | <b>Topic Driver: History – Local History</b>                   |   |
| <b>Please add the subject area and title (i.e History – The Romans RE – Hajj)</b> |  |   |
| History – Local History – Learie Constantine                                      | Music: Call and Response (Animals)                             |   |
| Science – Uses of Everyday Materials  | RE: Christianity (Jesus)                                       |   |
| PE: Gymnastics and Health & Wellbeing   | Computing: Computing Systems and Networks: What is a computer? |   |
| DT: Mechanisms  |  |   |
|  | <b>Celebrate</b>   |   |
|   | <b>Enrichment</b><br>Materials workshop<br>Eureka - Wirral     |   |
| <b>Class Novel</b>  | <b>English</b>   |   |
| Various short stories   | The True Story of the Three Little Pigs<br>Tongue Twisters     | Letter and Alternative Ending<br>Poetry |



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| Week: 1  | Subsidiary question:   |
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| <p><b>Topic Driver knowledge &amp; skills</b><br/> <b>History:</b> To ask questions and hypothesise about the past through observing, handling and using a range of sources.</p> | <p><b>Secondary Subject knowledge &amp; skills</b><br/> <b>Science:</b> To categorise different materials based on their properties.</p> <p><b>PE:</b> To demonstrate jumping actions with different shapes in the air.<br/>           Character: Courage – to overcome the challenge of jumping high with a shape.</p> <p><b>DT:</b> To explore wheel mechanisms and design a fairground wheel.<br/>           -I can describe how axels help wheels to move a vehicle.<br/>           -I can evaluate different designs.<br/>           -I can design and label a working wheel.</p> <p><b>Computing:</b> To recognise the parts of a computer.<br/>           -I can name the key parts of a computer.<br/>           -I can explain the purpose of different computer parts.<br/>           -I can explain that a keyboard contains lots of buttons.</p> <p><b>Music:</b> To create short sounds with varied dynamics that represent an animal.<br/>           -I can change the volume of my sound.<br/>           -I can create different dynamics using the same instrument.<br/>           -I can work as part of a group to create a short selection of sounds that represents an animal.</p> <p><b>RE:</b> To understand how light is used as a symbol</p> |
| <p><b>Vocabulary-</b><br/> <b>History:</b><br/>           Artefact, past, present, enquiry, old, different, similar, significant.</p>  | <p><b>Vocabulary</b><br/> <b>Science:</b></p>  |



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|  | <p>Identify, materials, wood, plastic, glass, metal, rock, brick, paper, cardboard, uses, used, properties, hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, not bendy, absorbent, not absorbent, waterproof, not waterproof, transparent, opaque.</p> <p><b>PE:</b><br/>Bench, nesting table, mats, traffic lights, jump, land, tuck, star, twisted</p> <p><b>DT:</b><br/>Axle, axle holder, design, design brief, design criteria, Ferris wheel, frame, pod, wheel</p> <p><b>Computing:</b><br/>Buttons, computer, desktop, keyboard, laptop, mouse, screen, monitor</p> <p><b>Music:</b><br/>Dynamics</p> <p><b>RE:</b><br/>Light, dark, bright spark, dark mood, dawned on me, saw the light, light at the end of the tunnel.</p> |
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| <b>Week: 2</b>   | <b>Subsidiary question:</b>   |
| <b>Topic Driver knowledge &amp; skills</b><br><b>History:</b> To recall event of Lord Learie Constantine's early life. | <b>Secondary Subject knowledge &amp; skills</b><br><b>Science:</b> To understand what causes an object to sink or float.<br><br><b>PE:</b> To show travelling actions using hands and feet; To demonstrate balancing on large body parts.<br><b>Character:</b> Concentration – To focus on keeping still in balances. |



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|   | <p><b>DT:</b> To select materials with appropriate properties.<br/>-I can describe the properties of different materials.<br/>-I can select appropriate materials for my wheel.<br/>-I can build a wheel on an axle.</p> <p><b>Computing:</b> To recognise how technology is controlled.<br/>-I can understand that people control technology.<br/>-I can understand that technology follows instructions.<br/>-I can predict what technology will do.</p> <p><b>Music:</b> To copy a short sound pattern.<br/>-I can describe my ideas about a piece of music.<br/>-I can accurately copy a sound pattern by clapping.<br/>-I can clap a sound pattern in time with the music.</p> <p><b>RE:</b> To understand the role of Jesus in Christianity.</p> |
| <p><b>Vocabulary-</b><br/><b>History:</b><br/>Artefact, past, present, enquiry, old, different, similar, significant, cricket, Lord</p> | <p><b>Vocabulary</b><br/><b>Science:</b><br/>Float, sink, buoyancy, water, experiment</p> <p><b>PE:</b><br/>Crab walk, bear walk, caterpillar, bunny hop, balance, gymnast</p> <p><b>DT:</b><br/>Model, rotate, stable, strong, waterproof, weak</p> <p><b>Computing:</b><br/>Device, input, output, robot, technology</p> <p><b>Music:</b></p>  |



## Castercliff Primary Academy – Medium Term Plan.



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|  |   | Sound pattern   |
|  |   | <b>RE:</b><br>Bible, Jesus, Christians, light   |
| <b>Week: 3</b>                             | <b>Subsidiary question:</b>   |   |
| <b>Topic Driver knowledge &amp; skills</b> | <b>History:</b> to recall events of Lord Learie Constantine's early life. | <b>Secondary Subject knowledge &amp; skills</b>   |
|  |   | <b>Science:</b> To choose the best material to create a cape for Rocket Mouse.  |
|  |   | <b>PE:</b> To show an egg roll, pencil and teddy bear roll; To create and demonstrate a sequence using rolling, jumping and travelling.<br>Character: Courage – To control my fears when trying a new roll. |
|  |   | <b>DT:</b> To build and test a moving wheel.<br>-I can build a stable structure.<br>-I can test elements of my design.<br>-I can adapt my design as necessary.<br>-I can make the wheel rotate.             |
|  |   | <b>Computing:</b> To recognise technology.<br>-I can suggest what might have a computer inside.<br>-I can explain why I think this.<br>-I can suggest what the technology does.                             |
|  |   | <b>Music:</b> To explore call and response using instruments.<br>-I can demonstrate what call and response is in music.<br>-I can copy a sound pattern using an instrument.                                 |
|  |   | <b>RE:</b> to explore the tradition of Christingle and understand its symbolic meaning.   |
| <b>Vocabulary-</b>                         |   | <b>Vocabulary</b>   |



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| <p><b>History:</b><br/>Artefact, past, present, enquiry, old, different, similar, significant, cricket, Lord</p> | <p><b>Science:</b><br/>Soft, rigid, rough, dull, drop, hard, transparent, smooth, float, flexible, opaque, shiny, sink</p> <p><b>PE:</b><br/>Egg roll, pencil roll, tilt, teddy bear roll, balance, travel</p> <p><b>DT:</b><br/>Mechanisms, stable, strong</p> <p><b>Computing:</b><br/>Battery, camera, computer, digital content, electricity, photograph, screen, tablet, technology, wire</p> <p><b>Music:</b><br/>Call, response</p> <p><b>RE:</b><br/>Advent, advent candles, advent services, Christingle.</p> |
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| <b>Week: 4</b>  | <b>Subsidiary question:</b> |  |
| <b>Topic Driver knowledge &amp; skills</b>  |                             | <b>Secondary Subject knowledge &amp; skills</b>  |
| <p><b>History:</b> To recognise why Lord Learie Constantine is a significant figure in history.</p> |                             | <p><b>Science:</b> To understand how we can test if the shape of items can be changed.</p> <p><b>PE:</b> To perform jumping and rolling actions; To create a sequence using rolling, jumping and travelling.<br/>Character: Self-belief – to recognise that I can improve my sequence if I try.</p> <p><b>DT:</b> To conduct a simple survey to gather opinions.</p> |



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|  | <p>-I can recall that a survey is used to find out what people like.<br/>-I can tally results.<br/>-I can use my results to inform the design.</p> <p><b>Computing:</b> To create a design for an invention.<br/>-I can include an input and output as part of my invention.<br/>-I can explain how it works, including how to control it.<br/>-I can label my design clearly.</p> <p><b>Music:</b> To create sound patterns based on call and response.<br/>-I can work with a partner to think of a question (call) and a short answer (response) about animals.<br/>-I can play my call (question) and response (answer) using a simple pattern on an untuned percussion instrument.</p> <p><b>RE:</b> To recognise what light guides me in my life.</p> |
| <p><b>Vocabulary-</b><br/><b>History:</b><br/>Artefact, past, present, enquiry, old, different, similar, significant, cricket, Lord.</p> | <p><b>Vocabulary</b><br/><b>Science:</b><br/>soft, hard, flexible (bendable), rigid (stiff), transparent (see-through), opaque (meaning light does not shine through it), rough, smooth, shiny, or dull, float, drop, sink</p> <p><b>PE:</b><br/>Roll, travel, finishing position, direction, speed</p> <p><b>DT:</b><br/>Opinion, survey</p> <p><b>Computing:</b><br/>Design, input, invention, output, plan</p>   |



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|  | <p><b>Music:</b><br/>Dynamics, sound pattern, call, response</p> <p><b>RE:</b><br/>Light, darkness, hope, light to the world.</p> |
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| <b>Week: 5</b>   | <b>Subsidiary question:</b>  |
| <b>Topic Driver knowledge &amp; skills</b><br><b>History:</b> to place significant events on a timeline. | <b>Secondary Subject knowledge &amp; skills</b><br><b>Science:</b> To identify properties of different materials.<br><br><b>PE:</b> To create a sequence using travelling, balancing, rolling and jumping.<br>Character: Concentration – To focus on the task of creating a sequence of a travel, roll and jumps and large body part balance.<br><br><b>DT:</b> To finish and evaluate a structure with a rotating wheel.<br>-I can add pods for the correct number of people.<br>-I can ensure that my pod stays upright when rotating around a fixed point.<br>-I can explain my decisions for the pod designs.<br>-I can evaluate a wheel mechanism and adapt it as necessary.<br><br><b>Computing:</b> To understand the role of computers.<br>-I can explain where computers are used.<br>-I can suggest what their job is.<br>-I can understand that computers work together.<br><br><b>Music:</b> To perform different sound patterns with contrasting dynamics.<br>-I can play my composition using a simple pattern on an instrument.<br>-I can improve my music by changing the dynamics (the volume). |



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| <p><b>Vocabulary-</b></p> <p><b>History:</b><br/>Artefact, past, present, enquiry, old, different, similar, significant, cricket, Lord</p> | <p><b>Vocabulary</b></p> <p><b>Science:</b><br/>soft, hard, flexible (bendable), rigid (stiff), transparent (see-through), opaque (meaning light does not shine through it), rough, smooth, shiny, or dull, float, drop, sink</p> <p><b>PE:</b><br/>Travel, roll, starting position, finishing position, sequence, roll, jump, balance</p> <p><b>DT:</b><br/>Decorate, evaluate, test</p> <p><b>Computing:</b><br/>Computer, digital recorder, role, scanner, system, technology, till, video</p> <p><b>Music:</b><br/>Dynamics, sound buttons, call, response</p> |
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| <b>Week: 6</b>  | <b>Subsidiary question:</b> |  |
| <b>Topic Driver knowledge &amp; skills</b>  |                             | <b>Secondary Subject knowledge &amp; skills</b>  |
| <p><b>History:</b> To show understanding of Learie Constantine’s life and why he is a significant figure.</p> |                             | <p><b>Science:</b> To understand the process of recycling and its importance.</p> <p><b>PE:</b> To create a sequence using travelling, balancing, rolling and jumping.<br/>Character: Concentration – To focus on the task of creating a sequence of a travel, roll and jumps and large body part balance.</p> <p><b>Oracy:</b> To perform to the best of my ability ensuring I can project my voice clearly. (Christmas production)</p> |



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### Vocabulary-

#### History:

Artefact, past, present, enquiry, old, different, similar, significant, cricket, Lord

### Vocabulary

#### Science:

Recycle, recycling, reuse, biodegradable, environment, landfill site, recycling depot, shredded, melted, pellets, raw materials, greenhouse gases

#### PE:

Travel, roll, starting position, finishing position, sequence, roll, jump, balance

#### Oracy:

Project, volume, clarity, definition