



Medium Term Plan - Year 2 – Term 6



Horton Kirby CE Primary School is incredibly passionate about ensuring that our children have **opportunities** to develop their **curiosity** through an **aspirational** and **diverse** curriculum which has been developed and adapted to meet the needs of all of our children and community. We provide a rich, broad and balanced curriculum that celebrates individuality, diversity and builds procedural knowledge to nurture talent and prepare children for the challenges and rewards of life and the wider world. Our school values of Respect, Responsibility, Resilience and Reflection are embedded into our curriculum.

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Class Text: Tidy by Emily Gravett / Greta and the Giants by Zoe Tucker and Zoe Persico						
English	<p>Thought, speech and question bubbles (Session 2).</p> <p>Writing in role to retell the story.</p> <p>Lesson 1: LO: To introduce the text and to develop background knowledge. EN SL 3, EN SL 7, Y2EN RW1, Y2EN RW2, Y2EN RC2, Y2EN RC2c.</p> <p>Lesson 2: LO: To gain a deeper understanding of Pete, the main character. EN SL 1, EN SL 3, EN SL 9, Y2EN RW1, Y2EN RW2, Y2EN RW3, Y2EN RC1, Y2EN RC1b Y2EN RC2b Y2EN RC2a, Y2EN RC2c, Y2EN RC2d, Y2EN RC2e, Y2EN RC3.</p>	<p>A persuasive letter to Pete</p> <p>Lesson 1: LO: To add '–ing', '–ed', '–er', '–est' and '–y' to words of one syllable ending in a single consonant after a single vowel. EN SL 2, EN SL 4, Y2EN RW1, Y2EN RC1, Y2EN RC1f, Y2EN RC1g, Y2EN W TS3.</p> <p>Lesson 2: LO: To work in role to understand characters feelings and viewpoint. EN SL 1, EN SL 2, EN SL 4, EN SL 5, EN SL 7, EN SL 8, EN SL 9, EN SL 11, Y2EN W TS3, Y2EN W TS4.</p> <p>Lesson 3: LO: To collate ideas and orally rehearse sentences in preparation for writing a persuasive letter.</p>	<p>Balanced Argument - Has Pete changed?</p> <p>Personal Reflection</p> <p>Lesson 1: LO: To know how a character's feelings have changed. EN SL 1, EN SL 2, EN SL 3, EN SL 6, EN SL 7, Y2EN RC1, Y2EN RC1a, Y2EN RC1b, Y2EN RC2, Y2EN RC2c, Y2EN RC2d, Y2EN RC3, Y2EN RC4, Y2EN W C1, Y2EN W C2, Y2EN W C2a, Y2EN W C2b, Y2EN W C3, Y2EN W C3a Y2EN W C3b, Y2EN W C3c, Y2EN W C4.</p> <p>Lesson 2: LO: To discuss whether Pete really has changed his ways. EN SL 1, EN SL 2, EN SL 4, Y2EN RC1, Y2EN RC1a, Y2EN RC1b, Y2EN RC2 Y2EN RC2a,</p>	<p>Explanation</p> <p>Book Review</p> <p>Lesson 1: LO: To use retrieval skills in reading and know that a story can have more than one message or theme. EN SL 1, EN SL 4, Y2EN RW2, Y2EN RW3 Y2EN RC2, Y2EN RC2c, Y2EN RC2d, Y2EN RC2e, Y2EN RC3, Y2EN RC4.</p> <p>Lesson 2: LO: To know that sub-headings can be used to organise information in information texts. EN SL 1, EN SL 9, Y2EN RW1, Y2EN RW2, Y2EN RW3 Y2EN RC1, Y2EN RC1d, Y2EN RC1f, Y2EN RC2, Y2EN RC2a, Y2EN RC2b, Y2EN W VGP1a, Y2EN W VGP3,</p>	<p>List of suggestions using bullet points</p> <p>Lesson 1: LO: To develop background knowledge and help pupils begin to understand the concept of a protest. EN SL 1, EN SL 2, Y2EN RC1 Y2EN RC1a, Y2EN RC2, Y2EN RC2a, Y2EN RC2c Y2EN RC2d, Y2EN RC2e, Y2EN RC3, Y2EN W VGP1, Y2EN W VGP1a.</p> <p>Lesson 2: LO: To use a zone of relevance to sort words that can be used to describe Greta. EN SL 2, EN SL 3, Y2EN RW1, Y2EN RW2, Y2EN RW3, Y2EN RC1, Y2EN RC2, Y2EN RC2a, Y2EN RC2c, Y2EN RC4.</p>	<p>News Recount</p> <p>Poetry</p> <p>Lesson 1: LO: To plan a news report. EN SL 1, Y2EN W TS1e, Y2EN W C2, Y2EN W C2a, Y2EN W C2b, Y2EN W C2c Y2EN W VGP1a.</p> <p>Lesson 2: LO: To write a news report about Greta Thunberg's trip to New York. Y2EN W C1, Y2EN W C1b, Y2EN W C2, Y2EN W C2a, Y2EN W C2b, Y2EN W C2c, Y2EN W C3, Y2EN W C3a, Y2EN W C3b, Y2EN W C3c, Y2EN W VGP1a, Y2EN W VGP2a, Y2EN W VGP2b, Y2EN W VGP2c Y2EN W VGP2d, Y2EN W VGP3.</p> <p>Lesson 3:</p>



Medium Term Plan - Year 2 – Term 6



	<p>Lesson 3: LO: To participate in 'book talk' discussions. EN SL 1, EN SL 2, EN SL 3, EN SL 4, Y2EN RW1, Y2EN RW2, Y2EN RW3, Y2EN RW4, Y2EN RC1, Y2EN RC1b, Y2EN RC1e, Y2EN RC1f, Y2EN RC2, Y2EN RC2e, Y2EN RC3, Y2EN RC4, Y2EN W TS2.</p> <p>Lesson 4: LO: To sequence and summarise the main events in a story. EN SL 1, EN SL 4, EN SL 7, EN SL 11, Y2EN RC1, Y2EN RC1a, Y2EN RC1b, Y2EN RC3, Y2EN RC4.</p> <p>Lesson 5: LO: To retell the events of a story, writing in role as Pete. Y2EN RW1, Y2EN RW2, Y2EN RW3, Y2EN W C1, Y2EN W C2, Y2EN W C2a, Y2EN W C2b, Y2EN W C2c, Y2EN W C3, Y2EN W C3a, Y2EN W C3b, Y2EN W C3c, Y2EN W VGP1, Y2EN W VGP1a, Y2EN W VGP2,</p>	<p>EN SL 1, EN SL 2, EN SL 7, Y2EN W C2, Y2EN W C2a, Y2EN W C2b, Y2EN W C2c, Y2EN W VGP1, Y2EN W VGP1a, Y2EN W VGP2d.</p> <p>Lesson 4: LO: To write a letter in role to Pete the Badger. Y2EN W TS1, Y2EN W TS1a, Y2EN W TS1c, Y2EN W TS1d, Y2EN W TS2, Y2EN W TS3, Y2EN W C1, Y2EN W C1a, Y2EN W C1b, Y2EN W C1c, Y2EN W C1d, Y2EN W C2, Y2EN W C2a, Y2EN W C2b, Y2EN W C2c, Y2EN W C3, Y2EN W C3a, Y2EN W C3b, Y2EN W C3c, Y2EN W C4, Y2EN W VGP1, Y2EN W VGP1a, Y2EN W VGP2a, Y2EN W VGP2b, Y2EN W VGP2c, Y2EN W VGP2d, Y2EN W VGP2e, Y2EN W VGP2, Y2EN W VGP3.</p> <p>Lesson 5: LO: To proof-read and edit a letter. EN SL 1, Y2EN W TS3, Y2EN W C3, Y2EN W C3a, Y2EN W C3b, Y2EN W C3c, Y2EN W C4,</p>	<p>Y2EN RC2c, Y2EN RC2d, Y2EN RC2e, Y2EN RC3, Y2EN RC4.</p> <p>Lesson 3: LO: To write a simple balanced argument. Y2EN W C1, Y2EN W C2, Y2EN W C2a, Y2EN W C2b, Y2EN W C2c, Y2EN W C3, Y2EN W C3a, Y2EN W C3b, Y2EN W C3c, Y2EN W C4.</p> <p>Lesson 4: LO: To write a personal reflection about a mistake. EN SL 1, EN SL 3, EN SL 7, Y2EN RC2, Y2EN RC2c, Y2EN RC2d, Y2EN RC3, Y2EN RC4, Y2EN W C1, Y2EN W C1a, Y2EN W C1b, Y2EN W C1c, Y2EN W C1d, Y2EN W C2, Y2EN W C2a, Y2EN W C2b, Y2EN W C2c, Y2EN W C3, Y2EN W C3a, Y2EN W C3b, Y2EN W C3c, Y2EN W C4, Y2EN W VGP3.</p> <p>Lesson 5: LO: To read and spell words ending with the suffix 'ness'. EN SL 1, EN SL 5, Y2EN RW4, Y2EN W TS2, Y2EN W TS3, Y2EN W TS4.</p>	<p>Lesson 3: LO: To explain the life cycle of an oak tree. EN SL 5, Y2EN W C1, Y2EN W C2, Y2EN W C2a, Y2EN W C2b, Y2EN W C2c, Y2EN W C3, Y2EN W C3a, Y2EN W C3b, Y2EN W C3c, Y2EN W C4, Y2EN W VGP1a, Y2EN W VGP2, Y2EN W VGP2a, Y2EN W VGP2b, Y2EN W VGP2c, Y2EN W VGP2d, Y2EN W VGP2e, Y2EN W VGP2, Y2EN W VGP3.</p> <p>Lesson 4: LO: To create a glossary about trees. EN SL 3, Y2EN RW1, Y2EN RW2, Y2EN RW3, Y2EN RC1, Y2EN RC1d, Y2EN RC1f.</p> <p>Lesson 5: LO: To write a book review. EN SL 1, EN SL 4, Y2EN RC1, Y2EN RC1a, Y2EN RC3, Y2EN W C1, Y2EN W C2, Y2EN W C2a, Y2EN W C2b, Y2EN W C2c, Y2EN W C3, Y2EN W C3a, Y2EN W C3b, Y2EN W C3c, Y2EN W C4.</p>	<p>Lesson 3: LO: To write a speech bubble addressed to the giants. EN SL 5, EN SL 8, EN SL 9, Y2EN RW7, Y2EN RC2, Y2EN RC2a, Y2EN RC2b, Y2EN RC2c, Y2EN RC2d, Y2EN RC3, Y2EN RC4, Y2EN W C1, Y2EN W C2, Y2EN W C2a, Y2EN W C2b.</p> <p>Lesson 4: LO: To write a list of suggestions of things that we can do to support Greta Thunberg. EN SL 4, Y2EN RW7, Y2EN RC1, Y2EN RC1d, Y2EN RC2, Y2EN W C1, Y2EN W C2, Y2EN W C2a, Y2EN W C2b, Y2EN W C3, Y2EN W C3c, Y2EN W VGP1a.</p> <p>Lesson 5: LO: To gather information about Greta Thunberg's trip to New York. EN SL 1, EN SL 9, Y2EN RW7, Y2EN W C1, Y2EN W C1b, Y2EN W VGP2a.</p>	<p>LO: To write a news report about Greta Thunberg's trip to New York. Y2EN W C1, Y2EN W C1b, Y2EN W C2, Y2EN W C2a, Y2EN W C2b, Y2EN W C2c, Y2EN W C3, Y2EN W C3a, Y2EN W C3b, Y2EN W C3c, Y2EN W VGP1a, Y2EN W VGP2a, Y2EN W VGP2b, Y2EN W VGP2c, Y2EN W VGP2d, Y2EN W VGP3.</p> <p>Lesson 4: LO: To compare <i>Tidy</i> and <i>Greta and The Giants</i>. EN SL 1, EN SL 4, Y2EN RW6, Y2EN RC2, Y2EN RC2d, Y2EN RC4.</p> <p>Lesson 5: LO: To celebrate our wonderful world through poetry and song. EN SL 5, Y2EN W h1a, Y2EN W h1b, Y2EN W h1c, Y2EN W h1d, Y2EN W C1, Y2EN W C1c, Y2EN W C2, Y2EN W C2a, Y2EN W C2b, Y2EN W C2c, Y2EN W C3, Y2EN W C3a, Y2EN W C3b, Y2EN W C3c, Y2EN W C4, Y2EN W VGP1a, Y2EN W VGP2b.</p>
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Medium Term Plan - Year 2 – Term 6



	Y2EN W VGP2a, Y2EN W VGP2, Y2EN W VGP3.					
SPAG	Consolidation of all Yer 1 and Year 2 Grammar, Vocabulary and Punctuation	Consolidation of all Yer 1 and Year 2 Grammar, Vocabulary and Punctuation	Consolidation of all Yer 1 and Year 2 Grammar, Vocabulary and Punctuation	Consolidation of all Yer 1 and Year 2 Grammar, Vocabulary and Punctuation	Consolidation of all Yer 1 and Year 2 Grammar, Vocabulary and Punctuation	Consolidation of all Yer 1 and Year 2 Grammar, Vocabulary and Punctuation
Maths	Compare and sequence intervals of time Y2:M6 Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times Y2:M7	Know the number of minutes in an hour and the number of hours in a day. Y2:M8	Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°c); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Y2:M1	Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°c); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Y2:M1	Compare and order mass, volume/capacity and record the results using >, < and = Y2:M2	Teaching of any previous objectives not yet approached. Maths Investigations Problem Solving Consolidation through Active Maths
Science	Science: Scientists and inventors. Lesson 1: Greenhouse Growing L.O. To describe how greenhouses help plants grow healthily and observe whether plants grow best inside or outside of a greenhouse. Y2:Sc: P2 Big ideas (aspects):	Science: Scientists and inventors. Lesson 2: Brilliant Botany L.O. To identify different parts of plants and use a magnifying glass to help draw different parts of plants. Sc:WS2 Big ideas (aspects): Nature (Identification & classification, Parts & function)	Science: Scientists and inventors. Lesson 3: Doctor's Surgery L.O. To use my own ideas to explain how doctors use science and describe what is important in order to stay healthy. Y2:Sc: A3 Sc:WS5 Big ideas (aspects): Nature (Survival)	Science: Scientists and inventors. Lesson 4: Discovering Germs L.O. To describe Louis Pasteur's life and work and find out why we wash our hands. Y2:Sc: A3 Sc:WS5 Big ideas (aspects):	Science: Scientists and inventors. Lesson 5: Charles Macintosh L.O. To describe Charles Macintosh and his famous invention and investigate the most suitable fabric for a particular use. Y2:Sc: EM1 Big ideas (aspects): Nature (Survival)	Science: Scientists and inventors. Lesson 6: Rachel Carson L.O. To describe what Rachel Carson learnt about ocean habitats and investigate her findings on water pollution. Sc:WS2 Y2:Sc: LT4 Big ideas (aspects): Nature (Identification & classification,



Medium Term Plan - Year 2 – Term 6



	<p>Nature (Identification & classification, Parts & function) Investigation(Questioning, Measurement, Investigation, Observation, Report & conclude, Gather & record data) Creativity (Report & conclude, Gather & record data) Change (Living things) Place (Habitats) Significance (Significant People)</p>	<p>Investigation(Questioning, Measurement, Observation) Change (Living things) Significance (Significant People)</p>	<p>Humankind (Staying safe, Healthy lifestyle) Significance (Significant Events, Significant People)</p>	<p>Investigation(Questioning, Measurement, Investigation) Humankind (Healthy lifestyle) Significance (Significant Events, Significant People)</p>	<p>Investigation(Questioning, Measurement, Investigation, Observation, Report & conclude, Gather & record data) Creativity (Report & conclude, Gather & record data) Processes (Earth) Comparison (Physical things) Significance (Significant Events, Significant People) Materials (Properties and Uses)</p>	<p>Nutrition, Survival) Investigation(Questioning, Measurement, Investigation, Report & conclude, Gather & record data) Creativity (Report & conclude, Gather & record data) Processes (Earth, Earth) Place (Habitats) Significance (Significant People)</p> <p>Lesson 7: Wind Power</p> <p>L.O. To answer questions about the invention of wind turbines. Sc:WS5 Big ideas (aspects): Investigation(Questioning) Processes (Earth) Significance (Significant Events, Significant People)</p>
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Medium Term Plan - Year 2 – Term 6



History	<p>History: What is a monarch?</p> <p>Lesson 1: What is a monarch?</p> <p>L.O. To describe what a monarch is KS1: Hi 1, 2, 4 Big Ideas Aspect: Comparison (compare and contrast) Change (chronology)</p>	<p>History: What is a monarch?</p> <p>Lesson 2: Who is our monarch today?</p> <p>L.O. To explain why coronations take places KS1: Hi 1, 2, 4 Big Ideas Aspect: Comparison (compare and contrast) Humankind (Everyday life) Place (Local History) Materials (Artefacts and Sources) Change (chronology) Investigation (investigate and interpret evidence)</p>	<p>History: What is a monarch?</p> <p>Lesson 3: How did William the Conqueror become King of England?</p> <p>L.O. To explain how William the Conqueror became King of England KS1: Hi 1, 2, 4 Big Ideas Aspect: Comparison (compare and contrast) Creativity (Communication) Materials (Artefacts and Sources) Investigation (investigate and interpret evidence) Change (chronology)</p>	<p>History: What is a monarch?</p> <p>Lesson 4: How did William the Conqueror rule?</p> <p>L.O. To identify how William the Conqueror built castles while ruling England KS1: Hi 1, 2, 4 Big Ideas Aspect: Comparison (compare and contrast) Materials (Artefacts and Sources) Change (chronology)</p>	<p>History: What is a monarch?</p> <p>Lesson 5: How did castles change?</p> <p>L.O. To identify features of a castle that would be effective when defending against attacks KS1: Hi 1, 2, 4 Big Ideas Aspect: Comparison (compare and contrast) Materials (Artefacts and Sources) Change (chronology) Place (Local History)</p>	<p>History: What is a monarch?</p> <p>Lesson 2: What was a monarch in the past?</p> <p>L.O. To suggest what a monarch was like in the past KS1: Hi 1, 2, 4 Big Ideas Aspect: Comparison (compare and contrast) Creativity (Communication) Materials (Artefacts and Sources)</p>
Art	<p>Art: Sculpture and 3D – Clay Houses</p> <p>Lesson 1: Exploring clay</p> <p>LO: To use my hands as a tool to shape clay.</p>	<p>Art: Sculpture and 3D – Clay Houses</p> <p>Lesson 2: Pinch pots</p>	<p>Art: Sculpture and 3D – Clay Houses</p> <p>Lesson 3: Applying skills in clay</p>	<p>Art: Sculpture and 3D – Clay Houses</p> <p>Lesson 4: Designing a tile</p> <p>LO: To use drawing to plan the features of a 3D model.</p>	<p>Art: Sculpture and 3D – Clay Houses</p> <p>Lesson 5: House tiles</p> <p>LO: To make a 3D clay tile from a drawn design.</p>	



Medium Term Plan - Year 2 – Term 6



	<p>KS1:AD1 KS1:AD3 Big Idea (Aspect): Materials (Print)</p>	<p>LO: To shape a pinch pot and join clay shapes as decoration.</p> <p>KS1:AD1 KS1:AD4</p> <p>Big Idea (Aspect): Materials (Print)</p>	<p>LO: To use impressing and joining techniques to decorate a clay tile.</p> <p>KS1:AD1 KS1:AD3 KS1:AD4</p> <p>Big Idea (Aspect): Materials (Print) Materials (Malleable materials) Significance (significant people, artwork and movements) Creativity (Creation)</p>	<p>KS1:AD1 KS1:AD2 Big Idea (Aspect):</p> <p>Materials (pencil, ink, charcoal and pen) Creativity (Generation of ideas)</p>	<p>KS1:AD1 KS1:AD3 KS1:AD4 Big Idea (Aspect):</p> <p>Materials (Print) Materials (Malleable materials) Creativity (Creation) Creativity (Evaluation)</p>	
Music	<p>Music: Myths and Legends</p> <p>Lesson 1: Rhythm and structure</p> <p>LO: To create a rhythm</p> <p>KS1: MU2, MU3, MU4</p> <p>Big Idea (Aspects):</p>	<p>Music: Myths and Legends</p> <p>Lesson 2: Structured graphic score</p> <p>LO: To show structure on a graphic score</p> <p>KS1: MU2, MU3, MU4</p> <p>Big Idea (Aspects):</p>	<p>Music: Myths and Legends</p> <p>Lesson 3: Layered graphic score</p> <p>LO: To write a graphic score to show texture</p> <p>KS1: MU2, MU3, MU4</p> <p>Big Idea (Aspects):</p>	<p>Music: Myths and Legends</p> <p>Lesson 4: Compose with structure</p> <p>LO: To compose a piece of music with a given structure</p> <p>KS1: MU2, MU3, MU4</p> <p>Big Idea (Aspects):</p>	<p>Music: Myths and Legends</p> <p>Lesson 5: Rehearse and perform</p> <p>LO: To perform a group composition</p> <p>KS1: MU2, MU3, MU4</p> <p>Big Idea (Aspects):</p>	
PE	<p>Jumping</p> <p>Lesson 1: Cross the River: Avoid the Rocks</p>	<p>Jumping</p> <p>Lesson 2: Lily Pads and Snakes</p> <p>LO: To identify space and jump or hop into it.</p>	<p>Jumping</p> <p>Lesson 3: Jumping Patterns</p> <p>LO: To perform and repeat their jumping combination together.</p>	<p>Jumping</p> <p>Lesson 4: Jumping combination competition</p>	<p>Jumping</p> <p>Lesson 5: Jumping combination competition: Speed</p>	<p>Jumping</p> <p>Lesson 6: Mud Monsters: Avoid the traps</p> <p>LO: To avoid the mud monster's traps to keep</p>



Medium Term Plan - Year 2 – Term 6



	<p>LO: To create a path to successfully jump across the river. KS2:PE1</p> <p>Big Idea (Aspects): Processes (Athletics) Creativity (Evaluation)</p>	<p>KS2:PE1</p> <p>Big Idea (Aspects): Processes (Athletics) Creativity (Evaluation)</p>	<p>KS2:PE1</p> <p>Big Idea (Aspects): Processes (Athletics) Creativity (Evaluation)</p>	<p>LO: To jump applying a combination of different jumps. KS2:PE1</p> <p>Big Idea (Aspects): Processes (Athletics) Investigation (Data Analysis) Creativity (Evaluation)</p>	<p>LO: To jump at speed applying the correct technique. KS2:PE1</p> <p>Big Idea (Aspects): Processes (Athletics) Investigation (Data Analysis) Creativity (Evaluation)</p>	<p>the defender's score as low as possible. KS2:PE1</p> <p>Big Idea (Aspects): Processes (Team Games) Creativity (Evaluation)</p>
<p>PSHE</p>	<p>Changing Me</p> <p>Lesson 1: Life Cycles in Nature</p> <p>LO: To recognise cycles of life in nature</p> <p>Big Idea (Aspect): Processes (Environment)</p>	<p>Changing Me</p> <p>Lesson 2: Growing from Young to Old</p> <p>LO: To tell you about the natural process of growing from young to old and understand that this is not in my control</p> <p>Big Idea (Aspect): Change (Physical development)</p>	<p>Changing Me</p> <p>Lesson 3: The Changing Me</p> <p>LO: To recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>Big Idea (Aspect): Change (Physical development)</p>	<p>Changing Me</p> <p>Lesson 4: Boys' and Girls' Bodies</p> <p>LO: To recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private</p> <p>Big Idea (Aspect): Change (Physical development)</p>	<p>Changing Me</p> <p>Lesson 5: Assertiveness</p> <p>LO: To understand there are different types of touch and can tell you which ones I like and don't like</p> <p>Big Idea (Aspect): Humankind (Wellbeing) Humankind (Staying safe)</p>	<p>Changing Me</p> <p>Lesson 6: Looking Ahead</p> <p>LO: To identify what I am looking forward to when I move to my next class</p> <p>Big Idea (Aspect): Humankind (Setting goals)</p>



Medium Term Plan - Year 2 – Term 6



Computing	<p>Programming B – Programming quizzes</p> <p>Lesson 1:</p> <p>LO: To explain that a sequence of commands has a start KS1: CO 1, 2, 3</p> <p>Big Idea (Aspect): Humankind (Digital citizenship) Investigation (Data and Computational Thinking and Networks) Place (Digital world)</p>	<p>Programming B – Programming quizzes</p> <p>Lesson 2:</p> <p>LO: To explain that a sequence of commands has an outcome KS1: CO 1, 2, 3</p> <p>Big Idea (Aspect): Humankind (Digital citizenship) Investigation (Data and Computational Thinking and Networks) Place (Digital world)</p>	<p>Programming B – Programming quizzes</p> <p>Lesson 3:</p> <p>LO: To create a program using a given design KS1: CO 1, 2, 3</p> <p>Big Idea (Aspect): Humankind (Digital citizenship) Investigation (Data and Computational Thinking and Networks) Place (Digital world) Comparison (Digital searching)</p>	<p>Programming B – Programming quizzes</p> <p>Lesson 4:</p> <p>LO: To change a given design KS1: CO 1, 2, 3</p> <p>Big Idea (Aspect): Humankind (Digital citizenship) Investigation (Data and Computational Thinking and Networks) Place (Digital world) Comparison (Digital searching)</p>	<p>Programming B – Programming quizzes</p> <p>Lesson 5:</p> <p>LO: To create a program using my own design KS1: CO 1, 2, 3</p> <p>Big Idea (Aspect): Humankind (Digital citizenship) Investigation (Data and Computational Thinking and Networks) Place (Digital world) Comparison (Digital searching)</p>	<p>Programming B – Programming quizzes</p> <p>Lesson 6:</p> <p>LO: To decide how my project can be improved KS1: CO 1, 2, 3</p> <p>Big Idea (Aspect): Humankind (Digital citizenship) Investigation (Data and Computational Thinking and Networks) Place (Digital world)</p>
	<p>Expressing – What makes some places sacred?</p> <p>Lesson 1:</p> <p>LO: ?</p> <p>Y5: ? Lesson 1</p>	<p>Expressing – What makes some places sacred?</p> <p>Lesson 2:</p> <p>LO: ?</p> <p>Y5: ? Lesson 2</p>	<p>Expressing – What makes some places sacred?</p> <p>Lesson 3:</p> <p>LO: ?</p> <p>Y5: ? Lesson 3</p>	<p>Expressing – What makes some places sacred?</p> <p>Lesson 4:</p> <p>LO: ?</p> <p>Y5: ? Lesson 4</p>	<p>Expressing – What makes some places sacred?</p> <p>Lesson 5:</p> <p>LO: ?</p> <p>Y5: ? Lesson 5</p>	<p>Expressing – What makes some places sacred?</p> <p>Lesson 6:</p> <p>LO: ?</p> <p>Y5: ? Lesson 6</p>