

SUNNINGWELL CE PRIMARY SCHOOL
MEDIUM TERM PLANS
CLASS 2 - Year B, Autumn 2



Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
Science	Electricity and Forces	I can recognise simple types of forces and motion and I can describe their effects. I know how to stay safe when using electricity. I understand the importance of electricity.	Wk 1 - Hook, knowledge harvest, front cover Wk 2 - Electrical items sort, electrical safety, quiz, poster Wk 3 - Make a simple circuit Wk 4 - Celebrating light at Christmas Wk 5 - What is force, trip to the park Wk 6 - Forces in action sorting
Art	Create patterns Marble painting Magnet marble painting Create a moving car picture	To understand the effect pushing and pulling creates - using the technique with paint Develop and focus on fine motor skills, hand strength, bilateral coordination in hand manipulation and visual tracking. To produce an action painting in the style of Jackson Pollock, creating a painting without a paint brush. Design and explore by using push and pull mechanisms	Wk 1 - Using a piece of card, create a painting by pushing and pulling the paint across the paper. Wk 2 - Create a masterpiece using a marble dipped in paint. Wk 3 - Use a magnet to influence the direction of a magnetic ball in paint. Wk 4-5 - Design a scene for your moveable car to include a road/path on paper. Design and make a cardboard car, attach to a lollipop stick. Finish picture Wk 6 - Design and make Christmas cards.
RE	Understand beliefs and Teachings	What does Torah mean for Jewish people?	Wk 1 - What is your history? Wk 2 - What is the Torah and how do people use it? Wk 3 - What are the Ten Commandments? Wk 4 - How is the Torah used in celebrations? Wk 5 - Are there any other rules in the Torah? Wk 6 - Do Jewish people need the Torah?

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Computing	Online safety	<p>To know what 'digital footprint' means To know that people can use the information they put online</p> <p>To know that a digital footprint contains information about a person</p> <p>To identify keywords that will give good search results</p> <p>To use a website to search for information</p> <p>To begin to identify possible dangers online</p> <p>To identify websites suitable for their age</p> <p>To know when to ask an adult for advice about accessing a website</p> <p>To begin to consider who a website could be aimed at</p> <p>To identify unkind online behaviour and to know what to do if they think someone is being unkind to them online</p> <p>To know how to safely search for information online</p>	<p>Wk 1 - Recognise common uses of information technology beyond school; Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies in the context of looking at how much information we can find out about a person online.</p> <p>Wk 2 - Recognise common uses of information technology beyond school; Use technology safely and respectfully in the context of finding relevant information about a destination using keywords</p> <p>Wk 3 – Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies in the context of identifying appropriate websites for children</p> <p>Wk 4 – Recognise common uses of information technology beyond school; Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies in the context of reviewing websites</p> <p>Wk 5 – Recognise common uses of information technology beyond school; Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies in the context of identifying cyberbullying</p> <p>Wk 6 - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support</p>
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			when they have concerns about content or contact on the internet or other online technologies in the context of answering questions about online safety and scenarios to complete a game
Music	Listening to different instrument groups. Clapping and dancing in response to music.	Listen – tuned and untuned percussion. Musicianship – clap/move in time. Music through dance - linked to Topic https://www.bbc.co.uk/teach/school-radio/dance-ks1-time-to-move-springs-magnets-and-monsters-index/zbctt39	Wk 1 - Composition using range of pitched/unpitched instruments Wk 2 - Zingy springy springs! Wk 3 - Marvellous magnets Wk 4 - Monster makeover Wk 5 - Nativity songs Wk 6 - Nativity songs
Music – whole school	Singing carols traditional and modern Performing in carol concert and nativity	Sing - Traditional/modern Christmas hymns. Perform - Nativity	Wk 1 - Wk 6
PE	Gymnastics balance and movement Dance	To understand and show different pathways on the floor To show an understanding of different speeds and levels of movement To observe and copy a partner To transfer and apply knowledge, understanding, individual skills and linked movements to apparatus. To develop fundamental movement skills, linking different ways of travelling to music with control. To develop the imagination and to express feelings. To share ideas to create short dances.	Wk 1 – Wk 6
PSHE/RSE	Celebrating difference	To understand that boys and girls can be different in lots of ways and that is OK To explain how being bullied can make someone feel	Wk 1 - What is bullying? Wk 2 -Do all boys have to be the same, and all girls have to be the same? How do you feel about this? Are stereotypes fair?

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		<p>To recognise that you can choose to be kind to someone who is being bullied To know how to stand up for yourselves and for others To recognise that they shouldn't judge people because they are different To understand that everyone's differences make them special and unique</p>	<p>Wk 3 - Can a person be friends with someone who is different from them? Wk 4 - Can we choose how we treat other people? Wk 5 - Can being different be used as a reason for bullying? How do you feel about that? Wk 6 - If you were worried about bullying what could you do?</p>
Enrichment			