

| Medium-Term Planning Format       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
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| Cohort                            | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                     |
| Enquiry Question (QUESTIONING)    | What would a visitor find exciting about our town?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                     |
| Enquiry Driver                    | Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                     |
| Enquiry Enhancer                  | Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                     |
| Main Enquiry Theme                | Locational knowledge, human and physical geography and geographical skills and fieldwork.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                     |
| National Curriculum Objective     | <p><b><u>Geography</u></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> </li> <li>Use simple compass directions (North, East, South, West) and locational and directional language (for example, near, far, left and right), to describe the location of features and routes on a map.</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> </ul> <p><b><u>Science: Living things and their habitats</u></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>Identify and name a variety of plants and animals in their habitats, including microhabitats.</li> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul> |                                                                                     |
| Key Knowledge and Skills (driver) | <ul style="list-style-type: none"> <li>Can I name and locate the four capital cities of England, Wales, Scotland and Northern Ireland?</li> <li>Can I identify the following: physical features: hill, lake, reservoir, valley, river, and forest?</li> <li>Can I identify the following: city, town, village, factory, farm, house, office and shop?</li> <li>Can I explain some of the advantages and disadvantages of living in a city or village?</li> <li>Can I understand and use the terminologies: left, right, below and next to?</li> <li>Can I devise a simple map, and use and construct basic symbols in a key?</li> <li>Can I use simple grid references? (A1, B1)</li> <li>Can I use fieldwork to observe, measure and record the human and physical features in my local area?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                     |



**Potential Sticky Knowledge**

- The capital city of England is London; the capital city of Scotland is Edinburgh; the capital city of Wales is Cardiff and the capital city of Northern Ireland is Belfast.
- The United Kingdom’s largest city is London.
- Oldham is in the North West of England.
- Oldham is a town in Greater Manchester.
- Tommyfield Market was named after Thomas Whittaker who owned the land.
- An aerial photograph is a view taken from above.
- Symbols are used to stop a map being covered in lots of word labels.
- When reading maps, we use directional language such as North, East, South, West; this helps us to describe the location of features and routes on maps.
- Grid references tell you where something is on a map. There are two parts to a grid reference: the 1<sup>st</sup> letter/number tells you how far across the map something is and the 2<sup>nd</sup> letter/number tells you how up the map something is.

**Knowledge Mat**

Year 2 Knowledge Organiser (Summer 1): What would a visitor find interesting about our town?

**Sticky Knowledge about factwork and locational knowledge of Oldham**

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**Subject Specific Vocabulary**

|                   |                                                                                                                 |
|-------------------|-----------------------------------------------------------------------------------------------------------------|
| address           | Your address is the number of the house or flat and the name of the street and town where you live or work.     |
| habitat           | They are man-made features e.g. houses and buildings.                                                           |
| human features    | The natural home or environment of an animal, plant or other organism.                                          |
| map               | A map is a drawing of an area showing its main features as they would appear if you looked at them from above.  |
| map symbol        | Symbols are small pictures that stand for different features on a map.                                          |
| micro-habitats    | A habitat which is small or limited which differs to surrounding habitats.                                      |
| physical features | They are naturally created features of earth e.g. mountains.                                                    |
| postcode          | A group of numbers or letters and numbers which are added to a postal address to help with the sorting of mail. |
| rural             | A rural area (open/inside) is open land with few homes or buildings and not many roads.                         |
| urban             | An urban area surrounds a city. Urban areas have lots of people, roads, buildings, bridges and railways/rams.   |

**Exciting Books**

**Learning Challenges**

|     |                                                             |
|-----|-------------------------------------------------------------|
| LC1 | What do we already know about our town?                     |
| LC2 | Where in the world is Oldham?                               |
| LC3 | What is it like to live in Oldham?                          |
| LC4 | Where could I take a visitor on a special outing in Oldham? |
| LCS | What are maps and how can they help us?                     |
| LC6 | How can we convince someone to visit our town?              |

**Other curriculum areas which are to be taught discretely:**

**Religious Education**

**Who is an inspiring person? What stories inspire Christians and Muslims?**

- Can I identify at least three people from religions, who are considered followers of God?
- Can I describe stories that are about special people in two religions?
- Can I identify a belief about a religious leader?
- Can I understand why some people inspire others?
- Can I identify the characteristics in inspiring people in religions, local leaders and people who influence the pupils themselves?
- Can I give simple examples of inspiration, for example ‘Moses / Jesus / Muhammad inspired people to... by...’?
- Can I think, talk and ask good questions about leadership and inspiration?
- Can I find out about the different ways leaders are admired in different religions?
- Can I discuss and find links to other leaders, when considering who inspires me?

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| PSHCE              | <p><b><u>Looking after me</u></b></p> <ul style="list-style-type: none"> <li>• Who can I trust?</li> <li>• Should I keep a secret?</li> </ul> <p><i>(see Talking Points curriculum for the full programme breakdown)</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                              |                                                                                                                            |
| Music              | <p><i>See the Charanga programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p><b>Unit 5- Friendship song</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                              |                                                                                                                            |
| Physical Education | <p><b><u>Striking and fielding activities (small games based around rounders, softball, baseball and cricket)</u></b></p> <ul style="list-style-type: none"> <li>• Can I stop the ball with basic control using different parts of my body?</li> <li>• Can I send a ball in the direction of another using different passes?</li> <li>• Can I take part in sending and receiving using a variety of throwing and catching techniques?</li> <li>• Can I throw, catch and bounce in different ways when standing and moving around?</li> <li>• Can I aim at a large target using different objects?</li> <li>• Can I use and vary simple tactics?</li> <li>• Can I begin to strike a ball with a bat?</li> <li>• Can I strike a ball using different objects?</li> <li>• Can I develop new skills further to relevant to specific invasion/net &amp; wall/ striking &amp; fielding games?</li> </ul> |                                                                                                                                                              |                                                                                                                            |
| Computing          | <p><i>See DB Primary Programming for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p><b>Unit 11: Computer science and Programming and Control</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                              |                                                                                                                            |
| Additional Links   | <p><b>British Values</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Outdoor Learning</b></p> <p>The children will go on a walk in their local area making observations and using geographical skills to locate places.</p> | <p><b>Community</b></p> <p>To identify what is in our local community.<br/>What can we do/ see in our local community?</p> |
|                    | <p><b>Citizenship (Beaver Pledge)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Global Neighbours</b></p>                                                                                                                              | <p><b>Home Learning</b></p>                                                                                                |
|                    | <p>Be an explorer in the local area.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>To identify what places are near our local area.</p>                                                                                                      | <p>What do you like to do in your local area?</p>                                                                          |