

Topic Medium Term Plan Term: Autumn 2 Year Group: 2 Topic Title: Can we help Hansel and Gretel stay safe? Concept: Safety and Wellbeing

<p>RATIONALE: What are your children’s interests and where are their gaps in learning?</p>						
<p>ENRICHMENT: Include Super Starter and Fantastic Finish information, along with any other trips, visitors or experiences.</p>	<p>Super Starter – Wellbeing day (sport science) – Friday 4th November Y2 classes in action – Tuesday 1st, Wednesday 2nd, Thursday 3rd November. Children in need spotacular – Friday 18th November. Winter Fayre – 25th November Y2 panto trip – 5th December KS1 nativity – Thursday 8th December 2pm and Friday 9th 9:15am Fantastic Finish – Healthy eating café – Monday 12th December. Show off and share night – Tuesday 13th December 4-7pm Party day – Thursday 15th December Well done assembly – 16th December .</p>					
<p>DRIVER 1: Science Learning Objectives:</p> <ul style="list-style-type: none"> • Construct a simple series electrical circuit, identifying and naming basic parts, including cells, wires, bulbs, switches and buzzers. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. • Using their observations and ideas to suggest answers to questions. • Observing closely using simple equipment. • Performing simple tests. • Gathering and recording data to help in answering questions. • <p>Steps to Success:</p> <ul style="list-style-type: none"> • I can construct a simple circuit. • I can identify the key parts of an electrical circuit. • I understand what magnetic means. • I can group magnetic and nonmagnetic materials. • I can observe how chocolate melts. • I can discuss how this is called “changing state” • I can say how this would help Hansel and Gretel escape. • I can record the results of an experiment. • 	<p>DRIVER 2: PSHE Learning Objectives:</p> <ul style="list-style-type: none"> • Understand the difference between impulsive and thinking behaviour • Recognise the difference between right and wrong • Make simple choices that improve their health and well being • Understand rules for keeping safe in the environment (roads, railways, people, fire, water) and recognise potential risks to self and others <ul style="list-style-type: none"> • Make sensible choices (food, games, television, money) • Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements • Reflect on and evaluate their own experiences to set simple goals <p>Steps to Success:</p> <ul style="list-style-type: none"> • I can understand why Hansel and Gretel’s food choices weren’t healthy. • I can improve their unhealthy food choices. • I can identify dangers in the environment. • I can make a list of rules to help stay safe around these dangers. 					
<p>WEEK 1 LC: Why do we all celebrate bonfire night?</p>	<p>WEEK 2 LC: Why weren’t Hansel and Gretel safe?</p>	<p>WEEK 3 LC: What do Hansel and Gretel need to escape the witch?</p>	<p>WEEK 4 LC: How could we help Hansel and Gretel escape?</p>	<p>WEEK 5</p>	<p>WEEK 6 LC: Where could we keep our Christmas presents?</p>	<p>WEEK 7 LC: What will the new year bring?</p>
<p>T – To recount some interesting facts from an historical event Chn will record a “Y2 News!”</p>	<p>T – To make sensible choices with food Chn will discuss how the choices to eat the sweet house we’re</p>	<p>T – To construct a simple series electrical circuit. Chn will discuss how in the woods it gets dark – they will</p>	<p>T – To investigate/observe how chocolate changes state. Chn will discuss how Hansel and Gretel could escape the</p>		<p>T - Join textiles together to make something using different joining techniques e.g. sewing.</p>	<p>T – To recognise their worth as individuals by recognising positive things about themselves and their</p>

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<p><i>report about the events from the Gunpowder Plot.</i> I – To Sequence a set of events in chronological order Chn will list the events of the Gunpowder plot in chronological order to form a newspaper article.</p>	<p><i>not safe/healthy. They will work to build an alternative “healthy house” using crackers, fruit, vegetables etc.</i> I – To understand rules for keeping safe in the environment. Chn will create a signpost to advise Hansel and Gretel as they walk through the woods – what are the dangers and how should they avoid them?</p>	<p><i>need to build a torch to see!</i> I – To compare and group magnetic and non-magnetic materials. Chn will discuss Hansel being locked in the cage... He needs the key to escape! If he had a magnet, what materials could he pull towards him? What would the key need to be made of?</p>	<p><i>chocolate house – they can’t eat it all! How else can we get rid of chocolate? Melt it! Chn will then experiment melting popular chocolate bars and seeing which melts quickest.</i> I –</p>		<p><i>Chn will cut and sew a simple stocking outline with T support.</i> I – To add design to their products. Chn will follow their design from the previous week to add design to their stocking.</p>	<p>achievements. Chn will discuss the year they have had and what they feel they have achieved. Chn will create a poster celebrating their achievements. I – To reflect on experiences and set simple goals. Chn will think about their discussions with T and create a “New Years Wish” for something they would like to achieve in 2017.</p>
<p><u>LINKS TO LITERACY:</u> Hansel and Gretel</p>	<p><u>LINKS TO LITERACY:</u> Hansel and Gretel</p>	<p><u>LINKS TO LITERACY:</u> Hansel and Gretel</p>	<p><u>LINKS TO LITERACY:</u> Hansel and Gretel</p>	<p><u>LINKS TO LITERACY:</u></p>	<p><u>LINKS TO LITERACY:</u></p>	<p><u>LINKS TO LITERACY:</u></p>
<p>Genre – Aspects of Narrative linked to SPAG focus on experiencing new learning at Age Related Expectation:</p>						
<ul style="list-style-type: none"> • Writing in full sentences, sequencing their sentences with consistently correct punctuation. 						
<p><u>LINKS TO NUMERACY:</u></p>	<p><u>LINKS TO NUMERACY:</u></p>	<p><u>LINKS TO NUMERACY:</u></p>	<p><u>LINKS TO NUMERACY:</u></p>	<p><u>LINKS TO NUMERACY:</u></p>	<p><u>LINKS TO NUMERACY:</u></p>	<p><u>LINKS TO NUMERACY:</u></p>
<p><u>EVALUATION & NEXT STEPS:</u></p>						