



Cramlington Village Primary School

Medium Term Planning – Year 2 - Summer 1 2017
Topic: From bean to chocolate

Key learning questions:

- Where does chocolate come from?**
- How is chocolate made?**
- Who are the Mayans?**
- Why can't we grow cocoa beans in Cramlington?**
- How did chocolate come to England?**

Key texts:
From Bean to chocolate
The Chocolate Tree

Year 2		
Literacy	Speaking and Listening	Mathematics
<p style="text-align: center;">Writing Activities</p> <p>Children will apply their reading skills to gather facts for their information text. They will produce their very own chocolate booklet using facts, diagrams, technical words and a glossary to describe the chocolate journey from a cocoa bean to a chocolate bar.</p> <p>We will use our learning expedition as a stimulus to create a recount. Our focus will be placed on using different openings and paragraphs to sequence events.</p> <p>We will create our own chocolate delight to use as a stimulus for persuasive writing. Each child will create a TV ad to persuade Year 3 to buy their chocolate bar.</p> <p>Extended Writing challenges will be used to help develop children's stamina for writing and provide opportunities to practice SPAG.</p> <p style="text-align: center;">Handwriting</p> <p>Pupils will:</p> <ul style="list-style-type: none"> -continue to practise cursive handwriting - form lower-case letters of the correct size relative to one another <p>write capital letters and digits the correct size, orientation and relationship to one another and to lower case letters</p> <ul style="list-style-type: none"> -Consistently form ascenders and descenders correctly. <p style="text-align: center;">Writing - composition</p> <p>Develop positive attitudes and stamina for writing through regular opportunities for extended writing.</p> <p>Checklists will be used to support children in developing appropriate writing structure and features..</p>	<p style="text-align: center;">Pie Corbett -</p> <p>Children will create an information text to explain where chocolate came from, how it is made and how it is dispersed across the world.</p> <p>Through repeated retelling and actions the children will learn the structure of the an information text, key vocabulary and grammar.</p> <p style="text-align: center;">Drama</p> <p>Hot seating will be used to gather ideas from different perspectives: chocolate farmer, factory owner, child who loves chocolate.</p> <p>Role play will be used to provide children with the opportunity to create an advert using our very own TV.</p> <p style="text-align: center;">Reading - Comprehension</p> <p>All children will access guided reading with questioning based around the Year 2 assessment framework.</p> <p>Reading starters and comprehension challenges will be used to help children gather facts for their writing.</p> <p>IPADS will also be used to develop children's reading, comprehension and research skills.</p>	<p style="text-align: center;">Mental Arithmetic</p> <p>We will be focusing on developing strategies to solve number sentences mentally using all four calculations.</p> <p>We will be practicing 2,3, 5, 10x tables and using these to solve both number sentences and word problems. Focus will be placed on the relationship between multiplication and division.</p> <p>We will be developing fluency of number bonds to support children when completing missing number sentences or inverse operations.</p> <p style="text-align: center;">Place Value</p> <p>We will be revisiting place value by focusing on 2 and 3 digit numbers. We will be completing missing number lines, identifying ten more, 100 more by using place value rules.</p> <p style="text-align: center;">Number-addition, subtraction, multiplication and division</p> <p>We will be focusing on the four calculation symbols and what they mean. We will learn how to apply different strategies to solve number and word problems involving addition, subtraction, multiplication and division.</p> <p>We will be revisiting the use of the inverse operation to help solve missing number sentences.</p> <p>Practical resources and visual aides will be used to help support children in developing fluency in the above areas.</p>

<p>Writing – vocabulary, grammar, punctuation</p> <p>Reading activities will be used to develop children’s vocabulary. Continuous Dictionary and Thesaurus work will also be used to expand vocabulary. Writing displays and ‘magpie trees’ will be used to display language linked to our topic.</p> <p>SPAG</p> <p>Children will be encouraged to extend their sentences using subordinate conjunctions (when, which, while, because,if) and coordinating conjunctions (and, but, or)</p> <p>Focus will also be placed on using contraction words in their writing.</p> <p>Children will also be encouraged to use to the possessive apostrophe to show ownership.</p> <p>Continuous focus will be placed on using different sentence types and openers for effect.</p>			
Physical Education and Forest School	PSHE RE	Geography, ICT, History, Science	Art, Music, DT Cookery
<p>PE</p> <p>Children will work to combine a range of dance movements. We will be focusing on developing coordination and using our body to express ideas, moods and feelings. We will learn how to develop a sequence of movements and they produce our very own dance routine.</p> <p>In outdoor PE we will be focusing on developing athletic skills. We will be further strengthening our coordination skills and stamina through a variety of athletic based sports including running, hurdles and long jump.</p>	<p>PSHE</p> <p>We will discuss what it is to be kind and how we can show kindness.</p> <p>We will also explore Technology beyond school</p> <p>What do I know, what do I use? good and not good? Rules for being emotionally, physically safe. ICT.</p> <p>RE</p> <p>We will explore Hinduism. We will be learning about important symbols and their meanings.</p> <p>We will discover what the Mandir is and why it is an important place of worship.</p> <p>We will also explore the festival of Holi and Hindu celebrations.</p> <p>We will compare Hindu practice with Christian practices.</p>	<p>History</p> <p>We will create a timeline to show the production of chocolate from the cocoa bean to a chocolate bar</p> <p>We also form a basic understanding of Mayan culture and tradition and discover why chocolate was important.</p> <p>Science</p> <p>Our focus this term will be ‘Living Things’.</p> <p>We will explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>-Discover how different habitats provide for the basic need of animals and plants</p> <p>-We will create food chains to develop an understanding of how animals and plants rely on each other to survive.</p> <p>-We will use our Forest School area to learn about different plants and animals and begin to name common plants and animals.</p> <p>-We will learn the meaning of micro- habitats and create our own ‘bug hotel.’</p> <p>Geography</p>	<p>ART</p> <p>We will explore Mayan textiles, specifically the use of repeated 2D shapes to create a relief pattern. We will link numeracy and art by providing children with the opportunity to create repeated 2D patterns in the style of the Mayans.</p> <p>We will explore line, pattern and colour to create a final design which we will then print onto fabric.</p>

		<p>We will develop our Atlas skills by locating countries which grow cocoa beans.</p> <p>-We will discover why these countries have a suitable habitat for cocoa beans to grow.</p> <p>-We will compare the human and physical features of Africa with Newcastle.</p> <p style="text-align: center;">ICT</p> <p>Write a letter to a chocolate farmer to explain how his cocoa beans have been used.</p>	
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Role play area

A chocolate factory has been produced to help pupils gain an understanding of the processes taken to make chocolate. Our role play area will have an information station with Non-fiction books. We also will have our own TV area where children will be encouraged to 'sell' their new chocolate bar. Weekly challenges will be planned to provide further opportunities for pupils to practice numeracy and writing skills.

Forest school - Thursday afternoon
PE - Tuesday (indoor) and Friday (outdoor)

All homework to be completed and handed in every Wednesday.
Times table test and spelling test are every Friday.

Thank you for your continued support.