Medium Term Planning **Year 2 Summer 2**

LC Question: Where in the world did your chocolate come from?

	Quality text/hook	English (Writing)	Reading	Maths (revisit key areas)		CP
1	**Charlie and the Chocolate Factory** (CATCF)	**Description** **Children to describe the great chocolate room.**	Applying phonics Read words of two or more syllables. Read aloud books closely matched to my improving phonic knowledge. Read books fluently and confidently. Reading for pleasure Decide how useful a non fiction book is to find the information I need. Find the setting or time in books or stories. Discuss the setting or time. Reading for pleasure - poetry Recite or perform a poem making the meaning clear. Talk about favourite word and phrases. Know that word choice affects meaning. Explain why a writer has chosen a word. Fluency To make inferences and know what it means. Find inferences about characters including their feelings and thoughts. Explain inferences. Give reasons about characters reactions or behaviour. Recognise key ideas in a text. Explain a writers message. Make predictions about how characters might behave.	Geometry: Properties of shape		Chocolate investigation station Willy Wonka play dough (Pinterest) Curiosity Cube
2		.		Number: Addition and subtraction Multiplication and division Written methods Problem solving /application		
3	Explanation text	Children to create a car made out of chocolate and explain how it works.				
4						
5	CATCF – film extract Chocolate senses station	**Features of instructional writing.** Write a set of instructions for making a chocolate box.		**Data handling –** **Data and information -** **Pictograms. Computing** **https://www.j2e.com/jit5#pictogram** Geometry – position and direction Coding: See computing planning Scratch (4 lessons) Alex	Investigations	
6	Chocolate tasting linked to DT	Grammar / vocab / persuasive language / Design a sweet treat that can make anything happen (link with CACF film and characters. Write a **persuasive letter** persuading someone to buy and eat your invention.				
7	DRAMA WEEK	Spoken language skills, reading skills – expression, clarity, performance.		Problem solving /application		
8			Reflection/Assessment week			

	Learning Challenge Question	Science WS 1,2,3,4,5,6	Computing	History – Why should we still remember John Cadbury?	Geography	Art	DT	Music	PE /Dance	PSHE (PPA)	RE (PPA)
1	Where does your chocolate come from?	See Plants Unit Overview – Grammarsaurus Which plants can we eat? I can identify that fruit, vegetables and herbs are a type of plant that we can eat.	**Creating media – Digital music** How music makes us feel **Pictograms** to be taught through maths https://www.j2e.com/jit5#pictogram	**Was the opening of the grocer's shop the most significant event in John Cadbury's life?** Teach the children about the history of John Cadbury. Plot on a timeline.			**Design Technology – planning and delivery process.** Introduce the product to the children. Investigate and evaluate at range of examples of different food/chocolate packaging.	Charanga - Reflect, Rewind and Replay To begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions. Singing – production songs	Summer 2 – Dance including. acquiring and developing skills, evaluating and improving and health and fitness. Sports Coach (see long term planning)	**Drug, alcohol and tobacco education: Medicines and me.** See objectives on LTP plan	**How should we care for others and the World and why does it matter?** See objectives on long term RE plan
2	Has chocolate changed people's lives?	Are all seeds the same? I can observe and describe how seeds grow into mature plants.	**Creating media – Digital music** **Manipulate digital content. Saving and retrieving Know how technology is used outside of school. Use technology respectfully.** **Chrome music labs** Rhythms and patterns	**How did the Cadbury Brothers help people to lead better lives?** Discuss with the children about the community/village that the Cadbury Brothers set up and how this gave people better working and life conditions.	Name the continents of the world and locate them on a map. I describe a place outside of Europe using geographical words. Locate specific place where cocoa is grown. Children to recap the continents. Locate the continents/ countries where cocoa is grown. Children to discuss why the plants grow successfully in these parts of the world and		I think of an idea and plan what to do next. I explain why I have chosen specific materials. I choose tools and materials and explain why I have chosen them. Children to design packaging for a new chocolate. Children to plan the appropriate material they will use for the packaging and think about the tools they will use to produce it.				

					why might they not grow well in others.						
3	How was chocolate made in the past?	What do plants need? I know what plants need to grow and stay healthy.	**Creating media – Digital music** **Saving and retrieving Manipulate digital content. Use a website.(Y1)** How music can be used	**How have inventions in the past helped to make chocolate bars today?** Show the children some of the different machinery that helped to make chocolate in the past. **Children to go to Slattery's and look at chocolate making process.**	How is the cocoa retrieved from the Cacao Tree? Different jobs around the world – look at a cocoa farmer. Introduce fair trade.		Join materials and components in different ways. Measure materials to use in a model or structure. Children to use a range of nets to produce a box shape packaging.				
4	Did my Grandparents eat chocolate?	Where will they grow? I know what plants need to grow and stay healthy.	**Creating media – Digital music** **Saving and retrieving Manipulate digital content. Use a website (y1)** Notes and tempo	**Have people in the past always eaten chocolate?** Ask a grandparent/staff family member to come in to discuss their diet as a child. Relate to Cadbury.			Children to evaluate their packaging and allow others to evaluate it. What went well/what could be improved? Children to present their packaging to the class. Partners to evaluate their packaging.				
5	How is chocolate made today?	How do plants grow and change? I can describe the life cycle of plants.	**Creating media – Digital music** Creating digital content.		.		Science: children to make the chocolate to go inside box. Understanding of materials and how they can change shape. See science. Hygiene				
6	Can we eat chocolate every day?	Investigate whether dark chocolate is better for you than other chocolates.			.	.	Poster advertising their chocolate.				
7	DRAMA WEEK Can we put on a performance	Spoken Language / Drama focus.									

	for our parents?						
8	Reflection week- What can I now do better than I could do before? What do I now know? What can I now do?	See Key Assessment Criteria Topic Web for subject focus. Evidence in Floor Books . **Computing** – children to write an information page on word/ powerpoint showing what they have learnt about chocolate.					

Year 2 Subject Coverage Timetable Summer 2

LC Question – **Where in the world did your chocolate come from?**

Primary Subject Focus - Science and DT Secondary Subject Focus – History and Geography

	am 1	am 2	pm 1	pm 2
Monday	**P.E**		**GR**	**Science**
Tuesday	**English/ DT**		**GR**	**History/Science**
Wednesday			**PSHE**	**RE**
Thursday			**GR**	**Music** / **PE/Outdoor learning**

Friday			**Geography/Computing**	**DT**