Whaddon School Termly Plan Year 2 and 3 Date: Spring Term 1 2018 Teacher: Kirsty Cartwright

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| **Focus Text** | **I am Henry Finch – Alexis Deacon** | | | | | |
|  | **Week 1 – 4th Jan** | **Week 2 – 8th Jan** | **Week 3 – 15th Jan** | **Week 4 – 22nd Jan** | **Week 5 – 29th Jan** | **Week 6 – 5th Feb** |
| **English** | SATs practice reading tests | **Hook and cold task:**  Letter from Henry Finch explaining the beast. Children can investigate using clues found around the classroom. Write instructions for other finches on how to overcome the beast.  Learning model text.  SPAG: verbs and adverbs describing the finches and beast. Use of commas in lists. | Looking at different examples of instructions. Which are most effective? Draw conclusions about effective instructions.  Drama: hot seating with the finches and the beast. Exploring the characterization.  SPAG: Writing the 4 styles of sentences about the characters. Incorporate question marks and exclamation marks within. | **Warm task:**  Instructions for the beast on how to catch other kinds of food. A leaflet guide.  Or designing and making a new kind of food/meal for the best and writing instructions. **DT link.**  SPAG: related prefixes and suffixes. Time words and tense. | Writing their own story about themselves like Henry Finch. Character description.  SPAG: commas, verbs, adverbs. | **Hot task:**  Creation and description of their own beast and how to overcome it. Spend time outside creating character, considering habitat, food and survival.  SPAG: apostrophes for possession. |
| **Maths** | SATs practice maths tests | **Multiplication and division**  Chapter title: Multiplication and Division of 2, 5 and 10.  Start page: 81.  Number of lessons: 9.  This chapter focuses on both the multiplication and division of 2, 5 and 10. Pupils will look at different ways of sharing, including sharing and grouping before covering division by 2, 5 and 10. Pupils will also investigate links between multiplication and division and odd and even numbers.  Searching for arrays outside, using physical outdoor objects for division. | | **Statistics**  Chapter title: Picture Graphs.  Start page: 171.  Number of lessons: 6.  In this chapter, pupils will learn how to read, interpret, analyse and construct their own picture graphs with confidence.  Interviewing themselves and other members of the school to collect data. Comparitive data of other’s likes, dislikes etc. | | **Measurement: perimeter, length and height.**  Chapter title: Length  Start page: 107  Number of lessons: 9  Chapter description: In this chapter pupils will get a better understanding of how to measure length. They will begin by understanding what a metre is and what centimetres are and then progress to using them in real-life contexts. Outdoor measuring. |
| **Science** | Continuation of light from last term.  *recognise that shadows are formed when the light from a light source is blocked by*  *an opaque object. find patterns in the way that the size of shadows change.*  Share ideas about what shadows are, where they come from etc. Decide on simple tests to explore shadows and find patterns in pairs/threes.  *NC: observing closely, using simple equipment. Performing simple tests. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.* |  | **Introduction to animals and humans**  Matching pairs game of animals and babies – what do they notice?  Lifecycle of a frog and other animals – can they sort it into the correct order? Stick into books and explain.  Lifecyle of a butterfly through pasta – Pinterest.  Each bring in and share photos of selves as babies, charting each development stage.  *Notice that animals, including humans, have offspring which grow into adults. Non-stat: They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to*  *understand how reproduction occurs.* |  | **What do humans need to survive?**  Draw diagrams of themselves and label.Healthy eating **(DT link).**  *Find out about and describe the basic needs of animals, including humans, for*  *survival (water, food and air).* | *Describe the importance for humans of exercise, eating the right amounts of different*  *types of food, and hygiene.*  **PE link?** Challenge children to complete different exercise activities outside on the field/playground and discuss responses. Activity course. |
| **Computing** |  | **Unit 2.1 / 3.1 – Coding.**  Aim: To introduce algorithms. | **Unit 2.1 / 3.1 – Coding.**  Aim: To know what debugging means in computing.  To intentionally break a program and then debug it.  To debug other simple programs. | **Purple Mash Unit 2.4 – Questioning.**  Lesson 1: Focus on pictograms and phrasing question to extract data.  *Example Pictograms – Types of home people live in / Number of people in our homes / Number of rooms in*  *our homes; an example can be found at Types of Homes Pictogram.*  Aim: To show that the information provided on pictograms is of limited use beyond answering simple  questions. | **Purple Mash Unit 2.4 – Questioning.**  Aim: To use yes/no questions to separate information. | **Purple Mash Unit 2.4 – Questioning.**  Aim: To construct a binary tree to separate different items.  Outside make a physical branch binary tree. |
| **RE** |  | Continuation of topic from last term.  Beautiful Question 2: How would it feel to be without a guiding light?  Create a space of darkness. Children to experiment and create a space as dark as possible. Discuss ‘absence of light’ and how it makes them feel. Then give the children a light source. How do they feel now? Imagine that is how Christians feel with Jesus as their source of light. Record feelings and ideas. |  | Beautiful Question: Who or what is a guiding light?  Share thoughts and ideas. Relate to leadership and the important figures in the children’s lives. Who helps them, supports them, guides them? Compile a list. Why do we need a guiding light? What should their role be? Simply to offer the ‘right’ answers or to lead children to make their own choices? Draw/represent own guiding light. |  | Consolidation of topic or introduction of new. |
| ***Throughout Key Stage 1*** *pupils explore* ***Christianity*** *and one other principal religion in some depth (Judaism is strongly recommended). They should use basic subject specific vocabulary; They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.* ***Knowledge and understanding*** *For Christianity and the other main faith, children will learn: How and why some stories are sacred and important in religion; How and why symbols express religious meaning; Where and how people belong and why belonging is important.* ***In exploring these aspects of the religions, the children will also reflect on:*** *Their own sense of who they are and their uniqueness as a person in a family and community; What they believe, why what they think is important and how these influence their day-to-day lives.* | | | | | |
| **History/**  **Geography** |  |  | **A local history study – where do I come from?**  Children to consider ideas and create mind maps about themselves.  What do they know about Whaddon? What do they know about Milton Keynes? Have the places changed since they have been alive?  ***Is there a local history society in Whaddon? Could come in for a talk? Hazel?***  *NC: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.* | **What is special about where we live?**  Create a poster/present information about Whaddon and Milton Keynes. Why it is special and why people should visit. Map guide.  *NC: Significant historical events, people and places in their own locality.* *Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.* |  |  |
| **Art/DT** | Watercolour washing lesson – applying skills and experimenting with silhouettes on top.  *NC: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.* | Whole school art afternoon  *NC: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.* | Studying and imitating Viviane Schwartz illustrator’s work  George Seurat - his work on the technique ‘pointillism’. Create class artwork using fingerprints.  *NC: about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.* | Healthy eating – diets and needs. **Link to science.**  Designing a healthy plate. Analysing the school menu.  *NC: explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Understand and apply the principles of a healthy and varied diet.* | Split pin skeletons. **Link to science.** | Creating and making a healthy meal for themselves.  *NC: select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Use the basic principles of a healthy and varied diet to prepare dishes.* |
| **Music** | **Music Express: Story Time**  *Use voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and detuned instruments musically; listen with concentration and understanding to a range of high-quality music; experiment with, create, select and combine sounds using the inter-related dimensions of music* | | | | | |
| **PE** | Badminton– Paul Batchelor.  *Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; participate in team games, developing simple tactics for attacking and defending.*  **Dance – Toys (Twinkl move).** | | | | | |

**Outdoor Learning Social, Moral, Spiritual, Cultural Links Local Links**

\*Social aspect covered throughout curriculum

**Learning Outside the Classroom Opportunities – Class 2**

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| **Maths** | SATs practice maths tests. | **Multiplication and division**  Chapter title: Multiplication and Division of 2, 5 and 10.  Searching for arrays outside, using physical outdoor objects for division. | | **Statistics**  Chapter title: Picture Graphs. Use resources from outside to count and collect. | | **Measurement: perimeter, length and height.**  Chapter title: Length  Outdoor measuring. |
| **Science** | **Continuation of light from last term.**  Share ideas about what shadows are, where they come from etc. Decide on simple tests to explore shadows and find patterns in pairs/threes.  **Shadow experiments.** What do we notice about shadows at this time of year? What are shadows?  Conduct experiments outside on the field/playground using sunshine to create/measure shadows. |  | **Introduction to animals and humans**  Matching pairs game of animals and babies – what do they notice?  Lifecycle of a frog and other animals – can they find them outside and sort into the correct order? Stick into books and explain.  Each bring in and share photos of selves as babies, charting each development stage. |  | **What do humans need to survive?**  Draw diagrams of themselves and label. Healthy eating (DT link).  Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).  Explore the school field – could we survive here? Does the environment cater for our basic needs? Where would we source them from? | *Describe the importance for humans of exercise, eating the right amounts of different*  *types of food, and hygiene.*  **PE link –** challenge children to complete different exercise activities outside on the field/playground and discuss responses. Activity course. |
| **Computing** |  | **Unit 2.1 / 3.1 – Coding.**  Aim: To introduce algorithms.  Chalk a route on the playground and write code to send each other round it. | **Unit 2.1 / 3.1 – Coding.**  Aim: To know what debugging means in computing.  To intentionally break a program and then debug it.  To debug other simple programs. | **Purple Mash Unit 2.4 – Questioning.**  Lesson 1: Focus on pictograms and phrasing question to extract data.  Aim: To show that the information provided on pictograms is of limited use beyond answering simple  questions. | **Purple Mash Unit 2.4 – Questioning.**  Aim: To use yes/no questions to separate information. | **Purple Mash Unit 2.4 – Questioning.**  Aim: To construct a binary tree to separate different items.  Outside make a physical branch binary tree. |
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| **History/**  **Geography** |  |  | **A local history study – where do I come from?**  Children to consider ideas and create mind maps about themselves.  What do they know about Whaddon? What do they know about Milton Keynes? Have the places changed since they have been alive?  Walk around village and observe. Compare similarities and differences against images of MK.  ***Is there a local history society in Whaddon? Could come in for a talk? Hazel?*** | **What is special about where we live?**  Create a poster/present information about Whaddon and Milton Keynes. Why it is special and why people should visit. Map guide.  Walk around village and share ideas. Allow children to take pictures of chosen spots to talk about.  Food sources locally – where does our food come from? |  |  |
| **Art/DT** |  | Whole school art afternoon  Watercolour washing lesson – applying skills and experimenting with silhouettes on top.  Observe trees / horizon line in the sunshine. Use as inspiration to recreate the difference of dark and bright colours. | Studying and imitating Viviane Schwartz illustrator’s work  George Seurat - his work on the technique ‘pointillism’. Create class artwork using fingerprints. | Healthy eating – diets and needs. **Link to science.**  Designing a healthy plate. Analysing the school menu. What could we grow? | Split pin skeletons. **Link to science.** | Creating and making/baking a healthy meal for themselves. Shopping for ingredients locally. Pancakes? |
| **Music** | **Music Express: Story Time**  *Use voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and detuned instruments musically; listen with concentration and understanding to a range of high-quality music; experiment with, create, select and combine sounds using the inter-related dimensions of music* | | | | | |
| **PE** | Hockey – Paul Batchelor.  *Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; participate in team games, developing simple tactics for attacking and defending.*  **Dance – Toys (Twinkl move).** | | | | | |