Whaddon School Termly Plan Year 2 and 3 Date: Autumn Term 2 2017 Teacher: Kirsty Cartwright

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| **Focus Text** | **Main text: Sir Winter by Jean Kenward** | | | | | | | |
|  | **Week 1 – 30th Oct** | **Week 2 – 6th Nov** | | **Week 3 – 13th Nov** | **Week 4 – 20th Nov** | **Week 5 – 27th Nov** | **Week 6 – 4th Dec** | **Week 7 – 11th Dec** |
| **English** | **Hook and cold task:**  Autumn walk around the village, generating language.  Cold task: poem about Autumn  Learning model text poem. | **REMEMBRANCE WEEK**  Learning and performing remembrance day poetry (Twinkl).  SPAG features/drama to enable a good performance.  Writing a poetry toolkit | | Poetry detectives  Learning about the different features of poems – clues and match up  In pairs learn a poem and teach the others about it. E.g. haiku, limerick, free verse, acrostic, kennings. | **Warm task:** senses poetry?  Rhyme detectives  Spotting rhymes in different poems  Generating own rhyming couplets about bonfire night/Halloween  SPAG – homophones spellings  **Christmas trees poetry? Free verse?** | SPAG – adjectives and adverbs  Writing a leaflet/booklet explaining different features of poems with examples?  **Learning generated from cold/warm task.** | **NATIVITY WEEK**  Narrative poetry – ‘Twas the night before Christmas book.  SPAG – tenses  Drama activities – pretending it’s the night before Christmas. Pyjama party for planning for hot task? | **Hot task:** winter/Christmas poetry |
| **Maths** | **Calculation – Addition and Subtraction – Chapter 2.**  Collect objects/resources outside the classroom for counting. Use giant number lines chalked on the playground. | | **Calculation – Multiplication and Division – Chapter 3**  Collect objects/resources outside the classroom. Spotting arrays in the school grounds/village. Use chalk on playground. | | | | | **Chapter consolidation / extra time.** |
| **Science** | **Continuation of last term’s living thing’s & habitats.** Discuss findings from Autumn walk. Select a tree/plant and an animal that lives in Whaddon as a habitat. Label what the habitat provides with.  *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. Identify and name a variety of plants and animals in their habitats, including micro-habitats.* |  | | **Big Question: how do we see?**  Introduce new unit on light (**Yr3 requirement**). Brainstorm ideas and discuss. Explain that we need light to see and darkness is the absence of light. Discuss how light is reflected from surfaces. Experience ‘total darkness’ in my cupboard. Experiment with lots of items that may or may not reflect light. Use cat’s eyes concept idea.  *Recognise that they need light in order to see things and that dark is the absence of*  *Light. Notice that light is reflected from surfaces.* |  | **Staying safe in the dark and sunshine.**  Design a coat/jacket for the children to wear when it is dark. Explain why we need to make ourselves visible.  Discuss how we also need to protect our eyes from the sun and bright lights and why this is. What strategies can we use? How safe is our route to school? Look at street lamps and sources of light around school and on the street.  *Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.* |  | **Shadow experiments.** What do we notice about shadows at this time of year? What are shadows?  *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.* |
| **Computing** |  | **Unit 2.1/3.1 – Coding.** Introduce what coding is and how it works. Whole class lesson using Purple Mash.  *To introduce algorithms.*  *Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.* | |  |  | **Unit 2.1/3.1 – Coding**  Experiment using the Beebots with codes and instructions.  *Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.* | **Unit 2.1/3.1 – Coding**  Create a code for Santa and his sleigh. E.g. go to point *XYZ* then unload present, then climb back up chimney and fly to next location.  *Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.* |  |
| **RE** |  | **Hook/cold task: Is light a good symbol for celebration?**  **Debate:** Light is better than darkness. Discuss stories children know about light (remind them of Diwali). Look at pictures of Christmas cards with light. Why is light featured so much on Christmas cards in particular? We don’t see it on birthday cards, Easter cards etc.  Generate 3 beautiful questions. | |  | Why does light represent our faith? What does light mean to non-believers? Do Christians and non-Christians view light around Christmas in the same way? (How do they prepare for Christmas?). |  | **Hot task:** Guiding lights – who are our guiding lights? Produce pictures and captions of light and who is the children’s guiding light. |  |
| ***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** | Guy Fawkes’ gunpower plot – explored through PE/storytelling.  *Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].* |  | | Remembrance day – poems in English  *Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].* |  | During DT design process, discuss where Santa will have to travel. Identify/name continents and oceans on design sheet.  *Name and locate the world’s seven continents and five oceans.* |  |  |
| **Art/DT** | Design a poster on Autumn to begin new term in topic books. Drawing an Autumnal scene. Or collecting a leaf and carefully drawing it into their books.  *To use drawing, painting and sculpture to develop and share their ideas, experiences*  *and imagination.* | Drawing fireworks scenes on black card using pastels. Blending and shading to create fireworks.  *To develop a wide range of art and design techniques in using colour, pattern, texture,*  *line, shape, form and space.* | | Poppy printing and painting then laminating to put on school window.  Split pin poppy making (Twinkl).  *To use a range of materials creatively to design and make products.* | Animal leaf craft collages (Twinkl)  Leaf man, leaf bird, leaf hedgehog etc. Go on display board.  *To use a range of materials creatively to design and make products.* | Design Santa’s sleigh  *Design purposeful, functional, appealing products for themselves and other users*  *based on design criteria.* | Build Santa’s sleigh  *Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].* | Knit Christmas stockings  *Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic.* |
| **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.  Dance – gunpowder plot story (Twinkl).  *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.* | | | | | | |  |

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

\*Social aspect covered throughout curriculum

**Learning Outside the Classroom Opportunities**

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| **Computing** |  | **Unit 2.1/3.1 – Coding.** Introduce what coding is and how it works. Whole class lesson using Purple Mash. | |  |  | **Unit 2.1/3.1 – Coding**  Experiment using the Beebots with codes and instructions. | **Unit 2.1/3.1 – Coding**  Create a code for Santa and his sleigh. E.g. go to point *XYZ* then unload present, then climb back up chimney and fly to next location. |  |
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| **History/**  **Geography** | Guy Fawkes’ gunpower plot – explored through PE and storytelling. |  | | Remembrance Day poems in English.  Perform poems around the war memorial at the church. Emphasis on voice and outdoor environment. |  | During DT design process, discuss where Santa will have to travel. Identify/name continents and oceans on design sheet. |  |  |
| **Art/DT** | Collect leaves from walk around the village / outside on school grounds to sketch, then colour and create detail using oil pastels. | Drawing fireworks scenes on black card using pastels. Blending and shading to create fireworks. | | Poppy printing using fruit and painting then laminating to put on school window.  Split pin poppy making (Twinkl). | Animal leaf craft collages (Twinkl)  Collect leaves and other materials outside and use to create a collage of a creature (Hedgehog, bird, person etc.).  Sketching at Christmas Tree trip. | Design Santa’s sleigh | Build Santa’s sleigh | Knit Christmas stockings |
| **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* | | | | | | | |
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