Whaddon School Termly Plan Year 2 and 3 Date: Autumn Term 1 2017 Teacher: Kirsty Cartwright

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| **Focus Text** | **Main text: The Storm Whale by Benji Davies** | | | | | | | | | |
|  | **Week 1** | | **Week 2** | **Week 3** | **Week 4** | | **Week 5** | | **Week 6** | |
| **English** | **Hook and cold task:**  Decorating the classroom to be ‘under the sea’.  Use Twinkl 3D sea creature models.  Read The Storm Whale (Benji Davies) and The Snail and The Whale (Julia Donaldson) to provide context – discuss what was done to help rescue the whale.  Write a report on what happened in the story (emphasis in buildup on caring for the whale). | | Learning model text,  Putting actions to it.  Reflect layout of NF text in text map.  Begin to fact find about whales – draw them/model their own whales using clay. What features needed and why? | Work based on cold tasks including:  Fact finding about killer whales (innovate of model text).  Create whale top trumps – model with blue whale ones then children mimic with killer whales.  **Grammar – full stops and capital letters, using comma in lists/to separate ideas.**  Children write warm task on killer whales (mimicking model text). | Work based on cold tasks including: Moral responsibility towards sea life - Role play of ‘The Snail and The Whale’ – interview the speed boat drivers, whale, snail, school children etc.  Create posters encouraging people to look after seas/oceans/sea creatures.  **Put reports on website to lead into next week’s letter.** | | Work based on cold tasks including:  Create own sea creatures ready for hot task.  Shared writing on different kind of sea creature/dolphins.  Children write a non-fiction report on chosen a made up sea creature. | | Warm/Hot Task  Based on cold tasks and preceding weeks.  Children write a non-fiction report on chosen a made up sea creature.  Reading test. | |
| **Maths** | **Number and Place Value – Chapter 1**.  Collect objects/resources outside the classroom for counting. Use giant number lines and place value grids chalked on the playground. | | | | **Calculation – Addition and Subtraction – Chapter 2.**  Collect objects/resources outside the classroom for counting. Use giant number lines and place value grids chalked on the playground. | | | | | |
| **Science** | **Big questions** – why/where do certain animals live and why? Does everything have a habitat? (Distinguish between living things, dead things and things that haven’t ever been alive). Include trees/plants. Create a vocab wall. Discuss/demonstrate how a habitat can provide an animal with food.  *Explore and compare the differences between things that are living, dead, and things.*  *that have never been alive*  * 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* |  |  | **Seas and oceans as a habitat.** Look at what they provide the creatures that live in them and what this means. Contrast against school field.  *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.* ***Life Processes e.g. MRS GREN***  *Identify and name a variety of plants and animals in their habitats, including microhabitats.* |  | | **Create own creature to suit a habitat.** Model using playdoh/clay. Write labels.  *Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.* | |  | |
| **Computing** |  | | **Unit 2.5 – Effective Searching**  *Use technology purposefully to create, organise, store, manipulate and retrieve digital content.* | **Unit 2.5 – Effective Searching**  *Use technology purposefully to create, organise, store, manipulate and retrieve digital content.*  **Do religious symbols mean the same to everyone?**  Examine different symbols and colours within Christianity. Each child learn about their own symbol (or in pairs). Present their understanding to others in a creative way e.g. role play. |  | | **Unit 2.2 – Online Safety**  *Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.*  **Do religious symbols mean the same to everyone? Hot task.**  Children design own symbols for the school / for themselves. Explain the meanings and values behind symbols and what they have designed.  Which groups do you belong to? | | **Unit 3.2 – Online Safety**  *Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.* | |
| **RE** |  | | **Do religious symbols mean the same to everyone? Hook and cold task.**  Picture of a generic school symbol. Statement: “All schools should have this symbol on their uniform so they match.” Discuss arguments for and against. Initiate questioning from children e.g. should we all wear symbols? Are symbols useful? |  |  |  |  | |  |  |
| ***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** | **Introduce Christopher Columbus – explore who he was and what he did.**  *The lives of significant individuals in the past who have contributed to national and international achievements.* | |  | **Plot Christopher Columbus’ journeys across the world on a world map.**  *Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.*  *Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.* | **Introduce Ellen MacArthur - explore who she is and what she has done.**  *The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.* | |  |  |  | |
| **Art/DT** | **Use own artwork to decorate the classroom to a theme.**  *To use a range of materials creatively to design and make products.*  *To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.* | | **Model own whales out of clay.**  *Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.* | **Study and imitate author’s work. Experiment with shading and colour to create own pictures of whales for top trump cards.**  *To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.* | **Design a boat/raft for an expedition across the seas.**  *Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.* | | **Building a boat/raft for an expedition across the seas.** *Build structures, exploring how they can be made stronger, stiffer and more stable; select from and use a range of tools and equipment to perform practical tasks; select from and use a wide range of materials and components.* | | **Paint/collage a sea scene. Experiment with creating texture and colour to imitate author’s style.**  *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.* | |
| **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** | Multiskills – Paul Batchelor.  Ball skills.  *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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| **Maths** | **Number and Place Value – Chapter 1**.  Collect objects/resources outside the classroom for counting. Use giant number lines and place value grids chalked on the playground. | | | **Calculation – Addition and Subtraction – Chapter 2.**  Collect objects/resources outside the classroom for counting. Use giant number lines and place value grids chalked on the playground. | | |
| **Science** | **Intro to the topic:**  **Using outdoor area to explore habitats and ask questions**  **Finding creatures outside and beginning to identify creatures/ plants that are alive, dead or have never been alive** |  | **Seas and oceans as a habitat.**  Use the school field and playground to contrast the different habitats |  | **Create own creature to suit a habitat.**  Use the school field to choose a habitat. Take photos and make notes on the habitat before creating a creature out of play dough. |  |
| **Computing** |  | **Unit 2.5 – Effective Searching** | **Unit 2.5 – Effective Searching** |  | **Unit 2.2 – Online Safety** | **Unit 3.2 – Online Safety** |
| **RE** |  | **Do religious symbols mean the same to everyone? Hook and cold task.** |  | **Do religious symbols mean the same to everyone?** |  | **Do religious symbols mean the same to everyone? Hot task** |
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| **History/**  **Geography** | **Introduce Christopher Columbus – explore who he was and what he did.**  Search outside for clues on Christopher Columbus. |  | **Plot Christopher Columbus’ journeys across the world on a world map.**  Outdoor role play of journey  Use of compasses on field/playground |  | **Introduce Ellen MacArthur - explore who she is and what she has done.**  Build a large ship outside for role play  Use weather outside to enable children to imagine the experience |  |
| **Art/DT** | **Use own artwork to decorate the classroom to a theme.***.* | **Model own whales out of clay.** | **Study and imitate author’s work. Experiment with shading and colour to create own pictures of whales for top trump cards.** | **Design a boat/raft for an expedition across the seas.**  Use of natural materials to explore properties and use to design a boat | **Building a boat/raft for an expedition across the seas.**  Use of natural materials to explore properties and use to design a boat  Testing out boats in water tray | **Paint/collage a sea scene. Experiment with creating texture and colour to imitate author’s style.** |
| **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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