Sandal Primary School Medium Term Planning and Weekly Overview

Year Group: Year 2 Theme: Hot and cold places! Who lives in a place like this? Term: Autumn 1	British Value: Tolerance		Root of Learning: Daring to be Different		Outdoor Learning Opportunities:		
Week	**1**	**2** **12.9.23 Visit to Tropical World.**	**3**	**4**	**5**	**6** **Class assembly 12.9.23**	**7**
English **Meerkat Mail**  **Text type:** Retell/Narrative **Whole class reader:** **The Snail and the Whale** **Fantastic Mr Fox**	**<u>Phase 1 - Immersion</u>** Hook in to Meerkat Mail - find a builder tray of sand, a fan, bucket and spade with the letter from first part of book. Prediction- Who do you think the letter is from?	**<u>Phase 2- Reading like a writer</u>** Read the story up to sunny leaving. Tropical world Visit Recount writing- Writing about real events. Sequencing using sequencing vocab: first, then, next, after that, finally about a real life experience. Use of capital letters for proper nouns. Using suffix 'ed' to write in the past tense.	**<u>Phase 3 – Writing like a reader (GPS)</u>** Story sequencing retelling the story sequencing the days and events that it happened. Use the postcards as prompts. Start to observe layouts and organisation of a postcard.	**<u>Phase 3 – Writing like a reader (GPS)</u>** **<u>Writing a postcard –</u>** WAGOLL based on a postcard written by Sunny. 1) Read the WABOLL and WAGOLL postcard and compare why one is better than the other. Look at key vocabulary. <u>GPS skills focus:</u> Capital letters and full stops. Capital letters for proper nouns. Past tense (ed) endings	**<u>Modelled and Guided retells/narrative (WAGOLL)</u>** **<u>Modelled and guided writing of a postcard.</u>** To write a postcard from the Jackal. Shared write- Formal organisation. Address, orientation. Introduction as to what you have been doing. Paired write - more information. Independent write- Signing off sentences.	Performance and drama.	**<u>Hot Write</u>** To write a postcard from the snail to all his friends back home based on the story of the Snail and the Whale. **<u>Hot writing – Editing</u>** Teach how to edit Go back and edit a sentence or part of hot write. To write up neatly onto a postcard format for presentation.
Speaking and Listening Opportunities	**Drama based around Meerkat Mail book in immersion phase**					**Performance**	

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Little Wandle **Phonics/Spelling**							
Reading **Guided reading as indicated by phonics groups**							
Handwriting (Oxford Owl – Nelson Handwriting) **<u>Autumn 1: Recap Year 1 Letter Families</u>**	**Set 1** c o a d g f s q e	**Set 2** i l t j u y	**Set 3** b h k m n p r	**Set 4** v w x z	**Unit 9 capitals** E F H I T L	**Unit 10 capitals** A K M N V W X Y Z	**Unit 11 capitals** B D C G O Q S P R U J
Maths **Fluency** **Varied Fluency** **Reasoning** **Problem solving** **NC** - recognise the place value of each digit in a two-digit number (tens, ones) - identify, represent and estimate numbers using different representations, including the number line - compare and order numbers from 0 up to 100; use <,> and = signs - read and write numbers to at least 100 in numerals and in words	**<u>Place Value</u>** **<u>Fluency and Varied Fluency</u>** Number formation recap Counting forwards and backwards within 20 Tens and ones within 20 – different representations, models and images – base 10 and Tens Frames. Counting forwards and backwards within 50 Tens and ones within 50 Compare numbers within 50 **<u>White rose small steps:</u>** Recap Counting forwards and backwards within 20 Recap Tens and ones within 20	**<u>Place Value</u>** **<u>Reasoning and Problem solving</u>** Counting forwards and backwards within 20 Tens and ones within 20 – different representations, models and images – base 10 and Tens Frames. Counting forwards and backwards within 50 Tens and ones within 50 Compare numbers within 50 **<u>White rose small steps:</u>** Tens and ones with a part-whole model Tens and ones using addition Use a place value chart Compare objects Compare numbers Order objects and numbers	**<u>Place Value</u>** **<u>Fluency and Varied Fluency</u>** Count to within 100. Counting forwards and backwards. Different representations. Compare and order numbers from 0 up to 100; use <,> and = signs **<u>White rose small steps:</u>** Count objects to 100 and read and write numbers in numerals and words Count objects to 100 and read and write numbers in numerals and words Activity Represent numbers to 100 Represent numbers to 100 Tens and ones with a part-whole model Tens and ones using addition Use a place value chart	**<u>Place Value</u>** **<u>Reasoning and Problem Solving</u>** Count to within 100. Counting forwards and backwards. Different representations. Compare and order numbers from 0 up to 100; use <,> and = signs **<u>White rose small steps:</u>** Tens and ones with a part-whole model Tens and ones using addition Use a place value chart Compare objects Compare numbers Order objects and numbers	**<u>Place Value</u>** **<u>Reasoning and Problem Solving</u>** Count to within 100. Counting forwards and backwards. Different representations. Compare and order numbers from 0 up to 100; use <,> and = signs **<u>White rose small steps:</u>** Tens and ones with a part-whole model Tens and ones using addition Use a place value chart Compare objects Compare numbers Order objects and numbers	**<u>Addition</u>** 1 more 1 less 10 more 10 less recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 **<u>White rose small steps:</u>** Fact families - addition and subtraction bonds to 20 Check calculations Compare number sentences New content Know your bonds Related facts Bonds to 100 (tens) Add and subtract 1s 10 more and 10 less Add and subtract 10s	**<u>Addition</u>** 1 more 1 less 10 more 10 less recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 **<u>White rose small steps:</u>** Fact families - addition and subtraction bonds to 20 Check calculations Compare number sentences New content Know your bonds Related facts Bonds to 100 (tens) Add and subtract 1s 10 more and 10 less Add and subtract 10s

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- use place value and number facts to solve problems.							
Arithmetic, Spiral Starters and LBH	**Arithmetic** Number bonds to 10 **Spiral starters** **LBH** 2 times table	**Arithmetic** Number bonds to numbers under 10 **Spiral starters** **LBH** 2 times table	**Arithmetic** Number bonds to numbers under 10 **Spiral starters** **LBH** 5 times table	**Arithmetic** Number bonds to 20 **Spiral starters** **LBH** 5 times table	**Arithmetic** Number bonds to 20 **Spiral starters** **LBH** 10 times table	**Arithmetic** Halves **Spiral starters** **LBH** 10 times table	**Arithmetic** Halves **Spiral starters** **LBH** 2, 5, 10 times table recap
Science: **Living things and their habitats** ● 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 microhabitats **LO: To identify that most living things live in habitats to which they are suited.**	**Lesson 1** **Microhabitats** **Which animals live in Microhabitats? Why?** Investigating the preferred habitat of minibeasts. Use school grounds to find micro habitats.  *Observe and compare*	**Lesson 2** **Savannah/Grasslands** (link to Meerkat Mail) **Which animals and plants live in Savannah habitats? Why?** How are these animals and plants suited to living here?  *Ask scientific questions and use information to help answer them*  *Observe and compare*	**Lesson 3** **Rainforest** **Which animals and plants live in Rainforest habitats? Why?** How are these animals and plants suited to living here?  *Ask scientific questions and use information to help answer them*  *Observe and compare*	**Lesson 4** **Ocean** **Which animals and plants live in ocean habitats? Why?** How are these animals and plants suited to living here?  *Ask scientific questions and use information to help answer them*  *Observe and compare*	**Lesson 5** **Arctic** **Which animals and plants live in Arctic habitats? Why?** How are these animals and plants suited to living here?  *Ask scientific questions and use information to help answer them*  *Observe and compare*	**Lesson 6** **LO:** 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. Activities: Start habitat in a box paired project using a variety of secondary sources including books, iPads and other secondary sources. Skills:  ● *Observe, describe and compare using science words and equipment*	**Lesson 7** **LO:** 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. Activities: Continue habitat in a box paired project using a variety of secondary sources including books, iPads and other secondary sources. Skills:  ● *Ask scientific questions and use information to help answer them*

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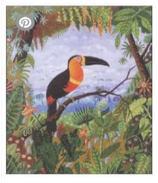
						 • *Ask scientific questions and use information to help answer them*	
Geography **KAPOW – Would you rather live in a hot cold place?**	**Assessment Quiz**: Would you rather live in a hot and cold place? Introduce Paddington as ur Geography explorer/embassador	**Lesson 1: Where are the Continents?** LO: To name and locate the 7 continents. NC: Locational Knowledge	**Lesson 2 : Where are the coldest places on Earth?** LO: To locate the North and South Poles. NC: Human and Physical Geography	**Lesson 3 : Where is the equator?** LO: To locate the equator on a world map. NC: Human and Physical Geography	**Lesson 4 : What is it like in a hot place?** LO: To compare the UK and Kenya. NC: Place Knowledge	**Lesson 5 : Do we live in a hot or cold place?** LO: To investigate local weather conditions. NC: Geographical skills and fieldwork.	**Lesson 6 : Would you prefer to live in a hot or cold place?** LO: To identify features of hot and cold places. NC: PLace knowledge.
History							
Art **Henry Rousseau and Picasso Comparison between impressionism and surrealism of animal representations.**	Henry Rousseau Introduction to Henri Rousseau, and impressionism. https://www.youtube.com/watch?v=_U75aVoDaJI https://www.youtube.com/watch?v=NFoYI_E2juE	<u>Skill 1</u> Colour Palettes. Look at foliage green colour tones mixing shades of colour. To create a colour palette of greens by adding tint and tone. 	<u>Skill 2</u> Observe plants in real life and make observational paintings applying the appropriate colour palettes of leaves and foliage. 	<u>Skill application: FOREGROUND</u> Create a jungle setting making links to the habitats work in science.  https://leahnewtonart.com/2018/08/06/henri-rousseau-toucan-art-lesson-project-for-kids/ Focus on the foreground of the painting only creating foliage and planting.	<u>Skill application BACKGROUND</u> To incorporate the detail of the background of the forest.	<u>Skill application FINAL PROCESS</u> Add animals to the setting. Create a collage of thin tissue and paint wash for the animals which can be collaged onto the painting.	Introduce the works of Picasso and make observations about how surrealism and impressionism different. EVALUATE The outcomes of my artwork.

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Design Technology							
P.E **Linking (gymnastics) (Teacher)**	**<u>Linking</u>** **(P**) What parts of their bodies can pupils move on? (P) Can pupils move out of a roll with either a balance or move? (P) If pupils make a shape is it a champion shape? (P) Can pupils ensure their movements are 'Champion' movements? (C) Do pupils understand what a champion is? (C) Do pupils understand what linking is and how to link? (C) What parts of their bodies can pupils use to roll? Curiosity (C) What movements can pupils use to link to a roll? Curiosity (C) Do pupils understand what flow is? (S) Can pupils listen to	**<u>Linking</u>** (P) What parts of their bodies can pupils move on? (P) Can pupils ensure their movements are 'Champion' movements? (P) Can pupils move out of a roll with either a balance or move? (P) Can pupils ensure their movements still have flow now they are on apparatus? (P) If pupils make a shape is it a champion shape? (C) Do pupils understand what a champion is? (C) Do pupils understand what linking is and how we link? (C) What parts of their bodies can pupils use to roll? Curiosity (C) What movements can pupils use to link to a roll? Curiosity	**<u>Linking</u>** (P) What parts of their bodies can pupils move on? (P) Can pupils move from a jump into a roll and finish with their balance? (P) Can pupils ensure their movements are 'Champion' movements? (P) If pupils make a shape is it a champion shape? (P) Can pupils move out of a roll with either a balance or move? (C) Do pupils understand what a champion is? (C) Do pupils understand what linking is and how we link? (C) Do pupils understand what flow is? (C) Have pupils got ideas for moving at the start of the sequence? Curiosity (S) Are pupils safe on the	**<u>Linking</u>** (P) What parts of their bodies can pupils move on? (P) Can pupils ensure their movements are 'Champion' movements? (P) Can pupils move out of a roll with either a balance or movement? (P) If pupils make a shape is it a champion shape? (P) Can pupils move from a jump into a roll and finish with their balance? (C) Do pupils understand what a champion is? (C) Do pupils understand what linking is and how we link? (C) Do pupils understand what flow is? (C) Have pupils got ideas for moving at the start of the sequence? Curiosity (S) Are pupils safe on the apparatus collaborating	**<u>Linking</u>** (P) What parts of their bodies can pupils move on? (P) Can pupils ensure their movements are, 'champion' movements? (P) When pupils make a shape is it a, 'champion' shape? (P) Can pupils move from a jump into a roll and finish with their balance? (C) Do pupils understand what a champion is? (C) Do pupils understand what linking is and how we link? (C) Do pupils understand what flow is? (C) Have pupils got ideas for moving at the start of the sequence? Curiosity (S) Are pupils safe on the apparatus collaborating and sharing? Empathy	**<u>Linking</u>** (P) What parts of their bodies can pupils move on? (P) Can pupils ensure their movements are 'champion' movements? (P) When pupils make a shape is it a, 'champion' shape? (C) Do pupils understand what a champion is? (C) Do pupils understand what linking is and how we link? (C) Do pupils understand what flow is? (C) Have pupils got ideas for moving at the start of the sequence? Curiosity (S) Are pupils safe on the apparatus collaborating and sharing? Empathy (S) Can pupils listen to each others ideas? Empathy	**<u>Linking</u>** Consolidation of learning.

	each other's ideas? Empathy (W) Can pupils be brave and think of their own ideas for moving? Courage	(C) Do pupils understand what flow is? (C) Are pupils creative on apparatus? Imagination (S) Are pupils safe on the apparatus collaborating and sharing? Empathy (W) Can pupils apply 'interesting' movements using more than one piece of equipment to move or make shapes on? Self-Belief	apparatus collaborating and sharing? Empathy (S) Can pupils listen to each others ideas? Empathy (W) Can pupils be brave and think of their own ideas for moving? Courage (W) Are pupils trying harder movements such as cartwheels? Self Belief	and sharing? Empathy (S) Can pupils listen to each others ideas? Empathy (W) Are pupils trying harder movements such as cartwheels? Self Belief	(S) Can pupils listen to each others ideas? Empathy (W) Are pupils trying harder movements such as cartwheels? Self Belief	(W) Are pupils trying harder movements such as cartwheels? Self Belief	
Football (White Rose)	**<u>Football</u>**	**<u>Football</u>**.	**<u>Football</u>**	**<u>Football</u>**	**<u>Football</u>**	**<u>Football</u>**	**<u>Football</u>**
Music **Myths and legends** Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.	**Lesson 1: Rhythm and structure** Pupils create rhythms and put them into an order, or structure to tell the story of St George and the Dragon **Learning objective** To create a rhythm **National curriculum** - To listen with concentration and understanding to a range of high-quality live and recorded music	**Lesson 2: Structured graphic score** Pupils listen to a piece of music about the legend of King Arthur and identify the structure of the piece. **Learning objective** To show structure on a graphic score **National curriculum** - Listen with concentration and understanding to a range of high-quality live and recorded music.	**Lesson 3: Layered graphic score** Pupils identify different layers within a piece of music based on the myth of Orpheus and Euridice and then show these on a graphic score **Learning objective** To write a graphic score to show texture **National curriculum** - Listen with concentration and understanding to a range of high-quality live and recorded music.	**Lesson 4: Compose with structure** Working in groups, pupils compose a piece of music with a given structure and create a written score for their piece **Learning objective** To compose a piece of music with a given structure **National curriculum** - Play tuned and untuned instruments musically - Experiment with, create, select and combine sounds using the	**Lesson 5: Rehearse and perform** Pupils rehearse and perform their compositions from the previous lesson, learning to perform as a group and to follow their graphic scores accurately **Learning objective** To perform a group composition **National curriculum** - Play tuned and untuned instruments musically		

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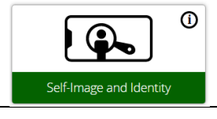
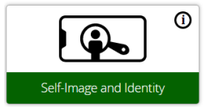
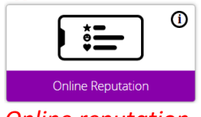
	- Experiment, create, select and combine sounds			interrelated dimensions of music			
PSHE **<u>JIGSAW Unit</u>** Being me in my world	**Hopes and Fears for the Year** I can identify some of my hopes and fears for this year. I recognise when I feel worried and know who to ask for help.	**Rights and Responsibilities** I understand the rights and responsibilities for being a member of my class and school. I recognise when I feel worried and know who to ask for help.	**Rewards and Consequences** I understand the rights and responsibilities for being a member of my class. I can help to make my class a safe and fair place.	**Rewards and Consequences** I can listen to other people and contribute my own ideas about rewards and consequences. I can help make my class a safe and fair place.	**Our Learning Charter** I understand how following the Learning Charter will help me and others learn. I can work cooperatively.	**Owning Our Learning Charter** I understand how following the Learning Charter will help me and others learn. I am choosing to follow the Learning Charter.	Consolidating Learning
Computing	• Children can use the search facility to refine searches on Purple Mash by year group and subject. • Children can share the work they have created to a display board. • Children understand that the teacher approves work before it is displayed. • Children are beginning to understand how things can be shared electronically for others to see both on Purple Mash and the Internet.	• Children know that Email is a form of digital communication. • Children understand how 2Repond can teach them how to use email. • Children can open and send an email to a 2Respond character. • Children have discussed their own experiences and understanding of what email is used for. • Children have discussed what makes us feel happy and what makes us feel sad. 	• Children can explain what a digital footprint is. • Children can give examples of things that they would not want to be in their digital footprint.  *<u>Self-image and identity</u>* *I can explain how other people may look and act differently online and offline.*  *<u>Online reputation</u>* *I can explain how information put online about me can last for a long time.* *I can describe how anyone's online information could be seen by others. I know*	• Children can explain that an algorithm is a set of instructions. • Children can describe the algorithms they created. • Children can explain that for the computer to make something happen, it needs to follow clear instructions.	• Children can plan an algorithm that includes collision detection. • Children can create a program using collision detection. • Children read blocks of code and predict what will happen when it is run.	• Children can create a program that uses a timer-after command. • Children can explain what the timer-after command does in their program. • Children can predict what will happen in a program that includes a timer-after command.	• Children can create a computer program that includes different object types. • Children can modify the properties of an object. • Children can use different events in their program to make objects move.

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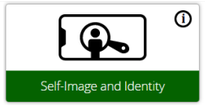
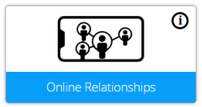
	 *Self-image and identity* *I can explain how other people may look and act differently online and offline.*  *Online relationships* *I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).*  *Privacy and security* *I can describe how online information about me could be seen by others*	*Self-image and identity* *I can explain how other people may look and act differently online and offline.* *I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.*  *Online reputation* *I can explain how information put online about me can last for a long time.* *I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent or if it is incorrect.*  *Privacy and security* *I can describe how online information about me could be seen by others*	*who to talk to if something has been put online without consent or if it is incorrect.*  *Privacy and security* *I can describe how online information about me could be seen by others*				
RE **How is new life welcomed?** **Christianity, Islam and non-religious views**	**Why is it important to make someone feel welcome?** Discuss how we would welcome a new person in our class, brainstorm things we might do. The teacher might use a bear or doll as new class member to focus ideas on.	**How do you welcome a baby into your family?** Use pictures brought in by children to create a Guess Who' game – with the photo of the pupil now underneath. Talk about how babies' names are chosen. Look	**What gifts would you like to give a new baby? Why?** Introduce the idea that someone familiar to them is having a baby, using a story or character. What does a new baby need?	**How do many Christians welcome a new baby?** The class investigates the concept of welcoming a new baby into the Christian religion. Consider what happens and why? Can they see links with what they already know about Christianity?	**How do Muslims welcome a new baby?** When a new baby is born into a Muslim family the following things take place: ● The adhan (statement of faith) is whispered in the	**How do other people welcome a new baby?** Think about other ways people may welcome a new baby into their community. Examples might be a welcoming and naming ceremony, or a dedication service in	**Consolidation or comparisons of ways people welcome a baby.** The following activities can be used as part of assessment. ● Start by using an Odd One Out game (see resource pack) using photos or

	Get the children to say something or carry out an action to make the bear/doll feel welcome. Think about how the bear/doll feels to be new (could link to moving to Year 3) and how it feels when they have made it welcome. Discuss what routines (rituals) the bear will need to learn, e.g. playtime, where to put homework bag. Why do we have these routines? Ask the children to see if they can find out about their name for next week. Why was it chosen? What does it mean? Who chose it for them? Children also asked to bring in a photo of when they were a baby which could be used to create a 'Guess Who' game – with the photo of the pupil now underneath.	at what the children have found out about their own names, meanings and reasons for the choice. Do any names mean the same thing? Is anyone named after someone else? Is there a story to go with your name? Share in pairs and in class. Some families choose names for religious reasons – give some examples, and discuss why they might be chosen. Choose two dolls, and decide on meaningful names – one Muslim, one Christian name. Explain to the children that we need to make these 'babies' belong… how might we do that?	Produce a Mind Map to illustrate all the things that need to be done to prepare for a new baby e.g. room, cot, etc. Why is a baby precious? What do we mean by precious? How would you welcome this new baby? Presents, cards – it is the baby's birth that is being celebrated. Introduce the idea of symbolic gifts e.g. could give an apple to show you want the baby to be healthy. Reflection/circle time close eyes and visualise something they would like to give to the baby.	Using images/video, show the following. Encourage children to ask questions and suggest answers (eg why do the parent's make a promise? (because the baby is too little)) ● The parents make a promise in front of God and Church family to bring up the baby into the Christian faith. ● The baby receives a Christian name. ● The minister says to the baby 'I baptize you in the name of the Father, Son and Holy Spirit.' 'I sign you with the sign of the cross.' ● Children receive symbolic gifts, eg: candle, gown, Bible.	baby's right ear as soon after birth as possible. They are given something sweet to taste. ● The aqiqah is a ceremony on the seventh day. Hair is shaved off when 7 days old and weighed and then the equivalent cost in gold given to the poor. A special meal for the whole family. Any leftover meat given to the poor because the family recognise how lucky they are and want to help other people. ● The baby is named – taken from the Qur'an for its meaning.	a Baptist church. What do Quakers do? Look in more detail at the promise parents & godparents make at baptism. Might other people, including Humanists, make promises about a new baby? Research humanist naming ceremonies. Reflect: Have you ever made a special promise? The children could think about a promise they'd like to make in relation to school, home etc Who will oversee their promise (i.e. like the parents/god-parents do)	artefacts from previous lessons. Talk about which picture is the odd one out and why. ● Make a comparison table or use sorting circles to discuss what they have found out about the Muslim and Christian birth ceremonies. ● Is there anything we could put in the middle of a Venn Diagram that happens in both religions?