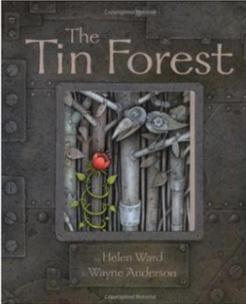


<p>Year Group: Year 2</p> <p>Theme:</p> <p>Term: Spring 1</p>	<p>British Value: Rule of Law</p>		<p>Root of Learning: Aiming High</p>		<p>Outdoor Learning Opportunities:</p> <ul style="list-style-type: none"> • Position and direction/ compass direction linked to local study in Geography • Life cycles/ offspring linked to animals including humans learning in Science • Setting description linked to school grounds linked to work in English 		
<p>Week</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>	<p>6</p>	
<p>English</p>  <p>Text type: Setting Description</p> <p>Further Text:</p> <p>Jim and the Beanstalk Raymond Briggs</p> <p>A Little Guide to Wild Flowers Charlotte Voake</p> <p>Whole class reader:</p>	<p><u>Phase 1 - Immersion</u></p> <p>Lesson 1: Ask question of the toucan/ hot seating.</p> <p>Lesson 2 + 3: read the beginning of the 'Tin Forest' write and draw about a dream location.</p>	<p><u>Phase 2- Reading like a writer</u></p> <p>WAGOLL – Tin Forest</p> <p>Lesson 1: Vocabulary activity</p> <p>Lesson 2: Comprehension style questions about the WAGOLL</p> <p>Lesson 3: Identified key features e.g conjunctions and expanded noun phrases</p> <p>Lesson 4: Re-drafting a section of the WABOLL</p>	<p><u>Phase 3 – Writing like a reader (GPS)</u></p> <p>Past Tense</p> <p>Lesson 1: Teach</p> <p>Lesson 2: Teach</p> <p>Lesson 3: GPS questions</p> <p>Lesson 4: application activity (extended writing)</p>	<p><u>Phase 3 – Writing like a reader (GPS)</u></p> <p>Subordinating conjunctions</p> <p>Lesson 1: Teach</p> <p>Lesson 2: Teach</p> <p>Lesson 3: GPS questions</p> <p>Lesson 4: application activity (extended writing)</p>	<p><u>Modelled and Guided setting description</u></p> <p>Seal surfer – writing a coasts setting description</p>	<p><u>Hot Write</u></p> <p>Setting description about Baildon Moor</p>	
<p>Speaking and Listening Opportunities</p>	<p>Asking questions Hot Seating Listening to Story</p>	<p>Listening to Story</p>					



Sandal Primary School Medium Term Planning and Weekly Overview

<ul style="list-style-type: none"> ● using concrete objects and pictorial representations, including those involving numbers, quantities and measures ● applying their increasing knowledge of mental and written methods ● recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. <p>Money</p> <ul style="list-style-type: none"> ● recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value ● find different combinations of coins that equal the same amounts of money ● solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change <p>Geometry – properties of shapes Statutory requirements</p> <ul style="list-style-type: none"> ● identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line ● identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces ● identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] 	<p>White rose small steps:</p> <p>Step 17 Subtract two 2-digit numbers (not across a 10)</p> <p>Step 18 Subtract two 2-digit numbers (across a 10)</p> <p>Step 19 Mixed addition and subtraction</p> <p>Step 20 Compare number sentences</p> <p>Step 21 Missing number problems</p>	<p>Step 19 Mixed addition and subtraction</p> <p>Step 20 Compare number sentences</p> <p>Step 21 Missing number problems</p> <p>Money Fluency and Varied fluency White rose small steps:</p> <p>Step 1 Count money - pence</p> <p>Step 2 Count money - pounds (notes and coins)</p> <p>Step 3 Count money - pounds and pence</p> <p>Step 4 Choose notes and coins</p> <p>Step 5 Make the same amount</p> <p>Step 6 Compare amounts of money</p> <p>Step 7 Calculate with money</p> <p>Step 8 Make a pound</p> <p>Step 9 Find change</p> <p>Step 10 Two-step problems</p>	<p>Step 1 Count money - pence</p> <p>Step 2 Count money - pounds (notes and coins)</p> <p>Step 3 Count money - pounds and pence</p> <p>Step 4 Choose notes and coins</p> <p>Step 5 Make the same amount</p> <p>Step 6 Compare amounts of money</p> <p>Step 7 Calculate with money</p> <p>Step 8 Make a pound</p> <p>Step 9 Find change</p> <p>Step 10 Two-step problems</p>	<p>Step 1 Recognise 2-D and 3-D shapes</p> <p>Step 2 Count sides on 2-D shapes</p> <p>Step 3 Count vertices on 2-D shapes</p> <p>Step 4 Draw 2-D shapes</p> <p>Step 5 Lines of symmetry on shapes</p> <p>Step 6 Use lines of symmetry to complete shapes</p> <p>Step 7 Sort 2-D shapes</p> <p>Step 8 Count faces on 3-D shapes</p> <p>Step 9 Count edges on 3-D shapes</p> <p>Step 10 Count vertices on 3-D shapes</p> <p>Step 11 Sort 3-D shapes</p> <p>Step 12 Make patterns with 2-D and 3-D shapes</p>	<p>Step 1 Recognise 2-D and 3-D shapes</p> <p>Step 2 Count sides on 2-D shapes</p> <p>Step 3 Count vertices on 2-D shapes</p> <p>Step 4 Draw 2-D shapes</p> <p>Step 5 Lines of symmetry on shapes</p> <p>Step 6 Use lines of symmetry to complete shapes</p> <p>Step 7 Sort 2-D shapes</p> <p>Step 8 Count faces on 3-D shapes</p> <p>Step 9 Count edges on 3-D shapes</p> <p>Step 10 Count vertices on 3-D shapes</p> <p>Step 11 Sort 3-D shapes</p> <p>Step 12 Make patterns with 2-D and 3-D shapes</p>	<p>Step 1 Recognise 2-D and 3-D shapes</p> <p>Step 2 Count sides on 2-D shapes</p> <p>Step 3 Count vertices on 2-D shapes</p> <p>Step 4 Draw 2-D shapes</p> <p>Step 5 Lines of symmetry on shapes</p> <p>Step 6 Use lines of symmetry to complete shapes</p> <p>Step 7 Sort 2-D shapes</p> <p>Step 8 Count faces on 3-D shapes</p> <p>Step 9 Count edges on 3-D shapes</p> <p>Step 10 Count vertices on 3-D shapes</p> <p>Step 11 Sort 3-D shapes</p> <p>Step 12 Make patterns with 2-D and 3-D shapes</p>	
---	--	---	---	--	--	--	--



Sandal Primary School Medium Term Planning and Weekly Overview

<ul style="list-style-type: none"> compare and sort common 2-D and 3-D shapes and everyday objects. 							
<p>Arithmetic, Spiral Starters and LBH</p>	<p><u>Arithmetic</u></p> <p>Addition and subtraction including missing problems.</p> <p><u>Spiral starters</u></p> <p><u>LBH</u></p> <p>Times tables</p>	<p><u>Arithmetic</u></p> <p>Addition and subtraction including missing problems.</p> <p><u>Spiral starters</u></p> <p><u>LBH</u></p> <p>Times tables</p>	<p><u>Arithmetic</u></p> <p>Addition and subtraction including missing problems.</p> <p><u>Spiral starters</u></p> <p><u>LBH</u></p> <p>Times tables</p>	<p><u>Arithmetic</u></p> <p>Addition and subtraction including missing problems.</p> <p><u>Spiral starters</u></p> <p><u>LBH</u></p> <p>Times tables</p>	<p><u>Arithmetic</u></p> <p>Addition and subtraction including missing problems.</p> <p><u>Spiral starters</u></p> <p><u>LBH</u></p> <p>Times tables</p>	<p><u>Arithmetic</u></p> <p>Addition and subtraction including missing problems.</p> <p><u>Spiral starters</u></p> <p><u>LBH</u></p> <p>Times tables</p>	
<p>Science:</p> <p>Animals, including humans</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults 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 	<p>Lesson 1</p> <p>Skill:</p> <ul style="list-style-type: none"> Plan how to collect data to answer questions, with help Talk about what might happen Plan a simple fair test, with help <p>L.O describe the importance for humans to have good hygiene</p> <p>Activities;</p> <ul style="list-style-type: none"> Spiral What are germs Soap and getting rid of germs What happens when you eat without washing your 	<p>Lesson 2</p> <p>Skills:</p> <ul style="list-style-type: none"> Plan how to collect data to answer questions, with help Talk about what might happen Plan a simple fair test, with help <p>L.O describe the importance for humans to have good hygiene</p> <p>Activities;</p> <ul style="list-style-type: none"> What are germs Soap and getting rid of germs What happens when you eat without washing your 	<p>Lesson 3</p> <p>Skill:</p> <ul style="list-style-type: none"> Test out their own/someone else's ideas Record information on tables and bar charts Explain why (in a simple way) <p>L.O describe the importance for humans to have good hygiene</p> <p>Activities;</p> <ul style="list-style-type: none"> Explorify activity Brushing teeth Eggs experiment 	<p>Lesson 4</p> <p>Skill:</p> <ul style="list-style-type: none"> Ask scientific questions and use information to help answer them <p>L.O notice that animals, including humans, have offspring which grow into adults</p> <p>Activities;</p> <ul style="list-style-type: none"> Offspring matching starter Life cycle activity Computer research based 	<p>Lesson 5</p> <p>Skills:</p> <ul style="list-style-type: none"> Observe, describe and compare using science words and equipment <p>L.O notice that animals, including humans, have offspring which grow into adults</p> <p>Activities;</p> <ul style="list-style-type: none"> Complete Life cycle activity Computer research based Compare life cycles of different animals 	<p>Lesson 6</p> <p>Skill:</p> <ul style="list-style-type: none"> Ask scientific questions and use information to help answer them <p>L.O describe the basic needs of animals, for survival (water, food and air)</p> <p>Activities;</p> <ul style="list-style-type: none"> Big question activity 	

	hand? (bread experiment)	hand? (bread experiment)					
Geography	<p>Locational Knowledge</p> <p>UK coastal towns -</p> <p>Name main coastal town of UK.</p> <p>Possible - Look at and compare with some coastal towns in North America??</p>	<p>Locational Knowledge</p> <p>LO: Name and locate the oceans of the world.</p> <p>Display for future reference.</p>	<p>Place knowledge Physical and Human Features Geography Skills and fieldwork</p> <p>Baildon</p> <p>Where is Baildon? What is it like there?</p> <p>What sort of place is it? Rural? Seaside?</p> <p>Which physical and human features does it have to offer? (eg:hills, valley, woods, river and shops etc)</p> <p>Identify features on a map of Baildon. Label features.</p>	<p>Place knowledge Physical and Human Features Geography Skills and fieldwork</p> <p>Identify Trig Point on a map.</p> <p>Plan route to Trig Point (possibly down and back to Sandal via the Glen)</p> <p>What do we think we will see?</p> <p>Refer to aerial maps and Google Earth.</p> <p>Simple Grid references?</p> <p>Look at Compass directions. Which direction will we be travelling?</p> <p>Record planned route.</p>	<p>Place knowledge Physical and Human Features Geography Skills and fieldwork</p> <p>Walk to Trig.</p> <p>Observe direction, route and surroundings.</p> <p>Develop language such as near, far etc.</p>	<p>Place knowledge Physical and Human Features Geography Skills and fieldwork</p> <p>Make simple maps to record our journey to Trig Point and back to school.</p> <p>Use a simple key to represent human and physical features.</p>	
History							
Art	<p>Complete Picasso work</p> <p>Draw a face using Dice game.</p> <p>Painting - colour mixing exploration to create colours to express emotion.</p> <p>Paint face selecting colour to show emotion.</p>	<p>Monet</p> <p>Introduce Monet and how he was a huge part of the Impressionist movement in art. Henry Rousseau?</p> <p>Watch Video</p>	<p>Monet</p> <p>Create Monet type Watercolour Paintings.</p> <p>Activity 1</p> <p>Explore mixing shades to create similar colour used in Monet's paintings.</p> <p>Activity 2</p>	<p>Henry Rousseau</p> <p>Introduction to Henri Rousseau, another impressionist painter.</p> <p>How is he the same/ different to Monet?</p> <p>https://www.youtube.com/watch?v=U75aVoDaJI</p>	<p>Henry Rousseau</p> 	<p>Henry Rousseau</p> <p>Painting and collage Tiger painting</p> 	

	<p>https://primaryschoolart.com/2021/05/17/color-and-emotion-picasso-portraits-year-1-2-art-lesson/</p> 	<p>https://www.tate.org.uk/kids/explore/who-is/who-claude-monet</p> <p>Collect and write facts on Art books with pictures, key facts etc.</p> <p>refer to how he also (like Picasso), painting to convey emotion eg: watercolour paintings were calm but there was chaos around him such as war and death of his wife.</p>	<p>Use masking tape to fasten pieces of paper to table top. Dampen the paper with water. Lightly apply washes of shades of blue, green, purple as desired, with a wide brush, to give effect of water. Think about making own shades of wash.</p> <p>Allow to dry a little – time to change water, tools and think about composition of own water lilies.</p> <p>Next, take a finer brush and paint in the reeds, water lilies and weeping willow reflections – creating ‘impressions’ rather than exact shapes – and varying the shades.</p> <p>Lastly, think about shadows, under the lily pads. Leave to dry.</p>	<p>https://www.youtube.com/watch?v=NFoYIE2juE</p>	<p>https://leahnewtonart.com/2018/08/06/henri-rousseau-toucan-art-lesson-project-for-kids/</p> <p>Paint wash to recreate Toucan painting. Mixing shades of green.</p>	 <p>https://www.incredibleart.org/files/Rousseau.htm</p>	
<p>Design Technology</p>							
<p>P.E</p> <p>Health and wellbeing (Thursday 2P, Friday 2S)</p> <p>Handball outside agency – Tuesdays</p>	<p>Health and Wellbeing</p> <p>The focus of the learning is to consolidate our understanding of agility and when this is applied during sport.</p> <p>Pupils will develop different ways of moving at speed and will understand the consequences of not being agile.</p>	<p>Health and Wellbeing</p> <p>The focus of the learning is to develop ways of balancing on apparatus.</p> <p>Pupils will explore different ways of balancing with a partner and understand which sports require more than one person to balance together to be successful.</p>	<p>Health and Wellbeing</p> <p>The focus of the learning is to introduce coordination (feet eye coordination).</p> <p>Pupils will understand what feet eye coordination means and will start to develop their kicking and dribbling skills to develop their feet eye coordination skills.</p> <p>Pupils will understand why we need to have good feet eye coordination when playing sport.</p>	<p>Health and Wellbeing</p> <p>The focus of the learning is to understand the importance of being, 'agile'.</p> <p>Pupils will perform a circuit to develop their application and understanding of agility.</p> <p>Pupils will perform the circuit with a partner and understand how motivation can help enhance their performance.</p>	<p>Health and Wellbeing</p> <p>The focus of the learning is to understand the importance of being balanced. Pupils will perform a circuit to develop their application and understanding of balance.</p> <p>Pupils will perform the circuit with a partner and understand how motivation can help enhance their performance.</p>	<p>Health and Wellbeing</p> <p>The focus of the learning is to understand the importance of being coordinated. Pupils will perform a circuit to develop their application and understanding of coordination.</p> <p>Pupils will perform the circuit with a partner and understand how motivation can help enhance their performance.</p>	

Sandal Primary School Medium Term Planning and Weekly Overview

	<p><u>Handball – White Rose PE</u></p> <p>The focus of the learning is to develop pupils' execution of an underarm throw and to extend their understanding of why we need to be accurate when we throw.</p>	<p><u>Handball – White Rose PE</u></p> <p>The focus of the learning is to consolidate pupils' execution of an underarm throw and to further extend their understanding of why we need to be accurate when we throw.</p> <p>Pupils will experience a competition against other pupils, developing their ability to collaborate.</p>	<p><u>Handball – White Rose PE</u></p> <p>The focus of the learning is for pupils to work in a team, applying their understanding of underarm throwing and the basic principles of attack vs defence to win a game.</p>	<p><u>Handball – White Rose PE</u></p> <p>The focus of the learning is for pupils to apply their understanding of underarm throwing to beat their opponent.</p>	<p><u>Handball – White Rose PE</u></p> <p>The focus of the learning is for pupils to introduce overarm throwing, applying their understanding of overarm throwing to win a game.</p>	<p><u>Handball – White Rose PE</u></p> <p>The focus of the learning is to bring together the suggested sequence of learning into mini games.</p> <p>Select an activity from suggested sequence of learning part 3, 4 or 5, which best provides your pupils with an opportunity to apply the principles of attack vs defence in a competition.</p>	
Music	<p>Lesson 1: British Seaside Sounds Children learn to sing a traditional British folk song and create a seaside soundscape using their voices, bodies and instruments</p> <p>Learning Objectives To learn about the music of the British Isles</p>	<p>Lesson 2: Countryside sounds After singing the folk song 'Lavender's Blue' pupils consider what they might see and hear in the British countryside, and perform a countryside soundscape</p> <p>Learning Objectives To learn about the music of the British Isles and create music of our own</p>	<p>Lesson 3: Sounds of the city After singing 'London Bridge is Falling Down' and using a city image as inspiration, children try to recreate the sounds they might hear in the city</p> <p>Learning Objectives To learn about the music of the British Isles and create music of our own</p>	<p>Lesson 4: Structured Soundscape Working in groups, pupils choose a setting (seaside, countryside or city) to compose their piece of music for</p> <p>Learning Objectives To compose a piece as part of a group</p>	<p>Lesson 5: Journey Through Britain Pupils combine their learning from the previous lessons to compose a piece of music which takes them on a journey through Britain, from the seaside to the countryside to the city</p> <p>Learning Objectives To improve a group Composition</p>		
PSHE	<p><u>Goals to Success</u> Success Criteria- I can choose a realistic goal and think about how to achieve it</p> <p>I can identify my successes and achievements and know how this makes me feel (proud)</p>	<p><u>My Learning Strengths</u> Success Criteria- I can persevere even when I find tasks difficult</p> <p>I can tell you some of my strengths as a learner</p>	<p><u>Learning with Others</u> Success Criteria- I can recognise who it is easy for me to work with and who it is more difficult for me to work with</p> <p>I understand how working with other people can help me to learn</p>	<p><u>Learning with Others</u> Success Criteria- I can recognise who it is easy for me to work with and who it is more difficult for me to work with</p> <p>I understand how working with other people can help me to learn</p>	<p><u>A Group Challenge</u> Success Criteria- I can work cooperatively in a group to create an end product</p> <p>I can work with other people to solve problems</p>	<p><u>Challenge Assessment</u> Success Criteria- I can explain some of the ways I worked cooperatively in my group to create the end product</p> <p>I can express how it felt to be working as part of this group</p>	
Computing	<p><u>Spreadsheets</u> Using a spreadsheet to add amounts</p> <p>Success Criteria</p> <ul style="list-style-type: none"> Children can use images in a spreadsheet. Children can work out how much they need to pay using 	<p><u>Spreadsheets</u> Creating a table and block graph</p> <p>Success Criteria</p> <ul style="list-style-type: none"> Children can create a table of data on a spreadsheet. Children can use the data to create 	<p><u>Questioning</u> To show that the information provided on pictogram is of limited use beyond answering simple questions.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> Children understand that the information on pictograms cannot be 	<p><u>Questioning</u> To use YES or No questions to separate information.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> Children have used a range of yes/no questions to separate different items. 	<p><u>Questioning</u> To construct a binary tree to separate different items.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> Children understand what is meant by a binary tree. Children have designed a binary 	<p><u>Questioning</u> Use 2Question (a binary tree) to answer questions.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> Children understand that questions are limited to 'yes' and 'no' in a binary tree. 	

Sandal Primary School Medium Term Planning and Weekly Overview

	coins by using a spreadsheet to help calculate.	a block graph manually.	used to answer more complicated questions.		tree to sort pictures of children.	<ul style="list-style-type: none"> Children understand that the user cannot use 2Question to find out answers to more complicated questions. Children have matched the 2Simple Avatar pictures to names using a binary tree. 	
RE	<p><u>Key Questions</u></p> <p>What is prayer</p> <p>Why do people pray?</p> <p><u>Learning Objective</u></p> <p>Consider the meaning behind prayer and the reasons for doing it.</p>	<p><u>Key Questions</u></p> <p>How do Christians pray?</p> <p>Do actions, positions or symbols help in prayer?</p> <p><u>Learning Objectives</u></p> <p>Consider actions, thoughts and feelings of Christians during prayer.</p> <p>Consider what symbols can help Christians to focus on prayer.</p> <p>Are some prayers special for Christians? What is the Lord's Prayer?</p>	<p><u>Key Questions</u></p> <p>How do Muslims pray?</p> <p>How do people prepare to pray?</p> <p>Do actions or positions help in prayer?</p> <p>Can symbols of faith help us to pray?</p> <p><u>Learning Objectives</u></p> <p>Consider actions, thoughts and feelings of Muslims during prayer.</p> <p>Consider what symbols of faith can help them to focus on prayer.</p> <p>Consider what symbols of Muslim faith can help them focus on prayer</p>	<p><u>Key Questions</u></p> <p>What are special times for Christians and Muslims?</p> <p><u>Learning Objective</u></p> <p>Name and recall some of the main festivals and seasons.</p> <p>Describe special prayers/ worship associated with festivals and seasons.</p> <p>Name some of the symbols and practices linked to festivals and seasons.</p>	<p><u>Key Questions</u></p> <p>What does prayer mean to us?</p> <p><u>Learning Objective</u></p> <p>Describe what places are special for prayer</p> <p>Be able to describe everyday objects that help children to be quiet</p> <p>Be able to write their own prayers/ reflections</p>	<p>Complete any lessons not covered.</p>	