Sandal Primary School Medium Term Planning and Weekly Overview

Yellow Highlighted – cross-curricular computing

Year Group: Year 2 Theme: Into the Woods (continued) Term: Spring 2	British Value: Individual Liberty		Root of Learning: Thinking for Ourselves		Outdoor Learning Opportunities: - Pond dipping (habitats science) - Identify trees linked to geography mapping and native plant names science		
Week	**1**	**2**	**3**	**4** **Assessment Week**	**5**	**6**	**7**
English  **Text type:** Alternate Ending **Further Text:** Three Little Wolves And The Big Bad Pig by Eugene Trivizas **Whole class reader:** Other flipped fairy tales	**Phase 1 - Immersion** ***Lesson 1*** *- Hook – Finding cloak and abandoned picnic in the woods.* ***Lesson 2*** *– Newspaper report on what we found* ***Lesson 3*** *– read beginning of story freeze framing of prediction what will happen* ***Lesson 4*** *– Role on the wall/ character description about Little Red reading Hood*	**Phase 2- Reading like a writer** ***Lesson 1*** *– What is a traditional tale structure? Chopped up WAGOLL* ***Lesson 2*** *– VIPERS questions about WAGOLL* **World Book week – Incredible Week** 2 lessons Write incredible me paragraph in the style of Incredible You book I can … *Using subordinating and coordinating conjunctions*	**Phase 2- Reading like a writer** ***Lesson 3*** *– Features of the WAGOLL (including any unknown language)* **Phase 3 – Writing like a reader (GPS) (Sentence types (Question, statement, command, exclamation)** ***Lesson 1 –*** *Teach* ***Lesson 2 –*** *GPS questions* ***Lesson 3 –*** *Application*	**Phase 3 – Writing like a reader (GPS) (Sentence structure (word class))** ***Lesson 1 –*** *Teach* ***Lesson 2 –*** *GPS questions* ***Lesson 3 –*** *Application*	**Hot Write** Alternate ending for Little Red Riding Hood/ Goldilocks and the three Bears	**Hot Write /Hotter Task** Alternate ending for Little Red Riding Hood/ Goldilocks and the three Bears	
Speaking and Listening Opportunities	Hook Freeze Frames	Presenting Incredible me to class/ for display					

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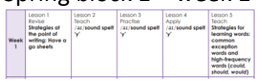
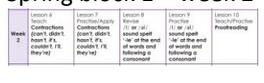
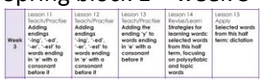
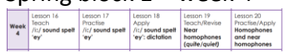
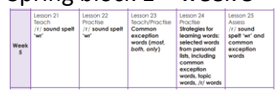
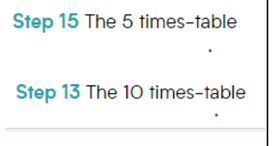
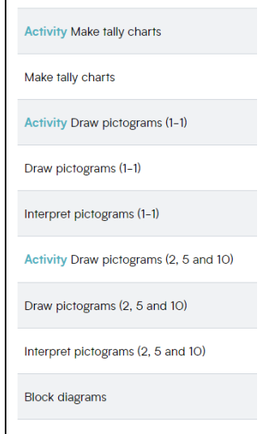
Spelling **Nonsense Spelling Scheme**	Spring block 1 – week 1 	Spring block 1 – week 2 	Spring block 1 – week 3 	Spring block 1 – week 4 	Spring block 1 – week 5 	Spring block 1 – week 6 	
Reading - VIPERS	**Fiction – Baildon (Geography focus)** 1. Vocabulary 2. Retrieve 3. Inference 4. Sequence	**Non-Fiction – Flipped Fairy Tales** 1. Vocabulary 2. Retrieve 3. Sequence 4. Predict	**Fiction Women's History Month Greta Thunberg (History Focus)** 1. Vocabulary 2. Retrieve 3. Retrieve/ inference 4. Explain	**Assessment week**	**Non-Fiction – Flipped Fairy Tales** 1. Vocabulary 2. Retrieve 3. Sequence 4. Predict	**Fiction Women's History Month JANE GOODALL (History Focus)** 1. Vocabulary 2. Retrieve 3. Retrieve/ inference 4. Explain	
Handwriting	**Practising small letters - same height and size: or**	**Practising joining to the letter r: air**	**Practising joining to ascenders: al**	**Practising joining from the letter o: ot**	**Practising printing**	**Practising joining to and from the letter c**	
Maths **Fluency** **Varied Fluency** **Reasoning** **Problem solving** **NC** **Multiplication and division** ● recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers ● calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	**Multiplication and division** Odd and even numbers lesson Pre-learn Multiplication Fluency and Varied Fluency (2, 5, 10) Ipads multiplication tool **White rose small steps:** 	**Multiplication and division** Multiplication reasoning and problem solving (2, 5, 10) **White rose small steps:** 	**Multiplication and division** Division Fluency and Varied Fluency (2, 5, 10) **White rose small steps:**	**Multiplication and division** Division reasoning and problem solving (2, 5, 10) **White rose small steps:**	**Multiplication and division** Consolidation **Assessment Week**	**Statistics** **White rose small steps:** 	

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• show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. **Statistics** • interpret and construct simple pictograms, tally charts, block diagrams and simple tables • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • ask and answer questions about totalling and comparing categorical data.	Step 9 The 2 times-table Step 1 Recognise equal groups Step 2 Make equal groups Step 3 Add equal groups Step 4 Introduce the multiplication symbol Step 5 Multiplication sentences Step 6 Use arrays		Step 7 Make equal groups — groupir Step 8 Make equal groups — sharing Step 9 The 2 times-table Step 10 Divide by 2 Step 11 Doubling and halving Step 12 Odd and even numbers Step 13 The 10 times-table Step 14 Divide by 10 Step 15 The 5 times-table Step 16 Divide by 5 Step 17 The 5 and 10 times-tables	Step 7 Make equal groups — grouping Step 8 Make equal groups — sharing Step 9 The 2 times-table Step 10 Divide by 2 Step 11 Doubling and halving Step 12 Odd and even numbers Step 13 The 10 times-table Step 14 Divide by 10 Step 15 The 5 times-table Step 16 Divide by 5 Step 17 The 5 and 10 times-tables			
Arithmetic, Spiral Starters and LBH	**<u>Arithmetic</u>** **<u>Sprial starters</u>** 4 operations **<u>LBH</u>** 2, 5, 10 times tables	**<u>Arithmetic</u>** **<u>Sprial starters</u>** 4 operations **<u>LBH</u>** 2, 5, 10 times tables	**<u>Arithmetic</u>** **<u>Sprial starters</u>** 4 operations **<u>LBH</u>** 2, 5, 10 times tables	**<u>Assessment week</u>**	**<u>Arithmetic</u>** **<u>Sprial starters</u>** 4 operations **<u>LBH</u>** 2, 5, 10 times tables	**<u>Arithmetic</u>** **<u>Sprial starters</u>** 4 operations **<u>LBH</u>** 2, 5, 10 times tables	
Science: **Living things and their habitats** • explore and compare the differences between things that	Lesson 1 Skill: • Sort and order observations • Observe, describe and compare	Lesson 2 Skill: • Ask scientific questions and use information	Lesson 3 Skill: • Record information on tables and bar charts	Lesson 4 Skill: • Record information on tables and bar charts	Lesson 5 Skills: • Explain why (in a simple way)	Lesson 6 Skill: • Ask scientific questions and use information to help answer them	

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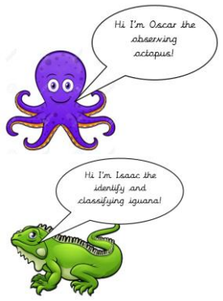
are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including microhabitats • 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	using science words and equipment  **L.O** explore and compare the differences between things that are living, dead, and things that have never been alive Activities; Knowledge Harvest Living and non-living things hoop sort Walk identifying living and non-living things in the school grounds	to help answer them • Plan how to collect data to answer questions, with help  **L.O** identify that most living things live in habitats to which they are suited Activities; Spiral Introduction to habitats What habitats do we have at school?	 **L.O** identify and name a variety of plants and animals in their habitats, including microhabitats Activities; School grounds exploration (habitat mapping) what can we find? Photographing finds using ipdas How could we keep track of the trees?	 **L.O** identify and name a variety of plants and animals in their habitats, including microhabitats Activities; Making tree labels and producing table/tally chart or purple mash	 **L.O** describe how animals obtain their food from plants and other animals, using the idea of a simple food chain Activities; Spiral Introduction to food chains	 **L.O** describe how animals obtain their food from plants and other animals, using the idea of a simple food chain Activities; Spiral Food chain from school groups habitat Creative presentation in books	
Geography	**L.O** To identify the features and areas of the school grounds **Activities:** • Sense of place school grounds walk • identifying the different features of the school grounds • using senses and consider sense of place	**L.O** To map features of the school ground **Activities:** • identifying the different features of the school grounds on aerial photos • create key using map symbols • use of didgy maps	**L.O** To create own map f of the school ground using map symbols **Activities:** • create key using map symbols • use of didgy maps				

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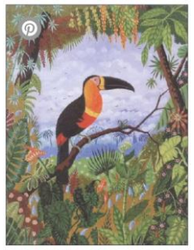
History							
Art	Henry Rousseau Introduction to Henri Rousseau, another impressionist painter. How is he the same/ different to Monet? https://www.youtube.com/watch?v=_U75aVoDaJI https://www.youtube.com/watch?v=NFoYI_E2juE Could be combined with Lesson 2?	Henry Rousseau  https://leahnewtonart.com/2018/08/06/henri-rousseau-toucan-art-lesson-project-for-kids/ Paint wash to recreate Toucan painting. Mixing shades of green.	Henry Rousseau Painting and collage Tiger painting   https://www.incredibleart.org/files/Rousseau.htm				
Design Technology **Textiles - Glove puppets** To select from and use a wide range of materials and components, including textiles according to their characteristics *End point:* Design, make and evaluate a glove puppet from a well-known traditional tale, using running stitch **Vocab:** **Making words:** cut, thread, join, attach, draw, stitch, glue, staple **Textiles:** sew, thread, material, sewing needle, fabric **Process:**	LO: to investigate and evaluate existing products (explore fabrics, joining, finishing techniques and fastenings) Draw existing products and labels.	LO: to practise joining techniques (threading own needle, running stitch, lacing, gluing) identifying advantages and disadvantages	LO: To design a puppet for a younger child.	L.O Use templates and joining techniques to create a puppet of a character from one of our traditional tales.	L.O Use templates and joining techniques to create a puppet of a character from one of our traditional tales.	L.O To evaluate final product	

design, ideas, evaluate, investigate, product, audience, function, purpose **Skills:** **Templates –** draw around an existing template. **Stitching –** Cut a piece of thread to the right size, Sew a **running stitch** **Joining** – Join fabric using fabric glue, stapling or stitching							
P.E **WHITE ROSE RUGBY** **Tag Rugby**	I can begin to pocket pass. I can change direction when I run I can talk to help me do well.	I can develop my pocket pass. I can change direction when I run at different speeds I can use my hands and eyes to help me tag players.	I can begin to use a pocket pass when moving I can change direction when I sprint I can use my hands and eyes to when playing a game.	I can use a pocket pass when moving I can catch a ball when moving I can use my hands and eyes to decide how best to tag a player.	I can use all the skills I learned to play games successfully I can use my voice to help me play	I can use my passing, catching, tagging, moving and talking to help me play a game well.	
Pathways (Gymnastics)	exploring different pathways (zig-zag), creating movements that pupils can link together.	developing different pathways (zig-zag), creating movements that pupils can link together on apparatus.	exploring different pathways (curved), creating movements that pupils can link together.	developing different pathways (curved), creating movements that pupils can link together on apparatus.	to create pupils own sequences.	to perform their completed sequences. This is an opportunity for teacher assessment and pupils to experience performing their work.	
Music	**Orchestral instruments: Traditional western stories** Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.	**Lesson 1: The Three Bears** After being introduced to instruments in the orchestra, children try to identify them within a piece of music based on a familiar story **Learning objective** Activity: Instruments of the orchestra flashcards **National curriculum**	**Lesson 2: The Snow Queen** Focusing on the story of The Snow Queen, children analyse how music can convey different moods or aspects of the narrative **Learning objective** To listen to and analyse a film musical version of a traditional story **National curriculum**	**Lesson 3: Red Riding Hood** Looking at the familiar tale of Red Riding Hood, children use their understanding of timbre, tempo and dynamics to tell the story **Learning objective** To select appropriate sounds to match events, characters and feelings in a story **National curriculum**	**Lesson 4: Jack and the Beanstalk** Working in groups, children plan out how to tell the story of Jack and the Beanstalk through music, using their understanding of dynamics, timbre and tempo **Learning objective** To write a play script and select appropriate musical sounds to accompany it	**Lesson 5: Super storytellers** Children perform their musical versions of Jack and the Beanstalk using their plans from the previous lesson **Learning objective** To perform a story script with accompanying music **National curriculum**	

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		- Listen with concentration and understanding to a range of high-quality live and recorded music	- Listen with concentration and understanding to a range of high-quality live and recorded music	- Experiment with, create, select and combine sounds using the interrelated dimensions of music	**National curriculum** - Experiment with, create, select and combine sounds using the interrelated dimensions of music	- Experiment with, create, select and combine sounds using the inter-related dimensions of music - Play tuned and untuned instruments musically - Use their voices expressively and creatively by singing songs and speaking chants and rhymes	
PSHE **<u>JIGSAW Unit</u>** Relationships **<u>Sandal Root of Learning</u>** Thinking for ourselves	**Families** I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate I accept that everyone's family is different and understand that most people value their family	**Keeping Safe - exploring physical contact** I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not I know which types of physical contact I like and don't like and can talk about this	**Friends and Conflict** I can identify some of the things that cause conflict with my friends I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends	**Secrets** I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this	**Trust and Appreciation** I recognise and appreciate people who can help me in my family, my school and my community I understand how it feels to trust someone	**Celebrating My Special Relationships** I can express my appreciation for the people in my special relationships I am comfortable accepting appreciation from others	
Computing	***Questioning*** *Use 2Question (a binary tree) to answer questions.* ● *Children understand that questions are limited to 'yes' and 'no' in a binary tree.* ● *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.*	***Questioning*** *To use a database to answer more complex search questions. To use the search tool to find information.* ● *Children understand what is meant by a database.* ● *Children have used a database to answer simple and more complex search questions*	***Effective searching*** *To understand the terminology associated with searching* ● *Children can recall the meaning of key internet terms.* ● *Children have completed a quiz about the Internet.*	***Effective searching*** *To gain a better understanding about searching on the Internet.* ● *Children can identify the basic parts of a web search engine search page.* ● *Children have learnt to "read" a web search results page.* ● *Children can search for answers to a quiz on the internet.*	***Effective searching*** *To create a leaflet to help someone search for information on the Internet.* ● *Children have created a leaflet to consolidate their knowledge of effective Internet searching.*	***Making Music*** *To be introduced to making music digitally using 2Sequence. To explore, edit and combine sounds using 2Sequence.* ● *Children understand what 2Sequence is and how it works.* ● *Children have used the different sounds within 2Sequence to create a tune.* ● *Children have explored how to speed up and slow down tunes.* ● *Children understand what happens to the tune when sounds are moved.*	
RE **How can we look after our planet?**	**<u>Key Questions</u>** **What is good about our world?**	**<u>Key Questions</u>**	**<u>Key Questions</u>**	**<u>Key Questions</u>** **Can we see things from a different perspective?**	**<u>Key Questions</u>** **How can we help to protect the planet?**	**<u>Key Questions</u>** **Do we need to have a religious belief in**	

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	Where do things come from? **Learning Objective** Explore questions about the world around them.	**What does it feel like to create something which I am proud of?** **How would I feel if my creation was not appreciated?** **How would someone else feel if their creation was not appreciated and cared for?** **Learning Objective** Recognise the emotions associated with being creative. Notice and appreciate that all creativity is different and respond sensitively to difference. Reflect on the feelings of others. Realise that some questions are difficult to answer.	**What do religions say about our wonderful world?** **How did the world begin?** **Learning Objective** Recognise that there are some 'mysterious' questions which we can ask about our world. Consider and compare the Christian and the Humanist view of creation. Talk about religious and non-religious responsibilities towards our planet	**How do people exploit / use the world around us?** **Do all people think / believe the same things?** **Learning Objective** Recognise that people have varying ideas about right and wrong. Understand that what we do has an impact on our world. Express their own views and listen to the views of others.	**Do our actions have an impact / affect others** **Learning Objective** Use sources of information to answer questions about beliefs. Explore ways of conserving the environment. Begin to understand the idea of a collective responsibility.	**order to care for our planet?** **How does a person's belief or religion affect what they do?** **Learning Objective** Ask questions about their own and other people's beliefs. Express their understanding of how a belief will affect a person's actions.	