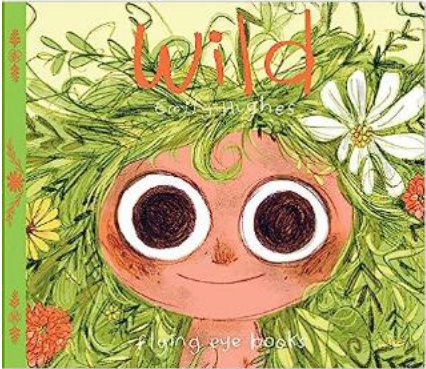










<p>Year Group: Year 2</p> <p>Theme: Survival of the Fittest</p> <p>Term: Summer 1</p>	<p>British Value: Democracy</p>		<p>Root of Learning: Keeping Going</p>		<p>Outdoor Learning Opportunities:</p> <ul style="list-style-type: none"> • Identification of British plants and trees • Length and Height (measuring activities) • Link to sculpture art? 		
<p>Week</p>	<p>1 17.4.23 21.4.23 2P outdoor learning</p>	<p>2 24.4.23 28.4.23 2S outdoor learning</p>	<p>3 1.6.23 KS1 SATs 1st May Bank holiday 5th May Whole school Coronation Celebration</p>	<p>4 8.6.23 KS1 SATs 8th May Bank holiday 12.6.23 2P outdoor learning SATS Week?</p>	<p>5 15.6.23 19.6.23 2S outdoor learning</p>	<p>6 22.6.23</p>	
<p>English</p> <p>Text type: Wild-Emily Hughes</p>  <p>Further Text: The little Gardner -Emily Hughes Evie in the wild wood-Jackie Morris</p>  <p>Whole class reader: Stig of the Dump- Clive King</p>	<p><u>Phase 1 - Immersion</u></p> <p>SHORT WRITING BURSTS BASED ON SPRING 2 HOTWRITE</p> <p>Immersion - explore what 'Wild' means.</p> <p>expanded noun phrases - character description</p> <p>Prediction - Question sentence</p> <p>Apostrophes for contraction</p> <p>Predictions and questions</p>	<p><u>Phase 2- Reading like a writer</u></p> <p>SHORT WRITING BURSTS BASED ON SPRING 2 HOTWRITE</p> <p>Explore different types of sentences</p> <p>statement, exclamation, question, command</p> <p>Teach - apostrophe for possession???? Y2??</p> <p>Use of conjunctions.</p> <p>Instructional writing - teaching her how to do something... get dressed? Brush her teeth?</p>	<p><u>Phase 3 – Writing like a reader (GPS)</u></p> <p>SHORT WRITING BURSTS BASED ON SPRING 2 HOTWRITE</p> <p>Word classes - noun, verb, Sentence - subject and verb</p> <p>Past tense - is/was</p> <p>'ed' endings</p> <p>Recount through Newspaper report</p>	<p><u>Phase 3 – Writing like a reader (GPS)</u></p> <p>SHORT WRITING BURSTS BASED ON SPRING 2 HOTWRITE</p> <p>First person.</p> <p>Conjunctions</p> <p>Write a letter from the girl to the animals.</p>	<p><u>Modelled and Guided character descriptions</u></p> <p>SHORT WRITING BURSTS BASED ON SPRING 2 HOTWRITE</p> <p>First person Conjunctions Expanded noun phrases</p> <p>Diary writing</p>	<p><u>Hot Write</u></p> <p>SHORT WRITING BURSTS BASED ON SPRING 2 HOTWRITE</p> <p>Present tense Expanded noun phrases Conjunctions</p> <p>Information text on one of the animals.</p> <p>Research animals using ipads</p>	


Sandal Primary School Medium Term Planning and Weekly Overview

Speaking and Listening Opportunities	Talk partner work Group discussion	Talk partner work Group discussion	Talk partner work Group discussion	Talk partner work Group discussion	Talk partner work Group discussion	Talk partner work Group discussion																																				
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Reading VIPERS Little Wandle Reading Groups	'The smartest giant in town' by Julia Donaldson Day 1 – Retrieval Day 2 – True or false statements Day 3 – Retrieval (tick one) Day 4 – Inference	Habitats – Non-fiction Day 1 – Vocabulary Day 2 – Retrieval Day 3 – Inference Day 4 – Combination	READING SATS	READING SATS	Georges Marvellous Medicine – Roald Dahl Day 1 – Vocabulary Day 2 – Retrieval Day 3 – Inference Day 4 – Retrieval	Florence Nightingale – Non-fiction Day 1 – Vocabulary Day 2 – Retrieval Day 3 – Inference Day 4 – Retrieval																																				
Handwriting	Unit 21- Practising joining to the letter g: ing	Unit 22 -Reviewing the four handwriting joins: kn, mb, wh, wr	Unit 23- Practising joining from the letter w: wa	Unit 24 - Practising correct height and size of letters: ly	Unit 25 -Practising punctuation.	Unit 26- Practising joining to and from the letter i: cian																																				
Maths Fluency Varied Fluency Reasoning Problem solving NC Fractions <ul style="list-style-type: none"> - recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity - write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2 	Fractions Lesson 1 - To know what a fraction is that it needs to be made equal groups. Lesson 2-4 - To recognise, find, name and write 1/2 of a length, shape, set of objects or quantity. <u>Fluency, varied Fluency, Reasoning and problem solving</u> White rose small steps:	Fractions Lesson 5-7 - To recognise, find, name and write 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity. <u>Fluency, varied Fluency, Reasoning and problem solving</u> Lesson 8-10 - To recognise, find, name and write 1/3 of a length, shape, set of objects or quantity. <u>Reasoning and problem solving</u> Lesson 11 - To recognise, find, name and write unit and non-unit fractions White rose small steps:	SATS Fractions Lesson 8-10 - To recognise, find, name and write 1/3 of a length, shape, set of objects or quantity. <u>Reasoning and problem solving</u> Lesson 11 - To recognise, find, name and write unit and non-unit fractions White rose small steps:	SATS Time Pre-Learn – Purple Mash White rose small steps:	Time White rose small steps:	Length and Height White rose small steps:																																				

<p>Time</p> <ul style="list-style-type: none"> - compare and sequence intervals of time - tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times - know the number of minutes in an hour and the number of hours in a day. <p>Length and Height</p> <ul style="list-style-type: none"> - choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) - compare and order lengths, mass, volume/capacity and record the results using >, < and = 	<p>Step 1 Introduction to parts and whole</p> <p>Step 2 Equal and unequal parts</p> <p>Step 3 Recognise a half</p> <p>Step 4 Find a half</p>	<p>White rose small steps:</p> <p>Step 5 Recognise a quarter</p> <p>Step 6 Find a quarter</p> <p>Step 12 Recognise the equivalence of a half and two quarters</p> <p>Step 13 Recognise three-quarters</p> <p>Step 14 Find three-quarters</p> <p>Step 7 Recognise a third</p> <p>Step 8 Find a third</p>	<p>Step 7 Recognise a third</p> <p>Step 8 Find a third</p> <p>Step 10 Unit fractions</p> <p>Step 11 Non-unit fractions</p>				
<p>Arithmetic, Spiral Starters and LBH</p>	<p>Arithmetic</p> <p>Spiral starters Four operations SATS style questions</p> <p>LBH Times tables Number bonds Number sequences</p>	<p>Arithmetic</p> <p>Spiral starters Four operations SATS style questions</p> <p>LBH Times tables Number bonds Number sequences</p>	<p>Arithmetic</p> <p>Spiral starters Four operations SATS style questions</p> <p>LBH Times tables Number bonds Number sequences</p>	<p>Arithmetic</p> <p>Spiral starters Four operations SATS style questions</p> <p>LBH Times tables Number bonds Number sequences</p>	<p>Arithmetic</p> <p>Spiral starters Four operations SATS style questions</p> <p>LBH Times tables Number bonds Number sequences</p>	<p>Arithmetic</p> <p>Spiral starters Four operations SATS style questions</p> <p>LBH Times tables Number bonds Number sequences</p>	
<p>Science:</p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive 	<p>Lesson 1</p> <p>Skill:</p> <ul style="list-style-type: none"> • Record information on tables and bar charts 	<p>Lesson 5</p> <p>Skills:</p> <ul style="list-style-type: none"> • Explain why (in a simple way) 	<p>Lesson 6</p> <p>Skill:</p> <ul style="list-style-type: none"> • Explain why (in a simple way) 	<p>Lesson 4</p> <p>Skill:</p> <ul style="list-style-type: none"> • Observe, describe and compare using science words and equipment • Ask scientific questions and use 	<p>Lesson 5</p> <p>Skill:</p> <ul style="list-style-type: none"> • Ask scientific questions and use information to help answer them 	<p>Lesson 6</p> <p>Skill:</p> <ul style="list-style-type: none"> • Ask scientific questions and use information to help answer them 	

<ul style="list-style-type: none"> 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 	 <p>Hi I'm Flo the fair testing flamingo!</p> <p>L.O identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Activities; Go to computer suite or use ipads to create bar charts using their tally charts about tree types and pond dipping.</p>	 <p>Hi I'm Ellie the explaining and evaluating elephant!</p> <p>L.O describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.</p> <p>Activities; Spiral Introduction to food chains</p>	 <p>Hi I'm Ellie the explaining and evaluating elephant!</p> <p>L.O describe how animals obtain their food from plants and other animals, using the idea of a simple food chain</p> <p>Activities; Spiral Use after the storm book to explore habitats further and write some descriptions about why animals are adapted to live in certain habitats.</p>	<p>information to help answer them</p>  <p>Hi I'm Oscar the observing octopus!</p>  <p>Hi I'm Polly the predicting and planning parrot!</p> <p>L.O 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.</p> <p>Activities; Introduction to other world habitats. Start habitat in a box paired project using a variety of secondary sources including books, ipads and other secondary sources.</p>	 <p>Hi I'm Polly the predicting and planning parrot!</p> <p>L.O 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.</p> <p>Activities; Introduction to other world habitats. Continue habitat in a box paired project using a variety of secondary sources including books, ipads and other secondary sources.</p>	 <p>Hi I'm Polly the predicting and planning parrot!</p> <p>L.O 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.</p> <p>Activities; Introduction to other world habitats. Continue habitat in a box paired project using a variety of secondary sources including books, ipads and other secondary sources.</p>	
<p>Geography</p>							
<p>History Florence Nightingale</p>	<p>Skill 1: Enquiry based learning hook</p>	<p>Skill 2: Cross Curricular Art</p>	<p>Skill 4: Cross curricular Geography (Ref - lesson 2 on drive)</p>	<p>Skill 5 : Historical Enquiry (Ref - lesson 3 on drive) To find out how Florence</p>	<p>Skill 5: Historical Interpretations To identify similarities and differences between</p>	<p>Skill 6 - Historical Knowledge.</p>	


Sandal Primary School Medium Term Planning and Weekly Overview

	<p>To find out who Florence Nightingale was and what she did.</p> <p>Look at her story and find out what the pictures were.</p> <p>Write predictions about she may have become famous.</p> <p>Use ipads to find out about Florence Nightingale</p> <p>Purple Mash - FN work</p>	<p>Through art lesson? History starter? Draw Florence Nightingale - portrait.</p> <p>Skill 3 - Chronology</p> <p>To complete a timeline of key events in FN's life.</p> <p>Display in classroom for future reference.</p>	<p>To find out why Florence Nightingale went to Scutari and what hospital conditions were like when she got there.</p> <p>Focus - Look at location and journey on a map</p>	<p>Nightingale improved the conditions at the Scutari hospital.</p> <p>OR</p> <p>To find out about events in FN's later life.</p>	<p>medical care now and in Victorian times and how we feel this has improved things for us.</p>	<p>To be able to summarise events in the life of Florence Nightingale.</p> <p>Purple Mash - Florence Nightingale quiz</p>	
<p>Art- Sculpture Arko Japanese Straw Sculptor To develop a wide range of art and design techniques in using line, shape, form and space, in the context of making sculptures from natural materials</p> 	<p>Skill 1 To look at different uses for straw and how it can be used to a material to sculpt.</p>	<p>Skill 2 To learn about the work of a range of artists, craft makers and designers, making links to their own work, in the context of learning about the sculptor Arko Watch clips and make observations of images from the Wara Art festival. Compare and contrast to works of art made by Arko. Both are Japanese look for similarities and differences.</p>	<p>Skill 2 Look at patterns in Arko's art work. Experiment using straw to create replicate similar patterns, ie spirals, circles, rectangles</p>	<p>Skill3 Develop pattern and shape imagery by enhancing using layering techniques to create depth and 3D visuals to shapes.</p>	<p>Skill 4 Experiment ways to bind straw together using natural materials such as string,, yarn, grasses. To hold the sculpture together.</p>	<p>Skill 5 To use all the skills learnt to create/ finalise an abstract sculpture for the little girl in Wild when she returns to the forest.</p> <p>Evaluate is your sculpture wild?</p>	
<p>Design Technology</p>							

Sandal Primary School Medium Term Planning and Weekly Overview

<p>P.E</p> <p>Ball Skills : Rackets Bats and Balls : Rackets Bats and Balls</p>	<p>The focus of the learning is for pupils to apply their learning and understanding of hitting a ball with a racket from year 1.</p> <p>Pupils will be challenged to work with a partner and then against their partner as they become opponents.</p>	<p>The focus of the learning is for pupils to continue to apply their developing accuracy skills when hitting a ball in a variety of competitive situations.</p> <p>Pupils will also need to start to consider the application of power as they attempt to hit targets that are of varying distances away.</p>	<p>The focus of the learning is for pupils to apply their hitting (hitting (striking)) skills as they experience a different type of game.</p> <p>Pupils will also need to start to consider the application of power and their developing tactical thinking skills to eventually beat an opponent.</p>	<p>The focus of the learning is for pupils to begin to understand how they can use their hitting (striking) skills to send the ball to space in order to win a game.</p> <p>Pupils will begin to understand why in certain games, hitting into space is essential in order to score points against the opposing team.</p>	<p>The focus of the learning is for pupils to develop their understanding of how they can use their hitting (striking) skills to send the ball to space in order to win a game.</p> <p>Pupils will develop this understanding of why, in certain games, hitting into space is essential in order to score points against the opposing team.</p>	<p>The focus of the learning is for pupils to refine their understanding of how they can use their hitting (striking) skills to send the ball to space in order to win a game.</p> <p>Pupils will refine this understanding of why in certain games, hitting into space is essential in order to score points against the opposing team.</p>	
<p>White Rose -Dance Dance</p>	<p>To understand and begin to use the 5 travelling steps. (Gallop, skips, step-ball-changes, turns, kicks)</p>	<p>To continue to develop the use of our 5 travelling steps. To combine our travelling steps to produce a combination.</p>	<p>To be able to perform the 5 travelling steps with confidence. To be able to perform combinations of the travelling steps with confidence.</p>	<p>To begin to learn a longer combination to a piece of music using the 5 travelling steps.</p>	<p>To continue to learn a longer combination to a piece of music using the 5 travelling steps. To begin to perform our longer combination to a piece of music.</p>	<p>To perform our longer combination of travelling steps to a piece of music with confidence.</p>	
<p>Music West African call and response song (Theme: Animals)</p> <p>Children go on a musical safari; using instruments to represent animals, copying rhythms, learning a traditional African call and response song and to recognise simple notation, progressing to creating their own animal based call and response rhythms</p>	<p>Lesson 1: Going on Safari</p> <p>After hearing the sounds of some of Africa's most notorious animals, children use instruments to replicate the sounds, experimenting with the variations of timbre</p> <p>Learning Objectives</p> <p>To create short sequences of sound</p> <p>National curriculum</p> <p>- Play tuned and untuned instruments musically</p>	<p>Lesson 2: Rhythmic safari</p> <p>Children listen to African folk music while you take them on a safari around the classroom, using their voices to imitate the sounds of the animals they meet, and learn to clap back animal rhythms in time to the music</p> <p>Learning Objectives</p> <p>To copy a short rhythm and recognise simple notation</p> <p>National curriculum</p> <p>- Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Lesson 3: The safari call</p> <p>The rhythms from Lesson 2 are broken up into a 'call and response' structure with pupils singing the 'response' and learning a traditional African call and response song called 'Che Che Kule'</p> <p>Learning Objectives</p> <p>To learn a traditional song from Africa</p> <p>National curriculum</p> <p>- Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Lesson 4: The safari response</p> <p>Pupils are given examples of 'calls' which they beat the 'response' to using an instrument, and then move on to working together to invent their own animal call and responses, recording their notations</p> <p>Learning Objectives</p> <p>To create rhythms based on 'call and response'</p> <p>National curriculum</p> <p>- Play tuned and untuned instruments musically</p> <p>- Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Lesson 5: The safari event</p> <p>Using musical instruments to play their call and response songs from Lesson 4, pupils focus on improving the sounds they make by varying the dynamics, finishing the lesson by performing to their peers</p> <p>Learning Objectives</p> <p>To add dynamics (volume) to a structure of rhythms</p> <p>National curriculum</p> <p>- Play tuned and untuned instruments musically</p>		

Sandal Primary School Medium Term Planning and Weekly Overview

<p>PSHE Healthy Me</p> 	<p>Healthy Me</p> <p>To know what I need to keep my body healthy. To be motivated to make healthy lifestyle choices.</p>	<p>Being Relaxed</p> <p>To show or tell you what relaxed means and to know some things that make me feel relaxed and some that make me feel stressed tell you when a feeling is weak and when a feeling is strong</p>	<p>Medicine Safety</p> <p>To understand how medicines work in my body and how important it is to use them safely To feel positive about caring for my body and keeping it healthy.</p>	<p>Healthy Eating</p> <p>To sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. To have a healthy relationship with food and know which foods I enjoy the most.</p>	<p>Healthy Eating</p> <p>To make some healthy snacks and explain why they are good for my body. To express how it feels to share healthy food with my friends</p>	<p>Healthy Happy Me!</p> <p>To decide which foods to eat to give my body energy. To have a healthy relationship with food and know which foods are most nutritious for my body.</p>	
<p>Computing</p> <p>Making Music and creating pictures.</p>	<p>Making Music</p> <p>To add sounds to a tune to improve it. To think about how music can be used to express feelings and create tunes which depict feelings.</p>	<p>Making music</p> <p>To upload a sound from a bank of sounds into the Sounds section. To record their own sound and upload it into the Sounds section. To create their own tune using the sounds which they have added to the Sounds section</p>	<p>SAT's week Revision opportunities on Education City.</p>	<p>Creating Pictures</p> <p>To explore 2Paint A Picture. To look at the work of Impressionist artists and recreate them using the Impressionism template</p>	<p>Creating Pictures</p> <p>To look at the work of pointillist artists such as Seurat. To recreate pointillist art using the Pointillism template</p>	<p>Creating Pictures</p> <p>To look at the work of Piet Mondrian and recreate it using the Lines template.</p>	
<p>RE</p> <p>What did Jesus Teach and How Did He Live?</p> <p>Vocabulary God Christ Jesus Christian Gospel Disciple Parables Baptism Crucifixion Resurrection</p>	<p>Key Questions</p> <p>What is a 'calling'?</p> <p>What special jobs and roles do people have?</p> <p>How was Jesus called?</p> <p>What happened at Jesus' baptism? What was his special role?</p> <p>Learning Objective</p> <p>Explore how people might feel called to do something.</p>	<p>Key Questions</p> <p>Who were Jesus' followers and what did they do?</p> <p>Learning Objectives</p> <p>Recognise that Jesus chose special friends, (disciples) to be his helpers;</p> <p>Retell that these people all left their families and jobs to follow Jesus;</p> <p>Express ideas about items the</p>	<p>Key Questions</p> <p>What are the stories about Jesus healing and caring for people?</p> <p>What are the stories about Jesus healing and caring for people?</p> <p>Learning Objectives</p> <p>To hear, read and explore stories about how Jesus healed and cared for people.</p> <p>To hear, read and explore stories about how Jesus</p>	<p>Key Questions</p> <p>What did Jesus teach about forgiveness and generosity?</p> <p>Find out about and respond to how Jesus expects people to forgive others and to be generous.</p> <p>Learning Objective</p> <p>Find out about and respond to how Jesus expects people to forgive others and to be generous.</p>	<p>Key Questions</p> <p>What happened when Jesus arrived in Jerusalem?</p> <p>Learning Objective</p> <p>Recall and name the events of Palm Sunday and their significance.</p>	<p>Key Questions</p> <p>What do Christians believe about Jesus' death and resurrection?</p> <p>Learning Objective</p> <p>To explore and express ideas about how Christians believe when Jesus died and rose again, it means forgiveness of sins.</p>	



Sandal Primary School Medium Term Planning and Weekly Overview

	Explore why Jesus asked to be baptised?	friends might have taken with them on their travels with Jesus.	healed and cared for people.	Find out about how Jesus told people to love God and to love one another.			
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