
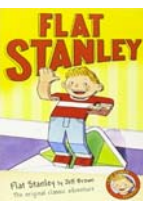


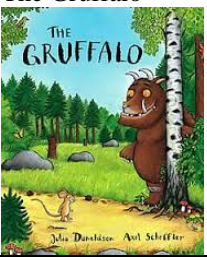
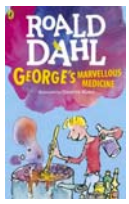
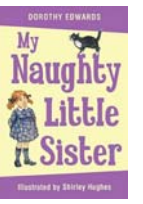
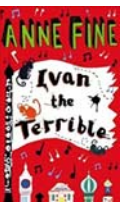



Year Two - Term 5 - Plants and Animals

		Writing Map	Reading Spine			
English	Theme	Plants and Animals				
	Main Text	The Gruffalo 				
	Story plot and focus	Tale of fear: Character description				
	Poetry Unit	Observational poem – Gruffalo				
	Non-fiction Unit	Information text – Link to Gruffalo				
		Writing assessments SATS (2 weeks)				
Mathematics	Number within 1000 Add and subtract 2 and 3-digit numbers Measuring capacity and volume Multiplication and division 3x and 4x					
Science	<p>Working scientifically Links to the statutory programme of study:</p> <ul style="list-style-type: none"> • Can they ask simple questions, recognising that they can be answered in different ways? • Can they identify and classify? • Can they use their observations and ideas to suggest answers to questions? • Can they gather and record data to help in answering questions? <p>Non-statutory notes & guidance:</p> <ul style="list-style-type: none"> • Can they raise & answer questions about the local environment? • Can they identify differences & similarities between living things (local environment v less familiar habitat)? • Can they sort and classify things (e.g. living, dead, never alive) • Can they record findings in charts? • Can they investigate how they conditions in different habitats impact upon the type of animals/plants that live there? <p><i>Some topics require children to 'make observations and notice changes over time. The provision for these topics often requires an earlier start than the term which has been designated for delivery. In year 2 those topics are: animals including humans & plants.</i></p> <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> • Can they match familiar living things to the habitats they are found in? • Can they identify that most living things living in habitats to which they are suited? • Can they identify how different habitats provide for the needs of different kinds of animals & plants? • Can they describe a range of different habitats? • Can they describe what animals need to survive and link this to the habitats they are found in? • Can they explain the differences between living and non-living things? • Can they describe some of the life processes common to plants and animals, including humans? • Can they decide whether something is living, dead or non-living? 					
History (Link with art and science)	<p>Possible starting point / stimulus: <i>Pictures of famous Britons past & present</i> <i>Pictures / visit to see a monument to or the home of a famous Briton</i></p> <ul style="list-style-type: none"> • Victorians-Significant Individuals (links with Art and Science) • Can they research the life of a famous Briton from the past using different resources to help them? (links with Art- William Morris and links with science- Charles Darwin) • Can they explain why someone in the past acted in the way they did? 					

	<p>Historical Enquiry</p> <ul style="list-style-type: none"> • Can they find out something about the past by talking to an older person? • Can they raise questions about the lives of significant people in the past? • Can they answer questions by using a specific source, such as an information book? • Can they compare & contrast the features of the life of famous Britons during the Victorian era with the life of a famous Britain during another time period e.g. Isambard Kingdom Brunel & Sir Christopher Wren? • Can they compare & contrast the features of the life of famous Britons during the Victorian era with the life of a famous Britain/celebrity today e.g. the prime minister, David Beckham, J K Rowling? • Can they research the life of a famous Briton from the past using different resources to help them? • Can they research about a popular event that happens in Britain and why it has been happening for some time? • Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?
Geography	No Geography unit.
e-safety	<p>Knowledge & understanding</p> <p>Can they understand the different methods of communication (e.g. email, online forums etc)?</p> <p>Do they know you should only open email from a known source?</p> <p>Do they know the difference between email and communication systems such as blogs and wikis?</p> <p>Do they know that websites sometimes include pop-ups that take them away from the main site?</p> <p>Do they know that bookmarking is a way to find safe sites again quickly?</p> <p>Can they begin to evaluate websites and know that everything on the internet is not true?</p> <p>Do they know that it is not always possible to copy some text and pictures from the internet?</p> <p>Do they know that personal information should not be shared online?</p> <p>Do they know they must tell a trusted adult immediately if anyone tries to meet them via the internet?</p> <p>Skills</p> <p>Can they follow the school's safer internet rules?</p> <p>Can they use the search engines agreed by the school?</p> <p>Can they act if they find something inappropriate on line or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)?</p> <p>Can they use the internet for learning and communicating with others, making choices when navigating through sites?</p> <p>Can they send and receive email as a class?</p> <p>Can they recognise advertising on websites and learn to ignore it?</p> <p>Can they use a password to access the secure network</p>
Computing	<p>Coding</p> <ul style="list-style-type: none"> • Purple Mash • 2Code
Religious Education	Where did the world come from and how should we look after it?
Physical Education	<p><u>Gymnastics-large apparatus</u></p> <ul style="list-style-type: none"> • Can they plan and show a sequence of movements? • Can they use contrast in their sequences? • Are their movements controlled? • Can they think of more than one way to create a sequence which follows a set of 'rules'? • Can they work on their own and with a partner to create a sequence? <p>Coach- Multi-skills</p>
Art & Design	<p><u>Mother Nature Designer (William Morris, Georgia O'Keeffe) and Artists' Day (Joan Miro or Julian Trevelyan)</u></p> <p>Drawing</p> <ul style="list-style-type: none"> • Can they use three different grades of pencil in their drawing (4B, 8B, HB)? • Can they use charcoal, pencil and pastels? • Can they create different tones using light and dark? • Can they show patterns and texture in their drawings? • Can they use a viewfinder to focus on a specific part of an artefact before drawing it? <p>Painting</p> <ul style="list-style-type: none"> • Can they mix paint to create all the secondary colours? • Can they mix and match colours, predict outcomes? • Can they mix their own brown? • Can they make tints by adding white? • Can they make tones by adding black? <p>Printing</p>

	<ul style="list-style-type: none"> • Can they create a print using pressing, rolling, rubbing and stamping? • Can they create a print like a designer? <p>Sketch book</p> <ul style="list-style-type: none"> • Can they begin to demonstrate their ideas through photographs and in their sketch books? • Can they set out their ideas, using ‘annotation’ in their sketch books? • Do they keep notes in their sketch books as to how they have changed their work? <p>Collage</p> <ul style="list-style-type: none"> • Can they create individual and group collages? • Can they use different kinds of materials on their collage and explain why they have chosen them? <p>IT</p> <ul style="list-style-type: none"> • IT Can they take different photographs of themselves displaying different moods? • Can they change their photographic images on a computer? <p>Knowledge</p> <ul style="list-style-type: none"> • Can they link colours to natural and man-made objects? • Can they say how other artist/craft maker/designer have used colour, pattern and shape? • Can they create a piece of work in response to another artist’s work?
Design & Technology	No Design & Technology
Music	<p><u>Recorders (Part 3)- Ostinatos and rhythm notes</u></p> <p>Performing</p> <ul style="list-style-type: none"> •Do they sing and follow the melody (tune)? •Do they sing accurately at a given pitch? •Can they perform simple patterns and accompaniments keeping a steady pulse? •Can they perform with others? •Can they play simple rhythmic patterns on an instrument? •Can they sing/clap a pulse increasing or decreasing in tempo? <p>Challenge</p> <ul style="list-style-type: none"> •Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse? <p>Composing (including notation)</p> <ul style="list-style-type: none"> •Can they order sounds to create a beginning, middle and end? •Can they create music in response to <different starting points>? •Can they choose sounds which create an effect? •Can they use symbols to represent sounds? •Can they make connections between notations and musical sounds? <p>Challenge</p> <ul style="list-style-type: none"> •Can they use simple structures in a piece of music? •Do they know that phrases are where we breathe in a song? <p>Appraising</p> <ul style="list-style-type: none"> •Can they improve their own work? •Can they listen out for particular things when listening to music? <p>Challenge</p> <ul style="list-style-type: none"> •Do they recognise sounds that move by steps and by leaps?
PHSCE	<p>e-safety lesson</p> <p><u>Relationships</u></p> <p>Families Do they know how to make friends?</p> <p>Keeping safe-exploring physical contact Do they try to solve friendship problems when they occur?</p> <p>Friends and conflict Can they help others to feel part of a group?</p> <p>Secrets Do they show respect in how they treat others?</p> <p>Trust and appreciation Do they know how to help themselves and others when they feel upset or hurt?</p> <p>Celebrating my special relationships Do they know and show what makes a good relationship?</p>
Enrichment	<ul style="list-style-type: none"> • Educational visit - Pond dipping / Forest walk • Artists’ Day - Joan Miro or Julian Trevelyan • Educational visit - National Gallery/William Morris gallery <p>NB SATs Assessments ongoing</p>