

Lesson /Date	Week 1 30 th August	Week 2 6 th September	Week 3 13 th September	Week 4 20 th September	Week 5 27 th September	Week 6 4 th October	Week 7 11 th October	Week 8 18 th October
Visits/Visitors/ Other Info	INSET – 2 nd Sept INSET – 3 rd Sept	6 th - Children in 8 th - Minibeast hunt 9 th – Place2Be staff meeting	13 th – JIGSAW assembly					20 th - Minibeast event 22 nd - INSET DAY
Spellings and GPS	SPELLINGS FOCUS Phonics this term. Some pupils will have specific spellings taken from their books for an area of focus:							
	Spelling rule:	Recap up to phase 4 and practise segmenting and blending	Recap phase 5a sounds	Recap alternative sounds 5b	Recap alternative sounds 5c	Continue 5c from summer term	5c continue	5c continue
	GPS FOCUS							
		Punctuation Capital letters, Full stops, question marks and exclamation marks.	Nouns, proper nouns and sentences Recognising, using and understanding how words make sentence	Conjunction Recognise and use 'and' to join sentences together	Commas For a list	Word classes Recognise and use noun / adjectives	Word classes Double adjectives with commas and expanded noun phrases	Conjunctions - Co-ordination Recognise and use 'so', 'and'. 'but', 'or'
English	Text title: What we'll build King of the tiny things Writing focus/ purpose:	Writing focus/ purpose: What we'll build Read page 1: VIPER – Discuss and do mind map for 'build' and what means to them. Annotate with what think hands may build. Follow on a word Recap and page 2: VIPER – Discuss name of tools and their jobs. Make a health and safety poster? Recap and to page 3: VIPER – Discus purpose of a plan and make one. Recap and read to page 5: VIPER – Listen to song our	Writing focus/ purpose: What we'll build Recap and read to page 10: VIPER – Think about friendships/ enemies/ feelings. Draw there special friend and write down why. Write down different emotions they feel and when. Recap and read to page 18: VIPER – Think about inventions. Think about inventions around us that help us in life – look at how built and work. Research and write down a list of inventions. Recap and read to page 22: VIPER – Think about the things that mean the most to you. On your shelves draw pictures of the things you would have. Label them then write a caption to say why you would have them. Recap and finish the book 22: VIPER – Reflect on the book and how about friendship. Write a letter to someone special and	Writing focus/ purpose: King of the tiny things Understand rhyme and apply to innovate a section of a story. Read to page 7 (follow me) VIPERS - Discuss rhymes, Collect all the rhyming words in his lullaby. Think of and write a list of new rhyming words. Use words to innovate lullaby keeping his first sentence and first line start with who... Consider, plan and write down what they want to write before beginning. Recap and read to page 9 (more than you could know). VIPERS – Do research/think about good and bad things about minibeasts. Do a	Writing focus/ purpose: King of the tiny things Write for a range of purposes with increasing stamina and positivity. Recap the book. Write a book review. Use picture and captions to write a summary. Give it a rating and why. Say favourite part. Say if recommend, to who and why. Explain going to make instructions at end of week on... 'How to be a creepy crawly queen or king Explore instructions. Familiarise with text and common features in instructions. Display a variety of instructions to compare. Compare to other genres of writing. Play sort into instruction	Writing focus/ purpose: Non-fiction Explore non-fiction texts and identify their features. Familiarise with the text type, common features (do actions), contents page, scanning information and speculation of usefulness of text. Display a variety of texts and compare them, grammatical features, key vocab and to instructions from last week. Play sorting game: https://app.seesaw.me/#/try/prompt/prompt.093806b7-2667-4d11-8e14-44c82bcc8d8?ref=public_library Highlight and label all the features of a non-fiction text.	Writing focus/ purpose: Non-fiction Understand how labels and captions are used in information writing. Explore them in non- fiction books. Discuss their purpose. Pick different minibeast pictures to label and caption. Identify and understand how to write a factual sentence.- Discuss different sentence types and what makes a factual sentence. Sort sentences into factual and non-factual. Write	Writing focus/ purpose: Non-fiction / Poetry Apply features of a non-fiction text to our own writing. Do final animal page in book. Apply features of a non-fiction text to our own writing. Make a front cover, write contents page and index page : challenge glossary Explain one sentence at a time what they want to write. Brainstorm adjectives and adverbs that describe how a minibeast moves. Choose one and find a rhyming word for it. Create a bank of rhyming words Compose orally sentence. Write finished versions of the sentence. Encourage alliteration Evaluate their writing with the teacher and other pupils - making simple additions, revisions and corrections. Create a class poem about minibeasts using rhyming words from bank to create simple couplets. Read aloud. Think how improve with adding adjectives, adverbs and alliteration.

		<p>house. Think about what makes a house a home. Write about where home is to them. Describe it and how it makes them feel. Challenge: Tell me a moment you had in this place.</p> <p>Recap and read to page 7 VIPER – Think about your future. make a future swoosh with a partner.</p> <p>Think about happiest and difficult moments and how can manage emotions then and who can support you.</p>	<p>talk about why they are special to them, happy memories they have with them, how they help them and something they want to do together in the future.</p> <p>Reread the story. Think about the whole book and write a book review</p>	<p>conscious alley of whether should look after or not. Write a do's and don't list for looking after minibeasts.</p> <p><u>Understand how to use grammatical features to make additions and improvements.</u> Recap and read to page 13 (bright with magic and he sang). VIPERS Discuss alliteration and find it on this page, notice how not all have alliteration. Use authors animals and ideas but think of alliteration for each he could have included. Eg. Wonderful weevil, horrid hats etc Use these to edit the page to make improvements.</p> <p>Challenge – make rhyme too.</p> <p><u>Understand the sequence of events in a book and how it is related.</u> Recap and read to the end - VIPERS. Summarise into 9 sections. Act it out and draw into 9 pictures in comic strip style</p> <p><u>Apply our understanding of the sequence of events in a book to our own writing.</u> Recap the story and summarises. Write captions under each picture drew yesterday.</p> <p>Challenge: Add speech bubbles.</p>	<p>and not game. Read a variety of instructions and see if any can be followed – act out.</p> <p><u>Identify features of instructions.</u> Highlight and label all features on set of instructions. Challenge: write sentence why used for each.</p> <p><u>Answer and ask simple questions about age related texts that they have listened to and read themselves to explain what they have learnt.</u> Use the book and our sequence boards to find out how to become a creepy crawly queen in the book. Write these down as a list.</p> <p><u>Apply features of instructions to our own writing.</u> Use yesterday's list and knowledge of instructions to create set of instruction on how to become a creepy crawly king/ queen, ensuring to include all features of instructions.</p>	<p>Challenge: Write why each used.</p> <p><u>Understand what a question is-</u> Have box with picture how can we find out what it is without showing you. Generate qu's for it. Discuss features of a qu. Think about qu's for what want to find out about minibeasts/ on 2 minibeasts.</p> <p><u>Identify key words and phrases.</u> - Research all about minibeasts watching clips and reading other minibeast non-fiction books, asking friends etc. Create a minibeast mind map to include facts of minibeasts/ names of 2 minibeasts and facts on them.</p> <p><u>Discuss the importance of headings and subheadings.</u> - Create a range of headings and sub-headings that could be used in a minibeast book.</p> <p><u>Explain the purpose of a dictionary / glossary and discuss alphabetical order.</u> - Look at the index and glossary page and discuss these. Look at how set in alphabetical order. Create line of kids in alphabetical order. With range of minibeast names put in alphabetical order. Use a dictionary to match the word to the word meaning.</p>	<p>examples of a factual sentence.</p> <p><u>Apply features of a non-fiction text to our own writing.</u> (Apprentice write) Make a practise non-fiction minibeast page, model one, do in partners, do independently.</p> <p><u>Apply features of a non-fiction text to our own writing.</u> Do the minibeast page in book</p> <p><u>Apply features of a non-fiction text to our own writing.</u> Do first animal page in book</p>	<p><u>Write longer sequences of sentences for a range of genres including poetry using age appropriate features of the genre.</u> Use the writing frame and rhyming word banks to create own Garden bugs poem.</p> <p>Each line start with In my garden...rhyme the couplets. Perform.</p>
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Maths	Unit: Number – Place Value and Addition & Subtractions	Count forward and backwards to 20 Tens and ones Count forward and backwards within 50 N/A Tens and ones within 50	Maths baseline – SATS paper Compare numbers within 50. Count objects to 100 N/A Read and write numbers to 100	Represent numbers to 100 activity Represent numbers to 100 Tens and ones with a part-whole model N/A 10s and ones using addition	Using a place value chart Compare objects Compare numbers N/A Order objects and numbers	Count in 2's Count in 5's Count in 10's N/A Count in 3's	Fact families (Addition and subtraction bonds to 20) Check calculations Compare number sentences N/A Related facts	Bonds to 100 Add and subtract 1's 10 more and 10 less N/A N/A = INSET DAY
Science	Science focus: Living things and their habitats – animals and humans	<u>(Wednesday - for outdoor learning)</u> <u>Observe closely using simple equipment / Identify and name a variety of plants and animals in their habitats, including microhabitats =</u> Go on Minibeast hunt investigation – use classification and identification. (Maths link-tally charts) (Use certificate at the back of the king of the tiny things book to give if find all the minibeasts.)	<u>Explain how animals need water, food, air and shelter to survive.</u> Use books and fact sheets to complete a table of what each minibeast found in hunt needs to survive. (What I eat? How I breathe? Where do I live? How do I protect myself?)	<u>Describe the basic life cycles of some familiar animals.</u> Match baby and adult minibeasts. Group animals according to whether look like their parents or not. Research life cycle of different minibeasts. Think about why they have different life cycles. Pick one life cycle to draw, label and caption.. (Do Monday before Computing lesson)	<u>Interpret and construct simple food chains to describe how living things depend on each other as a source of food.</u> Investigate which foods butterflies like to eat... Observing which fruit they go to that's in sugar and water. Research what eats a butterfly then what eats that to make a food chain to draw in books / write on paper chains.	<u>Ask and answer scientific questions about the world around them.</u> Devise a range of questions that can be arranged into... answered immediately, need further observation/ research, require a test. (Create a wormery - DT link) NEED WORMS!!	<u>Perform a simple test, make predictions and suggest ways to answer their questions</u> Investigate how far, fast and which direction snails move. Collect a snail – put dot of coloured varnish on shell. Record information on each snail – size, species, notable features. Release snails at one spot in the playground. Find later / next day. Mark all snails on a map of playground and work out which went furthest.	<u>Notice patterns and relationships in data and explain what they have done and found out using scientific language.</u> Find out how minibeasts appearance can avoid them being eaten. Observe and describe camouflaged insects and compare to coloured/pattern insects. Think how they avoid being eaten.

							NEED SNAILS!	
Topic	<p>Title of topic: If I were an insect...</p> <p>Significant individual in the past. -Who was Charles Darwin? What did Charles Darwin investigate? -Who is David Attenborough?</p> <p>Geographical skills and fieldwork -How can I follow and devise a simple map? -How can I use aerial photos and locational/directional language to locate features on a map? -What are the human and physical features in each animal's habitat?</p>	<p>(GEOGRAPHY) <u>Devise a simple map and use fieldwork skills to study school grounds..</u> Sketch a map of the area covered for the minibeast hunt and show the route we went. Add compass directions and a key.</p>	<p>(GEOGRAPHY) <u>Use aerial photos to recognise landmarks and basic human and physical features.</u> Add labels to the aerial map to show different human and physical features and use separate colours to show these categories. Show on map where we stopped to look for minibeasts.</p>	<p>(GEOGRAPHY) <u>Use geographical vocabulary to refer to key human and physical features.</u> Make a human and physical table. Add to each side the features saw on minibeast hunt/school grounds. Write underneath what a physical and human feature is and whether most minibeasts habitats where near human or physical features.</p>	<p>(HISTORY) <u>Understand the lives of significant individuals who have contributed to international achievements</u> Research and find out all about Charles Darwin. Create a Charles Darwin fact file sheet</p>	<p>(HISTORY) <u>Understand the lives of significant individuals who have contributed to international achievements</u> Investigate the Peppered Moth and link to Darwin https://www.youtube.com/watch?v=jD8w3SOIYQk Make a timeline of peppered moth event with pictures, dates and labels/captions to explain each</p>	<p>(HISTORY) <u>Understand the lives of significant individuals who have contributed to international achievements</u> Research and find out about David Attenborough Create a David Attenborough fact file https://www.youtube.com/watch?v=ZbITQ0dgcCQ https://www.youtube.com/watch?v=uppwVyUd5S0</p>	<p>(HISTORY) <u>Understand the lives of significant individuals who have contributed to international achievements</u> Compare the lives, findings and impacts that Charles Darwin and David Attenborough did/ made in a table. https://www.youtube.com/watch?v=ZbITQ0dgcCQ</p>
Art/ Design		<p><u>(link to what we'll build - English lessons)</u> <u>Tuesday = Select and use a range of tools and materials to make a product based on criteria.</u> Explore using tools and health and safety. Look at materials and how can be</p>	<p><u>(link to what we'll build - English lessons)</u> <u>Tuesday = Generate and develop an idea through drawing based on criteria.</u> <u>Select and use a range of tools and materials to make a product based on criteria.</u> Design and make own invention. Use for ideas: https://www.littleinventions.org/mini-challenges</p>	<p><u>Create a simple sketch to explore and develop ideas</u> Draw detailed sketches of minibeasts from observations of illustrations and photos of those collected on hunt.</p>	<p><u>Generate and develop through drawing an appealing product based on criteria.</u> Design a 3d model of a minibeast</p>	<p><u>Select and use a range of tools and materials to make a product based on criteria.</u> Evaluate own product against criteria Make a 3D model of a minibeast</p>	<p><u>Understand the work of a range of artists, craft makers, designers and make links to own work.</u> Look at the artist Henri Matisse and his snail images. Make a snail collage in the style of Henri Matisse</p>	<p><u>Use basic principles of healthy and varied diet to prepare dishes / Understand where food comes from</u> Follow a recipe to make honey biscuits. Make lots of batches. Each child decorate 1 as a minibeast with icing and sweets (choc buttons for spots on ladybird, jelly tots for caterpillar body etc). Keep extras (Do before minibeast day to offer one to parent)</p>

		<p>used differently.</p> <p><u>Thursday = Select and use a range of tools and materials to make a product based on criteria.</u></p> <p>Make the design that was on their English plan.</p>						
PE	<p>Unit: Master basic movements as well as balance, agility and co-ordination and begin to apply in a range of activities</p>	<p>Indoor - <u>Develop simple movement patterns to perform a dance.</u> Bee dance – shake and wiggle – to the ground, in circles, in flight, in pairs, in 4's Practise all variations together to perform bee dance Outdoor – n/a due to minibeast hunt</p>	<p>Indoor - <u>Develop simple movement patterns to perform a dance</u> Digging for worms Dig using hand as shovel and throwing over shoulder. Dig and jump between the dig and throwing. Be the worm wriggling on the floor Hopping robins in the garden trying to use their beaks to pull up the worms Pull harder by stepping backwards after each pull. Control fall to the floor to catch the worm as it escapes. Put sequence together to make dance</p> <p>Outdoor - <u>Develop their agility, balance and co-ordination</u></p>	<p>Indoor - <u>Develop simple movement patterns to perform a dance</u> Dragonfly in the garden. Dragonfly feet-run lightly on spot quick feet and move arms, Dragonfly eyes – turn slow motion on spot with wide eyes to face back then opposite way to front. Dragonfly complete – arm and leg movement combine with turns Movement dragonfly flying. Outdoor - <u>Develop balance and co-ordination by controlling changes of direction</u></p>	<p>Indoor - <u>Develop simple movement patterns to perform a dance</u> Caterpillars to butterflies Scrunch and stretch to move like a caterpillar – stood then on floor. Munch with your caterpillar grabbers Make a cacoon – wrap selves in big cacoon and stay very still before breaking out Step out and become butterfly to fly around room. Perform in a sequence. Outdoor - <u>Develop balance and co-ordination in the context of jumping.</u> Splash game. Jump when get to a rubber spot puddle.</p>	<p>Indoor - <u>Develop simple movement patterns to perform a dance</u> Be a bug detective. Look through magnifying glass up and down. Search side to side. Look up and over things, climb over and under things, Creep up to a beast. Catch a minibeast Leap to catch a flying minibeast Outdoor - <u>Develop balance and co-ordination and master basic movements showing control and accuracy.</u> Lose the beanbag... remove all beanbag</p>	<p>Indoor - <u>Develop simple movement patterns to perform a dance</u> Be a spider Scrunch down really small to be a spider. Practise moving limbs like a spider. Practise scuttling like a spider Practising climbing like a spider or scuttling like a spider over apparatus. Outdoor - <u>Develop balance and co-ordination and master basic movements by combining more than 1 skill.</u> Simon says.</p>	<p>Indoor - <u>Perform movements to express ideas, emotions or feelings, varying level, speed and direction</u> (film) Put together all learnt and create own dance to music to perform. Outdoor - <u>Develop balance and co-ordination and master basic movements and try to improve own performance</u> Follow the leader in small groups The complete circuit... Combine all activities practise and children move from one to another having set time on each circuit.</p>

			<p>Car game... Gears, reverse, break.</p> <p>Agility ladders. 1 foot, both feet, jump, side jump, hop, speed</p>	<p>Travelling cars... Hoops are round abouts, cones are junction to turn at.</p> <p>Practise making quick changes of direction by pivoting on one foot.</p> <p>Shuttle run... How many times run between cones in set time.</p> <p>Challenge triangle cone shuttle run.</p>	<p>Stepping stones... get from one side of river bank to other by jumping on the 4 stepping stones... practise doing different jumps (hops, two feet, leaps etc)</p> <p>Hop scotch... how many times get back to start in 45 secs. Hop, jump, hop, jump, hop, jump.</p> <p>Jumping stream. Do a two footed jump the length of skipping rope to cross the stream and back. How many do in 45 secs.</p>	<p>from your hoop into someone elses.</p> <p>Practise underarm throw.</p> <p>Target practise... Practise throw beanbag into hoop then score how many get in 45 secs.</p> <p>Roll the ball around tummy and then different body parts. How many times can get around body in 45secs.</p>	<p>Step up to bench and do 2 jumping Jacks. How many do in 45 secs.</p> <p>Balance the quoit/ beanbag... practise then increase speed and direction changes.</p> <p>Weave between cones... relay races</p> <p>Weave and balance the quoit/beanbag. How many do in 45 secs.</p>	
Music	<p>Unit</p> <p>Hands, feet, heart</p>	<p>(Link to what we'll build English)</p> <p>Thursday = Listen to song 'Our house' Sing it. As class use English ideas from the morning to create new lyrics. Perform</p>	Learn song	Learn song with instruments	Learn song with instruments and improvise	Learn song with instruments, improvise and compose new part	<p>Learn and sing minibeast songs</p> <p>Worm bottom of garden</p> <p>If I were a minibeast</p>	<p>Learn and sing minibeast songs</p> <p>What a beast!</p> <p>Follow silver trail</p>
RE Taken from the Warwickshire SACRE	<p>Unit:</p> <p>What can we learn from sacred books?</p>	N/A due to baseline writing	<p>Discuss how some books are more than special – sacred or holy –from God.</p> <p>Introduce the Bible as Sacred for Christians, the Tenakh as sacred to</p>	<p>Introduce a parable as a story with deeper meaning. Share the parable of the lost sheep. Discuss how in the bible. Read and act out</p>	<p>Introduce the parable of 'The good Samaritan'. Discuss how in the Bible.</p> <p>Read and act out</p> <p>Discuss the meaning and how we should treat</p>	<p>Introduce the parable 'Joesph and his brothers'. Discuss how in the Tenakh. Read and act it out. Discuss how teaches us that God</p>	<p>Introduce the parable 'The Thirsty camel'. Discuss how in QUR'an and about Prophet Muhamed Read and act out.</p>	<p>Introduce the parable Noah, Discuss how sacred to all 3 religions. Read and act out. Write a prayer related to the story.</p>

			<p>Jewish people and the Qur'an as scared to Muslims.</p> <p>Discuss why each book is special to that religion and how it is used and treated.</p> <p>Look at each book and match the book picture to it's name and religion that uses it.</p> <p>Write a sentence for each book to say how it is written and treated.</p>	<p>Discuss that why they looked for sheep, the meaning and how we are each special to God too.</p> <p>Write a sentence on why they looked for the lost sheep and how they are special to God.</p>	<p>others and right and wrong that from this story.</p> <p>Draw pictures of the story and caption each.</p>	<p>looks after his people.</p> <p>Write a sentence on why important to Jews and what this teaches us about God</p> <p>Sing the Joesph song.</p>	<p>Discuss the message and how kind to all animals.</p>	
PSHE	Unit Bring me into the world	Hopes and fears for the year	Rights and responsibilities	Rewards and consequences	Safe and fair learning environment	Valuing contributions	Choices	Recognising feelings
Computing		<p><u>Recognise common use of technology beyond school and how it can be used in everyday life to support learning and connect with others.</u></p> <p>Watch live webcam footage of bees in a bee colony. Look for full pollen baskets on legs, colours, change in colours from foraging, how communicate</p>	<p><u>Understand what algorithms are and how they are implemented as programs that follow precise and unambiguous instructions.</u></p> <p>Go on a person programmed minibeast hunt. Create a class list of commands.</p> <p>Children put into teams and given a starting point and a minibeast to reach. As a team write down a program to get there. Teams take it in turns to follow their programme. If incorrect an opposing team can try to debug and can then continue to take their beast. (Film)</p>	<p><u>Understand what algorithms are and how they are implemented as programs that follow precise and unambiguous instructions.</u></p> <p>Look at diagram of life cycle of familiar minibeast with key elements missing. Complete the life cycle by including correct elements. Debug any life cycle errors.</p> <p>Draw a new flow diagram of entire life cycle of similar minibeast. Include a repeat at end to</p>	<p><u>Understand what algorithms are and how they are implemented as programs that follow precise and unambiguous instructions.</u></p> <p>Use 'Beebots' (video) or the 'Beebots' app to program a bee to leave its hive and visit a number of flowers and a water source.</p> <p>Write down the instructions of a successful program.</p>	<p><u>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</u></p> <p>Watch clip from Antz or on youtube of ants working together.</p> <p>Use stop animation software (I can animate) to make ants march in a group together. Change background they march in front of.</p>	<p><u>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</u></p> <p>Use Powerpoint to create a slide about an aspect of term or on favourite minibeast.</p> <p>(All put into one PP after.)</p>	<p><u>Recognise common use of technology beyond school and know how it can be used in everyday life to support learning and connect others.</u></p> <p>Show their powerpoint and animation made in a screening event.</p>

MFL		and dance. Explore NATURE – Silence of the Bees – Inside the Hive – YouTube Honey Bees In The Hive Up Close – YouTube Honey Bees - YouTube		show repetitive nature of life cycle, (Do after Science lesson)		Challenge: Can they make a gap they must cross		
		n/a due to extra art from whole school project	alphabet	alphabet	numbers	numbers	colours	colours

Stratford upon Avon Primary Planning – Medium Term

Year group: 2

Autumn Term 2021 – 1st half

Next term first week maths Add by making 10

Add a 2-digit and a 1 digit number – crossing 10

Add a 2 digit and 1 digit number – crossing 10 activity

Subtraction crossing 10

Subtract a 1 digit number from 2 digits – crossing 10

Subtract a 1 digit number from 2 digits – crossing 10 activity