

TFW: The Papaya that spoke

Week /Date	<u>Literacy</u>	<u>Numeracy</u>	<u>Science/History</u> <u>Geography/ICT</u>	<u>Art/D&amp;T</u> <u>Music</u>	<u>RE/PSHE</u>	<u>PE</u>
1	<p>Imitation week: The Papaya that spoke...</p> <p>Punctuation</p> <p>See Literacy Medium Term Plan.</p>	<p>Number: Money</p> <p>See Numeracy Medium Term Plan.</p>	<p>Science Variation</p> <p>Compare the differences between things that are living, dead and things that have never been alive.</p> <p>Review last terms learning about what animals and humans need to survive. Begin to discuss what they think plants need to survive. What will happen if these needs aren't met? Can you name things in nature that don't ever need food or water? Why not? Explore the school grounds and make notes about things living, dead and were never alive. How are these things different from each other?</p> <p>History Remembrance.</p> <p>Identify that symbol represent commemorative events.</p> <p>This month you might see many people selling and wearing poppies. Does anyone know why? Through discussion establish that poppies are worn around a special time in November, Remembrance Day. Talk about remembering and how symbols are often used as a reminder for important events. Chn to make their own poppies.</p>	<p>Music</p> <p>See music teacher's planning.</p> <p>DT: Vehicles</p> <p>Identify different parts of vehicles and their purpose.</p> <p>Provide opportunity for children to examine pictures and toy vehicles. Discuss different the main features of the vechile. Which features are for design and which are necessary for a functioning vechile? Why do they all have wheels? Why have same number of wheels? Ask children to identify different parts of the vehicles. Children make simple freehand drawings of vehicle and label parts.</p>		<p>PE (Mr Wright)</p> <p>See separate planning</p>

2	<p>Innovation week: The Papaya that spoke.. Punctuation. See Literacy Medium Term Plan.</p>	<p>Number: Money See Numeracy Medium Term Plan.</p>	<p><b>Science Variation</b>          Understand the difference between an animal and a plant. Review last terms learning about what animals and humans need to survive. Begin to discuss what they think plants need to survive. Show children a collection of pictures and specimens of animals and plants and ask them to group them into animals and plants. Explore reasons for the decisions chn make. Ask chn to list the differences and similarities between plants and animals.</p> <p><b>History Remembrance.</b>          Find out about who we remember on remembrance day. Look at various war memorials from around the globe - why were these built? What do you see? Discuss with the children the sort of information war memorials can give us and information they leave out. Take a closer look at the war memorials in London, Bristol and Bridgwater. Explain to the chn that on Remembrance Day people gather at these memorials to bring flowers and quietly reflect on the people who fought in the war. Why do you think it is important to remember these people? Chn to sketch a war memorial and write about why war memorials are built and who they honour.</p>	<p><b>Music</b>          See music teacher's planning.</p> <p><b>DT: Vehicles</b>          Use and assemble wheels and axles.          What is the main purpose of a vehicle? Revisit the key features of a vehicle - which parts are responsible for allowing movement? Chn to practise joining wheels and axles to allow movement. Chn to use various materials and different finishing techniques. Chn to decide which design they think works best.</p>	<p><b>RE</b>          How should we live our lives? Reflect on how stories can help learn lessons in life. Think about the meaning of forgiveness and consider the feelings associated with acts of forgiveness.          Can you think of a story we have learnt about in RE that had a hidden message? Talk about how they would like people to treat them. Link things that are important to them with the way they should think and behave. Explore idea of forgiveness. What should you do if you have treated someone badly? What should you do if someone apologises for treating you badly.</p> <p><b>PSHE</b>          Good to be me          Understand the things I am good at and those things I find more difficult.          Know when and how I learn best.          Chn to explore how to become more self-confident and feel good about themselves. Chn to begin to understand it is ok not to be good at everything but to always try your best. Chn to explore their talents and what they feel they need to help them learn.</p>	<p><b>PE (Mr Wright)</b>          See separate planning</p> <p><b>PE (MON)</b>          Gymnastics          To explore gymnastic actions and still shapes.          To remember, repeat and link basic movements with control.          To begin to explore creating simple sequences of movement.          Working with a partner          Children will learn to change direction by turning or spinning their bodies. Chn to continue using the gymnastic shapes learnt last term to create a sequence which requires balance and movement.</p>

			<p style="text-align: center;"><b>Computing</b> <b>Technology in my life</b></p> <p>Tell you why I use technology in my home and community. Identify benefits of using technology including communicating with others.</p> <p>Technology in my day. Children will have had the chance to complete a survey of the technology they use. Set the class up to share their technology surveys in pairs. What is the same? What is different? As a class make a 'Technology Timeline' of a day for children in year 2. Present the outcome as a class display or 'Technology Timeline'. Ask children how technology helps us. What are the good things about technology?</p>			
3	<p>Innovation week: The Papaya that spoke..</p> <p>Punctuation</p> <p>See Literacy Medium Term Plan.</p> <p>MON out Tue 14th</p>	<p>Number: Multiplication and division</p> <p>See Numeracy Medium Term Plan.</p>	<p style="text-align: center;"><b>Science</b> <b>Variation</b></p> <p>Sort animals into different categories.</p> <p>Show children a video of a variety of animals. Present children with a collection of pictures of humans and other animals. How are all the animals similar? Which are humans? How do we know? In what ways are all the humans like each other? What might vary among humans? Ask chn to sort all the animals into different categories - mammals/birds/reptiles/insects, nocturnal/not nocturnal, carnivore/herbivore/omnivore, large/small, blue eyes/dark eyes, fur colour etc.</p>	<p style="text-align: center;"><b>Music</b></p> <p>See music teacher's planning.</p> <p style="text-align: center;"><b>DT:</b> <b>Vehicles</b></p> <p>Identify a purpose for what we intend to design.</p> <p>Develop ideas and design a vehicle. Discuss what their vehicle will be designed for, consider type and size, number of wheels. How finished etc. Generate a design for their vehicle, including a list of materials and tools and a set of instructions.</p>	<p style="text-align: center;"><b>RE</b></p> <p>How should we live our lives?</p> <p>Consider the role of rules in helping people's lives.</p> <p>Know about Moses and the 10 commandments.</p> <p>Revisit discussion from last week - how should we behave toward other people. Look at the class rules - why are these rules important. The Bible also has rules to help us understand how to be good Christians. Create your own commandments for how you believe you should live your life.</p> <p style="text-align: center;"><b>PSHE</b> Good to be me</p> <p>Identify what it means to be</p>	<p style="text-align: center;"><b>PE (MON)</b> <b>Gymnastics</b></p> <p>To explore gymnastic actions and still shapes.</p> <p>To remember, repeat and link basic movements with control.</p> <p>To begin to explore creating simple sequences of movement.</p> <p>Running, jumping and rolling with a partner. Children will work in pairs but share the apparatus with another couple. Children will understand the need to work with and around another couple in order to use the workspace and apparatus safely. Children will work in pairs to perform a sequence movements incorporating the apparatus.</p> <p style="text-align: center;"><b>PE (Mr Wright)</b></p>

**History**  
**Remembrance.**

Discover that commemorations are linked to specific event in the past.

Why do we have remembrance day and war memorials? Explain that the origins lie in WW1, put this into context. Briefly talk about war and significance of poppies. Discuss Armistice day and the link to the date of remembrance day. Show chn video of remembrance day celebrations in London. Chn to outline what remembrance day is and which event it is linked to.

**Computing**  
**Technology in my life**  
Understand why technology is used in my community.  
Identify benefits of using technology.

Technology to help us. Look at slide 2 of Technology around us. In pairs talk about the buildings they can see. What technology will be used in the buildings? Children work in pairs with a Technology Town Map. Move through slides 3 - 12. Where would you find this technology? What does it do? How does it help us? Ask the children to think about any other technology they could find in any of the buildings in the town. Which technology is used the most? Which technology would you find in most of the buildings? Optional: Use skills gained in Handling Data block to show information about the

relaxed.

Know some things that make me feel relaxed and some that make me feel stressed.

Discuss how it feels to be relaxed. Chn to think about times they have felt calm and relaxed. Chn also to identify a time they felt very stressed. Why did they feel this way? What were they doing? Where were they? Who were they with? Chn to make a list of things that contribute to stress and a list of things that contribute to relaxation.

See separate planning

<p>4</p>	<p>Non Fiction: Recount Punctuation. See Literacy Medium Term Plan. Parent's Evening Thurs 23<sup>rd</sup> Inset Day Fri 24<sup>th</sup></p>	<p>Number: Multiplication and division. See Numeracy Medium Term Plan.</p>	<p>most commonly used technology.</p> <p>Science Variation Describe similarities and differences between humans. Take photographs of chn and print. How do we all look the same? How might we be different? Children sort the photographs into groups using their own criteria e.g. boy/girl, hair colour, eye colour etc. Ask children to record a comparison themselves and another classmate assigned to them listing similarities and differences. Chn to describe their given member of the class so that others can identify who it is. Closing discussion about why people look differently.</p> <p>History Remembrance. Understand that some historic events are commemorated on the same day every year. Ask chn to think of some celebrations in their lives that happen on the same date each year - why is that date special and how is it linked to the event. Similarly Remembrance day is on a special date each year which is linked to the event it commemorates. What happens on Remembrance Day? Discuss what happened on this day this year. Look at videos of what happens in London again and identify special features. Compare events in London to local community.</p>	<p>Music See music teacher's planning.</p>	<p>, RE How should we live our lives? Understand the story of Jonah and the whale and what lessons can be learnt. Weigh up the difference between what Jonah should do and what he might want to do. Listen to the story of Jonah and the whale. What do you think we can learn from this story? What does it teach us about how we should live our lives? What do you think Jonah might have wanted to do and what he should do? PSHE Good to be me Know what it feels like to be relaxed. Be still and quiet and relax my body. Explain the concept of mindfulness to the chn. This is a method of relaxation which can help you become calm if you feel stressed or overwhelmed. Show chn different meditations and breathing techniques. Once chn have mastered these techniques allow chn to engage with mindfulness patterns in a relaxed state.</p>	<p>PE (Mr Wright) See separate planning</p>
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			<p style="text-align: center;">Computing Technology in my life</p>			
<p>5</p>	<p>Non Fiction: Recount. See Literacy Medium Term Plan.</p>	<p>Number: Multiplication and division See Numeracy Medium Term Plan.</p>	<p style="text-align: center;">Science Variation</p> <p>Name common habitats and know what plants and animals live there.</p> <p>Make predictions about what plants and animals may live in certain habitats.</p> <p>Compare different habitats.</p> <p>Show chn a variety of habitats from across the globe. How are these habitats similar/different? What plant and animals might live here? How is this place suited to them? Chn to cut out various animals and stick them onto the correct habitat giving reasons for their choice.</p> <p style="text-align: center;">History Remembrance.</p> <p>Understand why important events are commemorated by people in Britain and the wider world.</p> <p>Why is it important to remember what happened in the past? Think about why we still have Remembrance Day so many years later. Develop the discussion to include other commemorations e.g. international, national, local and family events as appropriate.</p> <p>Help children to identify through discussion, why some commemorations are national / international events.</p> <p style="text-align: center;">Computing</p>	<p style="text-align: center;"><u>Music</u> See music teacher's planning.</p> <p style="text-align: center;">DT: Vehicles</p> <p>Create vehicles from our designs. Children to create their designs using materials available.</p>	<p style="text-align: center;">, RE</p> <p>How should we live our lives? Understand how Hindu's live their lives.</p> <p>Children to learn about how Hindu people live their lives and what values they feel are most important. Compare and contrast with that of the values of the Christian faith.</p> <p style="text-align: center;">PSHE Good to be me</p> <p>Tell when it is right to stand up for myself.</p> <p>Know how to stand up for myself.</p> <p>Chn to think about how they react when someone does something wrong to them. Steer discussion to focus on how they can attempt to stand up for themselves without needing adult support. Make it clear that if you feel you need to stand up for yourself it does not mean you can be rude or hurt anyone. It is about being respectful and making your point clear to the other person without getting emotional.</p>	<p style="text-align: center;">PE (SS) Gymnastics</p> <p>To explore gymnastic actions and still shapes.</p> <p>To remember, repeat and link basic movements with control.</p> <p>To begin to explore creating simple sequences of movement.</p> <p>Running, jumping and rolling with a partner. Children will work in pairs but share the apparatus with another couple. Children will understand the need to work with and around another couple in order to use the workspace and apparatus safely. Children will work in pairs to perform a sequence movements incorporating the apparatus.</p> <p style="text-align: center;">PE (Mr Wright) See separate planning</p>

## Technology in my life

Identify benefits of using technology including finding information.

Understand that other people have created the information I use.

Describe the things that happen online that I must tell an adult about.

Searching for information. Collect questions to ask linked to the current topic. Check key words to search for. You might want to produce a questions/quiz sheet which will guide them in their research. Ask the question: Where can we get information? Who created the information? Allow time for children to discuss and take in and brainstorm responses. Introduce the idea of a search engine to the children. Explain that it sorts through all of the information from the web to find pages that we might find useful. Show the class the search engine they will be using. Talk about why we are not using Google. Search for information linked to current topics. Choose a specific area to focus on and model how to narrow down the search. Guide children to choose sites which you have explored and know are relevant for their needs/include the answers to the questions. Ask a question, discuss suitable words to search for. Allow the children time to explore themselves - what can they find? Make links to e-

			<p>safety - choosing which websites we visit. Who can view the content of the sites?</p>			
6	<p>Assessment Week See Literacy Medium Term Plan.</p>	<p>Assessment Week See Numeracy Medium Term Plan.</p>	<p><b>Science</b> Variation Understand that there are similarities and differences between plants. Remind chn of how we looked at differences between animals and humans. Present children with a collection of plants (or pictures of plants). Clarify the parts of the plant and their main function. What is the same in each of the plants? How might they be different? Chn to choose two different plants and make drawings of them, labelling parts e.g. stem, leaf, root, flower, branch and describing how they are different and similar.</p> <p><b>History</b> Remembrance. Understand the symbols of Remembrance Day. Understand how Remembrance day is celebrated. Discuss what they have learnt this term about Remembrance day. What symbols are used to remind people of the historic event? How is it linked to the historic event? How do people celebrate it? Why is it at the same time and date each year? Chn to create a poster for next remembrance day using the symbols and information learnt this term.</p>	<p><b>Music</b> See music teacher's planning.</p> <p><b>DT:</b> Vehicles Create vehicles from our designs. Evaluate the effectiveness of my design. Children to create their designs using materials available. Chn to highlight their favourite part of their vehicle and the aspects they would change next time.</p>	<p><b>RE</b> How should we live our lives? Reflect on the Nativity Story and discuss how it makes me feel. Chn to listen to the nativity story and reflect on the main points of the story. Use drama to act out the story.</p> <p><b>PSHE</b> Good to be me Understand when I am being impulsive and when I am thinking things through. Know how to change my behaviour if I stop and think about what I am doing. Help chn imagine different scenarios in which they may be impulsive. Make suggestions about alternative way you could react in these situations which are more sensible. Remind chn when you are feeling strong emotion in a situation it is always better to calm down and take a moment to think carefully about how you want to react.</p>	<p><b>PE (MON)</b> Gymnastics To explore gymnastic actions and still shapes. To remember, repeat and link basic movements with control. To begin to explore creating simple sequences of movement. Running, jumping and rolling with a partner. Children will work in pairs but share the apparatus with another couple. Children will understand the need to work with and around another couple in order to use the workspace and apparatus safely. Children will work in pairs to perform a sequence movements incorporating the apparatus.</p> <p><b>PE (Mr Wright)</b> See separate planning</p>

7	<p>Christmas Week See Literacy Medium Term Plan.</p> <p>Thurs 14<sup>th</sup> beauty and the beast production</p> <p>Mon 18<sup>th</sup> DT Curriculum day - see separate planning.</p>	<p>Christmas Week See Numeracy Medium Term Plan.</p>	<p>Chn to engage with a range of Christmas themed activities:</p> <p>Art and DT: Making Christmas cards, Christmas decorations, Christmas placemats.</p> <p>Music: Singing Christmas carols.</p> <p>RE: Retell the nativity story through pictures.</p> <p>PE: Christmas games.</p> <p>Computing: Create a Christmas party poster.</p> <p>Year 2 Christmas party.</p> <p>Beauty and the Beast Production.</p> <p>School nativity play.</p>			<p>PE (Mr Wright) See separate planning</p>