

Class 2 Art Medium Term Planning Spring 1st: Final

Key Vocabulary

Curriculum Links

Writing

Further Challenge

Art and design

Spring 1st	Session						
	1	2	3	4	5	6	7&8
<p>Art Drawing / painting then into Print making Printmaking: (linked to Suffolk Art scheme)</p> <p>Printing, repeating pattern, William Morris, mood</p> <p>Blue year 2s Orange: year 3s</p> <p>D&T: Constructing the layers of card to use</p>	<p>KWL grid</p> <p>Sketching:</p> <p>Artist William Morris</p>	<p>Drawing: exploring different media</p> <p>LO: explore different drawing tools LO: Choose media for effect</p> <p>Range of different drawing implements (wax crayon, pastels, etc) to use to respond to Images on the IWB from William Morris. Note: repeating patterns, link to nature and use of colour</p>	<p>Print making: Explore printmaking techniques</p> <p>LO: Select the best materials for the job</p> <p>LO: Experiment with mood for colour</p> <p>Explore different colours and printing equipment - use different William Morris patterns on the IWB for inspiration</p> <p>Challenge: can they create a repeat print</p>	<p>Sketch books: LO: to sketch in the style of William Morris</p> <p>Yr2: Can they make links with an artist and show this in their sketchbooks?</p> <p>Yr3: Can they make links to an artist to inspire their work?</p> <p>Develop initial ideas for William Morris inspired pattern artwork linked to nature found in the UK. Think about the flowers / leaves and animals that he sometimes uses</p>	<p>Turn sketches into painting</p> <p>Yr2: Identify different ways to express ideas</p> <p>Yr3: Can they transfer a drawing into a different medium?</p> <p>Use their sketches for S4 and turn into paintings</p> <p>(choose and mix colour carefully - esp Yr3s)</p>	<p>Sketch books LO: to create a simple design for a print (build up out of card)</p> <p>Yr2: Can they use their sketchbooks as a mode to record experimentation?</p> <p>Yr3: Create artwork following an idea or towards a specific purpose</p> <p>Design their main print which will be used for a repeat print</p>	<p>Will my initial idea work? Eval</p> <p>Yr2: Think of ways to adapt and improve own work</p> <p>Yr3: Adapt and refine work to reflect purpose Think of ways to adapt and improve own work</p> <hr/> <p>Writing: art books: evaluate their print designs - (is it linked to William Morris?, Will it work)</p> <p>Explore ideas and change what they have done to give a better result</p> <p>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</p> <p>D&T: Can they use joining, folding or rolling to make it stronger? Can they make their structure stronger, stiffer or more stable?</p>

Assessment:								
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Science

Subject	1	2	3	4	5	6
<p>Science Class 2 - Spring 1</p> <p>(Inquiry: Compare Local and Caribbean habitats)</p> <p><i>Display - vocabulary</i></p> <p><i>Skills mat</i></p> <p><i>Living, non -living, never been alive.</i></p> <p><i>Later in topic - info about Caribbean habitats</i></p>	<p>(Complete KWL grid for previous topic.)</p> <p>Introduce new topic - pictures of Caribbean / UK habitats - discuss 'habitat' - What do you think this means?)</p> <p>KWL grid (questions to stimulate group discussion)</p>	<p><u>Year 2</u> explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Introduce the topic - Assess what Y3 can recall.</p> <p>Begin 'treasure hunt' (STEM - Plants for primary pupils) of living / non -living things. How <i>could</i> they be grouped. Introduce living / non-living groups. How do you know?</p>	<p><u>Year 2</u> explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>identifying and classifying</p> <p><u>Year 3</u> gathering, recording, classifying and presenting data in a variety of ways to help in answering questions – How do we know if something is living or non-living or never been alive?</p> <p>Treasure hunt activity continued. Look at concept cartoon (STEM resource) for discussion MRS GREN clip.</p> <p>1) Describe how you know it is alive.</p>	<p><u>Year 2</u> 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><u>Year 3</u> asking relevant questions and using different types of scientific enquiries to answer them – How could you find out which animals are suited to the Caribbean?</p> <p>Pic of area of Caribbean to stimulate discussion.</p> <p>Think about the living things that we have looked at in previous sessions. Introduce the word 'habitat' (Recap for Year 3)</p>	<p><u>Year 2</u> Use ideas and observations to answer questions – How is this animal suited to the Caribbean? <u>Year 3</u> Report findings as a display/written presentations.</p> <p>Year 2 – Research Caribbean animal / plant. Given set text.</p> <p>Year 3 - Research Caribbean animals / Plants. Kiddle.</p>	<p><u>Year 2</u> 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> <p><u>Year 3</u> identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>(investigate the idea of how a food web is similar / different to a food chain and what would happen if you change a part of the food web)</p> <p>Warm up - sort animals into carnivore, omnivore, herbivore</p> <p>Have you ever seen an animal eat? Why does it eat? Where does it get its energy from? (where does that 'thing' get its energy from? Food chain - introduce with vocab. Create some examples together. Bbc clips.</p>

			<p>2) Table - observations which show us the plant / animal / object is living / non-living.</p>	<p>Why might some animals prefer to live in different habitats /the habitat in the picture? (Record)</p> <p>Year 2 – Matching animals to their habitats. Year 3 – Which of these animals would be particularly suited to the Caribben? How do you know? Can you find others?</p>		<p>1) Cut and stick food chains</p>
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Class 1 RE Medium Term Planning Spring 1

Key Vocabulary

Curriculum Links

Writing

Further Challenge

Spring 1st	Session					Spring 2nd
	1	2	3	4	5	
<p>RE Trinity</p> <p>Big Question What is the Trinity? What words do Christians use to talk about God?</p> <p>Trinity, Baptism, Christians, The Holy Spirit, God, Father, blessing, Gospel</p>	<p>Prior Knowledge KWL →What words do Christians use to talk about God? →How do Christians talk to God?</p> <p>What I know?</p>	<p>Philosophy</p> <p>Creating and asking questions. (KWL grid)</p> <p>Rev. Engelsen coming in to lead about the Trinity. What questions linked to prior knowledge can we ask about Christians, God and the Trinity</p>	<p>Theology</p> <p>-Interviewing a minister about the Trinity</p> <p>To answer questions created by the children</p> <p>Rev Engelsen to lead on the Trinity (picture representation, an apple (skin, core, flesh), x3 children dancing</p>		<p>Writing:</p> <p>LO: What words do Christians use to talk about God?</p> <p>Yr3: LO: explain what the Trinity means for Christians</p> <p>Drawing on work from S3&S4 answer the question above using correct religious terminology Green pen work</p>	<p>Green pen work</p> <p>Theology / Gospel Baptism</p> <p>:Visit a local place of worship - Baptism Font in Church (First Monday Back)</p> <p>Blessing is God the father, Son and holy Spirit</p>

Class 2 PE

Key Vocabulary

Curriculum Links

Writing

Further Challenge

Spring 1st	Session					
	1	2	3	4	5	6
<p>PE:</p> <p>Gymnastics Floor Work</p> <p><i>Focus is playing small games</i></p> <p><i>Football</i></p>	<p>Gymnastics Floor Work @ St. Faiths with A. Mooney</p> <p>Football: Yr2: Show good awareness of space and the actions of others Yr3: Master fundamental movement skills</p> <p>Warm-up -using the grid carefully and keeping the ball</p>	<p>Gymnastics Floor Work</p> <p>Football: Core skills: dribbling / Understand the importance of stopping a ball in different ways</p> <p>Move a ball with control and accuracy</p>	<p>Gymnastics Floor Work</p> <p>Football: Core skills: Kick a ball, not always with accuracy Move a ball with control and accuracy dribbling /</p> <p>Small-group games: Show an awareness of opponents and team mates during games</p>	<p>Gymnastics Floor Work</p> <p>Yr2: Multi-skills event</p> <p>Football: Core skills: shooting Kick a ball, not always with accuracy Move a ball with control and accuracy</p>	<p>Gymnastics Floor Work</p> <p>Cross - Country event (Nebula) -</p>	<p>Gymnastics Floor Work</p> <p>Football: Small Team games: Show good awareness of space and the actions of others during games Show an awareness of opponents and team mates during games</p> <p>(Karate taster session)</p>

Geo: Spring 1st

Key Vocabulary

Curriculum Links

Writing

Further Challenge

Spring 1st	Session					
	1	2	3	3	4	5
<p>Prior skills: Identify UK on a map (poles and equator) / continents ----- ----- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non European country.</p> <p>Trinidad and UK place to study</p> <p>Language: tropics, physical, coast, beach, North, South, East, West, climate, weather</p> <p>Zoom in, Zoom out</p>	<p>KWL grid: Caribbean</p> <p>What is the Caribbean? Where is the Caribbean?</p> <p>Climate Vs Weather</p> <p>English: Ideas from Gregory Cool</p> <p>Trinidad</p>	<p>Geography: map skills - I can begin to compare with the UK with the Caribbean</p> <p>Where is the Caribbean? What does it look like? Record your ideas: Looking at Google Maps LO: I can use maps to find some physical features of the Caribbean SC I can use what I know to help find the Caribbean on a map I can identify some physical features of the Caribbean</p> <p>I can identify key physical features of the Caribbean on different maps /atlases and satellite images Use atlases which show physical and human features Yr 3s use an Atlas and Google maps - work on similarities and differences table Yr2s - just access to Google maps (Satellite) on IWB with adult support - they need to make notes YR2 Challenge - What are the most important features? YR3 Challenge - Which is the most useful map and why?</p>	<p>Yr2: Begin to use concept of NSEW Identify parts of some physical features e.g. coast Identify the hot and cold areas of the world - north and south pole and tropics Yr3: LO: Use a range of primary and secondary sources, including the internet, Google Earth, and questionnaires</p> <p>Computing: using Kiddle to research facts</p> <p>Locate the Caribbean</p> <p>What do you notice about it's location? Evidence: children need to find using Kiddle: (picture of the children doing this please)</p> <ol style="list-style-type: none"> Caribbean facts for kids Trinidad and Tobago - info page about What is the capital city of T&T Where are the hills / mountains? What is the national flower? <p>Challenge: Does a website or a map give you more information about Jamaica?</p>	<p>Identify parts of some physical features e.g. coast</p> <p>Yr3: LO: Use a range of primary and secondary sources, including the internet, Google Earth, and questionnaires</p> <p>English: create non-fiction information paragraph about the Caribbean</p> <p>Computing: using Kiddle to research facts</p> <p>Geo: use a range of resources including atlases, Kiddle and on-line maps</p> <p>Written Task: Non-fiction info paragraph</p>	<p>LO: compare Trinidad and the UK Yr2: Understand similarities and differences in places Understand that different places may have similar / different characteristics and give reasons for these</p> <p>Compare pictures together on IWB - focus on sugar cane vs sugar beet</p> <p>Review key language. TM: how to record in a sentence.</p> <p>Yr2s: template and use of pictures</p> <p>Yr3: selected use of pictures - create their own template.</p> <p>Green pen work</p>	<p>Focus in on Trinidad. Map Work Yr2: identify key features on a map Yr3s: I can use a key (Purpose for next half-term to focus on Food and human activity)</p> <p>Computing: Use google maps</p> <p>Children (led by year 3s) have x2 Macbooks per table.</p> <p>Use google maps to locate key areas of Trindad -</p>

Assessment	
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Class 2 Computing Medium Term Planning Spring

Key Vocabulary

Curriculum Links

Writing

Further Challenge

Spring 1	Session				
	1	2	3	4	5&6
<p>Computing <i>Using the internet</i> <i>Staying safe online</i> <i>Applying</i></p> <p>KS2: understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>World wide web, internet, search engine, Kiddle, internet safety,</p>	<p>What is the internet and WWW?</p> <p>How to look after -KWL grid</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<p>Using a search engine: kids safe: Are the resources suitable? Computing: Review: how to use a Macbook (carrying carefully / no drinks bottles / turning on etc.) Teaching: How to explore a webpage:</p> <p>Lo: use Kiddle (search engine) to find facts about the Caribbean:</p>	<p>Locate information quickly How do we use? Do we need to spell correctly. Yr2: find and use Kiddle with greater speed</p> <p>Yr3: Sc: use a hyperlink to find out specific information: find T&T – click on the hyperlink. Look at info – especially the pictures and the use the (back arrow) to return to the original page Key language: search, search engine, internet safety, hyperlink, key word, scroll down</p>	<p>(Creating content for online) Using an Ipad to record video (sound and pictures)</p> <p>Recording poetry performances- How to film? (background noise) Steady hand Back-ground Signalling</p> <p>Uploading and watching poetry performances online</p>	<p>Using Google maps Zooming in and out Yr3: Using a search bar to quickly find a place e.g. Port of Spain</p> <p>Safe-guarding: hashtag goldilocks assembly</p> <p>Internet Safety: Think you know: Jessie and friends - want video and discuss. Create posters for the classroom</p>

Class 2 PSHE Medium Term Planning Spring 1

Key Vocabulary

Curriculum Links

Writing

Further Challenge

Spring 1st	Session					
	1	2	3	4	5	6
<p>Relationships</p> <p>1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p> <p>2. How to recognise and manage emotions within a range of relationships</p> <p>3. How to recognise risky or negative relationships including all forms of bullying and abuse</p> <p>4. How to respond to risky or negative relationships and ask for help</p> <p>Core Value = Friendship</p>	<p>Communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>Recognise and respond appropriately to a wider range of feelings in others.</p> <p>Review key emotions</p> <p>(Surprise)</p>	<p>Recognise that their behaviour can affect other people. Recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>Recognise when people are being unkind to either them or others, how to respond, who to tell and what to say.</p> <p>Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. Recognise different types of relationship, including those between acquaintances, friends, relatives and families. That their actions affect themselves and others.</p> <p>Quick review of key emotions</p>	<p>Recognise that their behaviour can affect other people. Recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>Recognise when people are being unkind to either them or others, how to respond, who to tell and what to say.</p> <p>Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. Recognise different types of relationship, including those between acquaintances, friends, relatives and families. That their actions affect themselves and others.</p> <p>Unfair vs fair, unkind</p>	<p>The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p> <p>Understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p>	<p>Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p> <p>Judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>How should we touch each other in school? What happens if we have a special friend?</p>	<p>Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p> <p>Judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>How should we touch each other at playtimes?</p> <p>What about games of tag or 'wrestling' or capture games?</p>