

Class and teacher Y2MN L.Masters & S.Niel

Topic title ... Happily Ever After

Spring I (2019-2020)

**Hylton Castle Primary School**

Fee fi fo fum !



### I am a reader...

- Continue to develop fluency of reading
- Use inferential skills to identify clues in pictures and texts.
- Scan texts for key words
- Make predictions based on what they have read.
- Discuss sequence of events in stories
- Re-tell fairy stories with accuracy
- Identify recurring language
- Investigate meaning of new vocabulary
- Develop skills for answering reading questions.

### I am a writer...

- Continue to rehearse sentences orally.
- Develop more consistent use of ? ! "" and apostrophe for possession.
- Plan & write fairy stories
- Write letters and investigate formal language
- Group ideas together to form paragraphs
- Continue to experiment with different sentence openers.
- Experiment with use different conjunctions.
- Use of consistent tense - write diary entries/stories in past tense.
- Use adverbs to open sentences
- Punctuate questions and commands accurately.
- Use or, so, when, that to join sentences
- Re-draft work using Year 2 Writer's checklist

### I am a mental mathematician...

- continue to quickly recall division facts for  $2 \times 5$   $10 \times$  tables
- derive and recall doubles of all numbers to 20 and corresponding halves
- derive and recall doubles of all multiples of 10 to 100 and corresponding halves
- double any multiple of 5 to 50
- halve any multiple of 10 up to 100
- find half of even numbers to 40
- Quickly recall addition and subtraction facts for nos up to 20
- Counting backwards in 2s, 5s, 10s and 3s
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### I am a mathematician...

- calculate mathematical statements for multiplication and division within the multiplication tables
- write mathematical statements using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs link to multiplication and division facts criteria
- solve problems involving multiplication and division
- add numbers (two two-digit numbers without crossing boundaries)
- add numbers (two two-digit number crossing boundaries)
- subtract numbers (two two-digit numbers without crossing boundaries)
- number problems
- solve simple addition and subtraction problems in a practical context of money

### Shape & Measures

- identify and describe the properties of 3-D shapes
- identify 2-D shapes on the surface of 3-D shapes
- compare and sort common 3-D shapes and everyday objects
- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers

### Cross-curricular...

- maths - accurate measurement - link to plant growth in science.
- English - science explanations/reports

### (YR2) I am a sports person.....

- I can find my own space
- I can follow the rules of the game
- I can use tactics in a game

### I am a safe computer user...

- I can organise digital content.
- I can retrieve and manipulate digital content.
- I know that it is not always possible to copy some text and pictures from the internet.

### I am a scientist...

- Observe how plants grow from seeds.
- Identify parts of the plant through investigative and observational skills.
- Identify what plants need to grow and stay healthy.
- Ask and answer scientific questions.
- Collect scientific data & use to suggest findings and answer questions.
- Carry out simple scientific tests.
- Use and spell vocabulary related to plants topic.
- Use simple equipment to make observations.

### I am an historian... Not taught this term

### I am a geographer...

- I can create and use maps and plans (link to topic - houses in the woods)
- I can explain how an area has been spoilt or improved and give my reasons.
- Explain how jobs may be different in other locations.
- I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.

### I am an artist - Not taught this term

### I am a designer..

- Research and investigate design ideas using IT
- Draw detailed designs and give reasons for choices.
- Investigate strengthening of materials
- Investigate pulleys and axels.
- Evaluate finished models and suggest improvements

### I am a musician.... - Charanga

- Sing and follow a melody.
- Perform simple patterns and accompaniments keeping a steady pulse.
- Sing or clap increasing and decreasing in tempo.
- Use correct musical vocabulary

### I am a speaker...

- Read aloud own work with appropriate intonation & clarity
- Read aloud with expression
- Use correct tense in everyday speech
- Use of standard English for communication

# Happily Ever After

### Visits

Visit - tbc

Parent Workshare - Wed 29<sup>th</sup> January

### I am a religious investigator...Discovery RE

- Does praying at regular intervals help a Muslim in his/her everyday life?
- Explain how it felt to stop doing something to reach the target we have set.
- Can use the right words to describe how Muslims pray.
- Explain why they do this.
- I can start to think through how praying 5 times a day might help in some ways more than others.

### I am a good citizen..

- Lucinda and Godfrey SRE lesson 1-4
- Jigsaw Spring 1 Goals - I can choose a realistic goal and think about how to achieve it
- I can identify my successes and achievements and know how this makes me feel (proud)
- I can persevere even when I find tasks difficult
- I can tell you some of my strengths as a learner

	<u>I am a reader</u>	<u>I am a writer</u>	<u>I am a mental mathematician</u>	<u>I am a mathematician</u>	<u>I am a Good Citizen</u>	<u>I am a computer user</u>	<u>I am a scientist</u>	<u>I am an historian</u>	<u>I am a geographer</u>	<u>I'm a sports person</u>	<u>I am an artist</u>	<u>I am a designer</u>	<u>I am a musician</u>	<u>I am a religious investigator</u>
1	<p>Use traditional tales for guided reading lessons – cover features of fairy tales. Recurring language.</p> <p>Comment on language choices in texts and give reasons for their use.</p>	<p>Read a fairy tale every day to class.</p> <p>Identify features of Fairy tales.</p> <p>Experiment with different ways of writing story openers.</p> <p>He could fly higher than the clouds, she could sing sweeter than the birds, he climb higher than anyone else in the village.</p> <p>There was nothing so fierce and terrible as</p> <p>But he had a taen, an anzing talent But he had a secret, a very big secret.</p> <p>George was feeling rather miserable, sad, upset, hurt etc..</p> <p>Work on better nouns village – village, kingdom, hamlet, forest, woods, scary – hideous, petrifying</p>	<p>Use mental daily practice sheets to reinforce : quick recall of division facts for 2x 5x 10x tables</p> <p>addition and subtraction recall facts to 20</p> <p>Counting forwards and backwards in 3s – daily practice</p> <p>doubles of nos to 20 and corresponding halves</p> <p>Doubles of multiples of 10 to 100 and corresponding halves.</p> <p>Doubles of multiples of 5 to 100</p> <p>adding near doubles</p> <p>Halving even nos to 40</p> <p>Halving multiples of 10 to 100</p>	<p>Introduce fractions are less than one whole shape, numbers, group of objects.</p> <p>Investigate cutting up real life shapes e.g. pizza into halves, thirds and quarters.</p> <p>Investigate halving, thirthing and quartering of shapes – right and wrong ways to do it.</p> <p>Compare and sort 2d shapes</p>	<p>SRE with JC Lucinda and Godfrey Week 1 - 4</p> 	<p>Organise digital content by using the Publisher program - I can open Publisher and insert a text box</p>	<p>Read story 'Jack and the Beanstalk' – encourage children to ask scientific questions about the beans – e.g. How did the bean turn into a beanstalk? What happened first? Then what? Why? How?</p> <p>Introduce life cycle of beanstalk images to pupils to discuss and order – can they match correct vocab to stages e.g germination, root, shoot, stem, bean etc..</p> <p>All plant own runner bean in clear plastic cups. Draw table to record findings. Make predictions.</p>	<p>Not taught this term</p>	<p>Describe features of a place using pictures. I know what a human feature is and what a physical feature is. I can describe features of a place (from a fairy tale eg wood, village etc.) using a picture.</p>	<p>Move in space and stop safely in different ways. Dodge and find space away from the 'triggers'</p>	<p>Not taught this term</p>	<p>Investigate and research model castle ideas – use I pads to research. Draw designs for own model castle – record materials, sizes and explain why they have chosen specific shapes, materials.</p>	<p>Charanga Spring 1 – WALT I can listen out for particular things when listening to music</p> <p>Steps to success</p> <ul style="list-style-type: none"> <li>Use simple musical vocabulary with support</li> <li>Use musical vocabulary in my sentence</li> <li>Use musical vocabulary to give reasons</li> </ul> <p>Paddlers – say whether they like / dislike</p> <p>Snorkelers – say whether they like / dislike using musical vocabulary</p> <p>Divers – say whether they like / dislike using musical vocabulary and give a reason</p>	<p>Discovery RE – Spring 1 – Does praying at regular intervals help a Muslim in his/her everyday life?</p> <p>Explain how it felt to stop doing something to reach the target we have set.</p> <p>Can use the right words to describe how Muslims pray.</p> <p>Explain why they do this.</p> <p>I can start to think through how praying 5 times a day might help in some ways more than others.</p>

2	<p>Develop oral &amp; written explanations for likes and dislikes of books read.</p>	<p>Character description. –</p> <p>Sentence openers – his eyes, on his feet, around his tummy....</p> <p>expanded noun phrases, adjectives, similes.</p> <p>Link to comparatives /superlatives spellings - He could fly higher than the clouds, she could sing sweeter than the birds, he climb higher than anyone else in the village.</p> <p>Use with in sentences – He could burn down the forest with the blast of his fiery breath, she could spin gold with the spin of her wheel.</p> <p>Write letter to villagers to warn them about the giant at the top of the beanstalk. (combine knowledge of letters and character descriptions from Aut &amp; Spr term)</p>		<p>Introduce multiple fractions of shapes – divide shapes into halves, quarters and third and colour multiple fractions – link to problem solving (different ways to colour one half of the flag – link to flag on fairytale castle)</p> <p>Calculate singular fractions of groups of objects – halves thirds and quarters.</p> <p>Identify and describe properties of 3d shapes.</p>			<p>Recap story - How did the seeds grow? Collect answers e.g they fell into the soil, It rained, they got sunlight. Set up investigations to test if these conditions are necessary. Use cress seeds for speed of growth. Measure growth and record . Use results to make predictions and conclusions about healthy plant growth.</p> <p style="text-align: center;">↓</p>		<p>Use fairy tales topic to help explain what I like and dislike about a different place/place I live. – X curricular with story settings</p>	<p>Move with control in a variety of ways</p>		<p>Investigate ways of strengthening turrets. Experiment with paper, thin and thick card – use a variety of shapes e.g cylinder, cuboid etc.. which is strongest/most sturdy?</p>		
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3	Support answers with reference to the text.	Fairy story – re tell the story of Jack and the Beanstalk using picture mapping technique. Identify recurring language. Plan own version of the story – changing some parts e.g. Sunflower, Golden parrot, golden flute etc.	Calculate singular fractions of numbers– halves thirds and quarters.  Continue with fractions – compare fractions. Introduce simple equivalence.  Identify 2-D shapes on the surface of 3-D shapes	Retrieve and manipulate digital content. – I can open publisher and retrieve my work. I can insert text for my fairy tale invitation and change font colour etc.			I can explain how an area has been spoilt or improved and give my reasons. Explain why the town or village might have been spoilt and give reasons – investigate treatment/ respect of areas	Throw a bean bag / ball underarm to a partner at different distances. First throwing while standing still, progression throwing and catching while moving		Investigate ways of making draw bridge move – issue with small box with door flap – how can we get the door to move up and down? – collect ideas. Try alternatives and discuss pros and cons of each.		
4	Developing skimming and scanning skills to support information retrieval.	Fairy Story – re draft story. Focus on use of expanded noun phrases, more advanced punctuation (? ! "" ), paragraphing.	Investigate link between multiplication and division.  Record multiplication and division calculations using correct signs.  Solve inverse operation calculations involving multiplication and division.  Compare and sort common 3-D shapes and everyday objects			Investigate parts of plants – provide with pansies for pupils to take apart. What do these parts do? Make suggestions to prove this e.g. roots – use coloured water/ remove and observe plant. stem – celery and food dye Leaves – remove leaves and observe  Carry out simple tests and record findings in tables and charts.	Explain how jobs may be different in other locations. Carry out a survey of jobs done by adults that we know. Explain how some jobs are needed in a village or a city environment and how they might differ.	Throw a ball / bean bag at a target. Throw a ball / bean bag at a target. In a team work together to throw the ball at the target		Use techniques from previous weeks to make own castle model from design. (D.T. Day)		
5	Develop answers that require explanations from text for opinions	Diary entry – write diary entry from perspective of Giant, Jack, Giant's wife. Write in first person –	Recap different coins and p £ signs. Make amounts using different coins. Investigate	I can choose a realistic goal and think about how to achieve it I can identify my successes and	Retrieve and manipulate digital content. – I can open publisher and retrieve my work. I can insert pictures for my		Use the fairy tale topic to create and use maps and plans.	Working as a team can pupils pass bean bags from one end of the area to another using their throwing and catching skills and working		Evaluate own an others finished models and suggest ways to improve further.	<b>WALT</b> create variations in musical sequences Steps to success	



		inclusion of figurative language for description of feelings.		using most and fewest coins (best coin combinations). Investigate adding amounts of money in different orders. 65p + 25p / 25p + 65p  Order and arrange combinations of mathematical objects in patterns and sequences	achievements and know how this makes me feel (proud)  I can persevere even when I find tasks difficult I can tell you some of my strengths as a learner	fairy tale invitation by copying and pasting				together in their teams			<ul style="list-style-type: none"> <li>Identify change in the tempo</li> <li>Describe the tempo</li> <li>Use musical vocabulary</li> </ul>	
6	Develop oral & written explanations for likes and dislikes of books read.	Edit and improve diary entries – include different openers, expanded noun phrases and connectives to extend sentences.		Working out change - can it be done in any order e.g. 65p – 25p / 25p – 65p ? Mixed operation problem solving – searching for key words to indicate operation to be used.  Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers	I can recognise who it is easy for me to work with and who it is more difficult for me to work with I understand how working with other people can help me to learn  can work cooperatively in a group to create an end product I can work with other people to solve problems		Use data to say what they have found. Make conclusions from measurements.			Shark Attack, pupils have to try and get to an island without being tagged by a shark.				

**READING**

	R=	R+	1-	1=	1+	1M	2-	vulnerable groups	target pupils
			7%	4%	15%		78%	Pupil Premium:41% SEN support: 15% EHCP: SEN total:15%	

**WRITING**

R-	R=	R+	1-	1=	1+	1M	2-	vulnerable groups	target pupils
			11%	4%	7%		81%	Pupil Premium:41% SEN support: 15% EHCP: SEN total: 15%	

**MATHS**

R-	R=	R+	1-	1=	1+	1M	2-	vulnerable groups	target pupils
			7%	4%	19%		74%	Pupil Premium:54% SEN support: 7% EHCP: SEN total: 7%	