



St Patrick's  
Catholic Voluntary Academy

## ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Advent 2 2019 TEACHER: Miss Lane Teaching Assistant: Miss Matto YEAR GROUP: Year 2



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TOPIC TITLE: Sensational Safari BOOK FOCUS: Lila and the Secret of Rain by David Conway & Jude Daly

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
<b>English Text Type</b>	Non-Chronological Report	Non-Chronological Report	Non-Chronological Report	Poem	Poem	Poem	Christmas Activities
<b>Reading Comprehension</b>	Lila and the Secret of Rain	Information on African Animals	AFRICA	Lila and the Secret of Rain	Information on Kenya	AFRICA	The Christmas Truce
<b>Spelling, Punctuation and Grammar</b>	Expanded noun phrases <i>The or sound spelt a before I and II</i>	Statements <i>The or sound spelt a before I and II</i>	Subordinating conjunctions <i>Soft c</i>	Apostrophes for omission <i>Soft c</i>	Making adjectives with -er and -est <i>Adding the suffix -y</i>	Adverbs <i>Adding the suffix -y</i>	Consolidation week
<b>Maths</b>	<p><b><u>Block 2 - Addition and Subtraction</u></b> Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.</p>	<p><b><u>Block 2 - Addition and Subtraction</u></b> Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p>	<p><b><u>Block 2 - Addition and Subtraction</u></b> Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p>	<p><b><u>Block 3 - Measurement Money</u></b> Recognise and use symbols for pounds and pence, combine amounts to make a particular value.</p> <p>Find different combinations of coins that equal the same amounts of money.</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p>	<p><b><u>Block 3 - Measurement Money</u></b> Recognise and use symbols for pounds and pence, combine amounts to make a particular value.</p> <p>Find different combinations of coins that equal the same amounts of money.</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p>	<p><b><u>Block 4 - Multiplication and Division</u></b> Recall and use multiplication and division facts for the 2,5 and 10 times tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals sign.</p>	<p><b><u>Block 4 - Multiplication and Division</u></b> Recall and use multiplication and division facts for the 2,5 and 10 times tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals sign.</p>



	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
	<p><b><u>National Curriculum Objective</u></b> Identify and name a variety of animals in their habitats.</p>	<p><b><u>National Curriculum Objective</u></b> Identify and name a variety of animals in their habitats.</p>	<p><b><u>National Curriculum Objective</u></b> Explore and compare the differences between things that are living, dead and things that have never been alive.</p>	<p><b><u>National Curriculum Objective</u></b> Identify that most living things live in habitats to which they are suited.</p>	<p><b><u>National Curriculum Objective</u></b> Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants.</p>	<p><b><u>National Curriculum Objective</u></b> Describe how animals obtain their food from plants and other animals.</p>	<p><b><u>National Curriculum Objective</u></b> Use the idea of a simple food chain. Identify and name different sources of food.</p>
<p><b>Science</b> <b>Living things and their habitats.</b></p>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know that animals can be grouped.</li> <li>Know that a habitat is a name for where animals live</li> <li>Know the name of the different animal groups e.g. reptiles, mammals.</li> <li>Ask questions about the world around us.</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know that animals can be grouped.</li> <li>Know that a habitat is a name for where animals live</li> <li>Know the name of the different animal groups e.g. reptiles, mammals.</li> <li>Know some of the properties of different animal groups.</li> <li>Identify and classify with some support.</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know that some objects used to be alive.</li> <li>Know that animals and plants are living things.</li> <li>Know the name of some plants.</li> <li>Know the properties of something that is living.</li> <li>Classify things by living, dead, or never lived.</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know that a habitat is a name for where animals live.</li> <li>Identify and classify with some support.</li> <li>Begin to observe and identify, compare and describe.</li> <li>Use comparative language with some support.</li> <li>Match living things to their habitat.</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know that a habitat is a name for where animals live.</li> <li>Know that animals choose their home based on their preferences.</li> <li>Identify and classify with some support.</li> <li>Begin to observe and identify, compare and describe.</li> <li>Use comparative language with some support.</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know that some animals eat plants and some eat other animals.</li> <li>Identify and classify with some support.</li> <li>Begin to observe and identify, compare and describe.</li> <li>Use comparative language with some support.</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know that some animals eat plants and some eat other animals.</li> <li>Identify and classify with some support.</li> <li>Begin to observe and identify, compare and describe.</li> <li>Use comparative language with some support.</li> </ul>



	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
		<ul style="list-style-type: none"> <li>Begin to use simple features of compare living things decide how to sort and group them</li> </ul>			<ul style="list-style-type: none"> <li>know how a specific habitat provides the basic needs of things living there.</li> </ul>		
	<p><b>Activity</b> Animal hunt at Yorkshire Wildlife Park</p>	<p><b>Activity</b> Classify and sort properties of different animal types and sort animals into their correct categories.</p>	<p><b>Activity</b> Classify, sort and describe living, dead and never live objects and animals.</p>	<p><b>Activity</b> Match the animal to the correct habitat.</p>	<p><b>Activity</b> Explain why some animals choose particular habitats.</p>	<p><b>Activity</b> Classify and sort animals into carnivore, omnivore and herbivore based on the food they eat.</p>	<p><b>Activity</b> Create a food chain for an African animal.</p>
<p><b>Geography</b> Comparing the UK and Africa</p>	<p><b>National Curriculum Objective</b> Wow starter - Yorkshire Wildlife Park</p>	<p><b>National Curriculum Objective</b> Name and locate the world's seven continents and five oceans.</p>	<p><b>National Curriculum Objective</b> Use simple compass directions, (North, South, East and West.) and locational language.</p>	<p><b>National Curriculum Objective</b> Understand geographical differences through studying the human and physical geography of a small area in a contrasting non-European country.</p>	<p><b>National Curriculum Objective</b> Understand geographical differences through studying the human and physical geography of a small area in a contrasting non-European country.</p>	<p><b>National Curriculum Objective</b> Understand geographical differences through studying the human and physical geography of a small area in a contrasting non-European country. Use human geographical features.</p>	<p><b>National Curriculum Objective</b> Recap of N/C objectives covered in topic</p>
	<p><b>Skills and Knowledge</b> Wow starter - Yorkshire Wildlife Park</p>	<ul style="list-style-type: none"> <li>Know where the UK is on a map and a globe</li> </ul>	<ul style="list-style-type: none"> <li>Know that large animals such as</li> </ul>	<ul style="list-style-type: none"> <li>Know the capital city of Kenya is Nairobi</li> </ul>	<ul style="list-style-type: none"> <li>Know that the climate in Kenya is</li> </ul>	<ul style="list-style-type: none"> <li>Know that Kenya uses a different currency.</li> </ul>	<p><b>Skills and Knowledge</b> <b>Expert Ending</b> Recap of knowledge and skills covered in topic.</p>



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	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
	<ul style="list-style-type: none"> <li>Know that large animals such as buffalos, lions, leopards and rhino live in Kenya.</li> <li>Know that the land usage supports the habitats of the wildlife in Kenya</li> </ul>	<p>in relation to other countries.</p> <ul style="list-style-type: none"> <li>Know that Kenya is a country in the continent of Africa.</li> <li>Know the 4 countries of the UK.</li> <li>Know the 4 capital cities of the UK.</li> <li>Study maps and aerial photos.</li> </ul>	<p>buffalos, lions, leopards and rhino live in Kenya.</p> <ul style="list-style-type: none"> <li>Use simple compass points and directional language.</li> </ul>	<ul style="list-style-type: none"> <li>Know that there are many different languages spoken in Kenya.</li> <li>Know that the largest lake in the world - Lake Victoria is partly in Kenya.</li> <li>Know that Kenya is still a developing country and that half of the population still live in poverty.</li> <li>Compare and contrast two different localities.</li> <li>Know that education in Africa is different to that of the UK.</li> <li>Know that Ghana is another African country - home of our paired school.</li> <li>Know the main</li> </ul>	<p>very different to that of the UK.</p> <ul style="list-style-type: none"> <li>Children to identify equator and locate places on the equator which are the hottest.</li> <li>Make predictions about where the hottest places in the world are.</li> <li>Children to make suggestions for the cause of the difference.</li> <li>Compare and contrast two different localities.</li> <li>Know the main difference between a place in England and that of a small place in a non-European country.</li> <li>Study pictures/videos of</li> </ul>	<ul style="list-style-type: none"> <li>Know that tea and coffee are important plants grown in Kenya.</li> <li>Know the meaning of fair trade</li> <li>Cross curricular to maths.</li> </ul>	



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				<p>difference between a place in England and that of a small place in a non-European country.</p> <ul style="list-style-type: none"> <li>• Study pictures/videos of two differing localities in England and Kenya and ask geographical questions.</li> <li>• Express own views about a place, people and environment.</li> <li>• Give detailed reasons to support your own likes.</li> </ul>	<p>two differing localities in England and Kenya and ask geographical questions.</p> <ul style="list-style-type: none"> <li>• Know Kenya is best known for its middle and long distance runners.</li> <li>• Know that the climate in Kenya is very different to that of the UK.</li> </ul>		
	<p><b>Activity</b> Wow starter - Yorkshire Wildlife Park</p>	<p><b>Activity</b> Using an atlas and a globe to locate Africa on a world map and Kenya.</p>	<p><b>Activity</b> Use points of a compass to navigate around a map of Nairobi National Park.</p>	<p><b>Activity</b> Find facts out about Kenya and compare this to own knowledge of Nottingham</p>	<p><b>Activity</b> Compare and contrast the weather in Kenya and England. Give reasons for the difference using knowledge the Equator.</p>	<p><b>Activity</b> Find out what items originate from Kenya and create a shop selling things in Kenyan shilling.</p>	<p><b>Activity</b> Quiz- Parents to be invited to take part in a quiz about Kenya.</p>



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	<p><b><u>National Curriculum Objective</u></b> Learn about the work of a range of artists and craft makers describing their differences and similarities making links to their own work.</p>	<p><b><u>National Curriculum Objective</u></b> Use a range of materials to creatively design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape and form.</p>	<p><b><u>National Curriculum Objective</u></b> Use a range of materials to creatively design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape and form.</p>	<p><b><u>National Curriculum Objective</u></b> Use a range of materials to creatively design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape and form.</p>	<p><b><u>National Curriculum Objective</u></b> Learn about the work of a range of artists and craft makers describing their differences and similarities making links to their own work.</p>	<p><b><u>National Curriculum Objective</u></b> Learn about the work of a range of artists and craft makers describing their differences and similarities making links to their own work.</p>	<p><b><u>National Curriculum Objective</u></b> Learn about the work of a range of artists and craft makers describing their differences and similarities making links to their own work.</p>
<p><b>Art</b> African Tribal art</p>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know which colours are commonly used in African Art.</li> <li>Know the features of Kenyan art.</li> <li>Know that the colours used in Kenyan art are reflective of the environment.</li> <li>Know that the materials used in Kenyan Art are often made from natural resources</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know that to create a repeating pattern the object will need to line up with previous prints.</li> <li>Know that when printing the images will fade as the paint runs out.</li> <li>Know that they need to apply pressure to get a quality print.</li> <li>Know which kinds of paint work when printing.</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know which colours are commonly used in African Art.</li> <li>Know the features of Kenyan art.</li> <li>Know that the colours used in Kenyan art are reflective of the environment.</li> <li>Know that the materials used in Kenyan Art are often made from natural resources</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know which are primary colours and which are secondary colours.</li> <li>Use a variety of tools and techniques</li> <li>Mix and match colours to artefacts, textiles and objects.</li> <li>Print with a range of hard and soft materials</li> <li>Know how to mix paint to create all the secondary</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know which colours are commonly used in African Art.</li> <li>Know the features of Kenyan art.</li> <li>Know that the colours used in Kenyan art are reflective of the environment.</li> <li>Know that the materials used in Kenyan Art are often made from natural resources</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it.</li> <li>Identify what they might change in their current work or develop in future work.</li> <li>Know how to make a clay pot</li> <li>Know how to join two clay finger pots together.</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it.</li> <li>Identify what they might change in their current work or develop in future work.</li> </ul>



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	<ul style="list-style-type: none"> <li>Know that Kenyan art styles are inspired by the cultural background of the inhabitants of Kenya.</li> <li>Ask and answer questions about the starting point for their work.</li> <li>Record and explore ideas from first hand observations.</li> <li>Suggest how artists have used colour, pattern and shape.</li> </ul>	<ul style="list-style-type: none"> <li>Know what press printing is.</li> <li>Know which are primary colours and which are secondary colours.</li> <li>Use a variety of tools and techniques</li> <li>Know which kinds of paints and ink work when printing.</li> <li>Mix and match colours to artefacts, textiles and objects.</li> <li>Build repeating patterns and recognise patterns in Kenyan art.</li> <li>Create simple printing blocks with press print.</li> <li>Know how to create a piece of art in response to the work of another artist.</li> <li>Know how to create a</li> </ul>	<ul style="list-style-type: none"> <li>Know that Kenyan art styles are inspired by the cultural background of the inhabitants of Kenya.</li> <li>Ask and answer questions about the starting point for their work.</li> </ul>	<ul style="list-style-type: none"> <li>colours.</li> <li>Know how to blend paint to make different shades of a colour.</li> <li>Know that artists try things out, change their minds before creating final pieces.</li> </ul>	<ul style="list-style-type: none"> <li>Know that Kenyan art styles are inspired by the cultural background of the inhabitants of Kenya.</li> <li>Ask and answer questions about the starting point for their work.</li> </ul>		



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		piece of art by pressing, rolling, rubbing and stamping.					
	<p><b>Activity</b> Pattern work. Look at a range of Kenyan textile patterns. Children to discuss what they like and any common patterns they notice.</p>	<p><b>Activity</b> Children recreate Kenyan pattern on a collar using key colours. Children to gain understanding of repeating patterns.</p>	<p><b>Activity</b> Look at Kenyan artists which reflect the life of the Maasai people. Children to look at photographs and pictures of art to make comparisons. Children to understand the Maasai people are only a small group of people in Kenya.</p>	<p><b>Activity</b> Children to create background looking at the colours of Africa. Children to gain understanding of horizon line, sunset/ sunrise and common themes in African landscape art.</p>	<p><b>Activity</b> Children to recreate Maasai art. Creating textile outfits.</p>	<p><b>Activity</b> Children to create clay pots.</p>	<p><b>Activity</b> Expert Ending</p>
Computing Scratch Jr	<p><b>National Curriculum Objective</b> Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.</p>	<p><b>National Curriculum Objective</b> Create and debug simple programs.</p>	<p><b>National Curriculum Objective</b> Create and debug simple programs.</p>	<p><b>National Curriculum Objective</b> Create and debug simple programs.</p>	<p><b>National Curriculum Objective</b> Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.</p>	<p><b>National Curriculum Objective</b> Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.</p>	<p><b>National Curriculum Objective</b> Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.</p>





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	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Understand that algorithms are used on digital devices.</li> <li>Know that computers use algorithms to make predictions.</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know what a program is.</li> <li>Know that programs execute by following precise instructions.</li> <li>Write a simple program and test it.</li> <li>Understand that programs require precise instructions.</li> <li>Follow an algorithm.</li> <li>Use logical thinking to explore software.</li> <li>Create a clear and precise algorithm.</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Predict what the outcome of a simple program will be.</li> <li>Know what loops are.</li> <li>Know that incorporating loops into a code makes it more effective.</li> <li>Use an algorithm to write a basic computer program.</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know that programs execute by following precise instructions.</li> <li>Write a simple program and test it.</li> <li>Understand that programs require precise instructions.</li> <li>Know what loops are.</li> <li>Know that incorporating loops into a code makes it more effective</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Understand that programs require precise instructions.</li> <li>Follow an algorithm.</li> <li>Use logical thinking to explore software.</li> <li>Create a clear and precise algorithm</li> <li>Use an algorithm to write a basic computer program.</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know that programs execute by following precise instructions.</li> <li>Write a simple program and test it.</li> <li>Understand that programs require precise instructions.</li> <li>Know what loops are.</li> <li>Know that incorporating loops into a code makes it more effective</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know that programs execute by following precise instructions.</li> <li>Write a simple program and test it.</li> <li>Understand that programs require precise instructions.</li> <li>Know what loops are.</li> <li>Know that incorporating loops into a code makes it more effective</li> <li>Understand that algorithms are used on digital devices.</li> <li>Know that computers use algorithms to make predictions.</li> </ul>
	<p><b><u>Activity</u></b></p> <p>Children are introduced to coding. Key vocabulary will be covered in this session.</p>	<p><b><u>Activity</u></b></p> <p>Children build a program by dragging blocks then running their code.</p>	<p><b><u>Activity</u></b></p> <p>Children use blue movement blocks. Children</p>	<p><b><u>Activity</u></b></p> <p>Children program their own animals using the movement blocks.</p>	<p><b><u>Activity</u></b></p> <p>Children use green sound blocks to create a musical instrument.</p>	<p><b><u>Activity</u></b></p> <p>Following an algorithm children programme their own joke.</p>	<p><b><u>Activity</u></b></p> <p>Children put into practice all they have learnt using a mixture of blocks to</p>





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	Pupils will move body in time the music, pretending to be a variety of African animals.	Pupils copy movements from Just Dance video.	Pupils will copy movements from Just dance video working in pairs to show contrasting levels.	Pupils will create own movements to music.	Pupils will demonstrate dance from last week and peer assess each other.	Pupils will improve dance using feedback from peer assessment.	Pupils will present final dance piece.
RE Signs & Symbols Preparations	<i>Signs and Symbols</i> <b>Learning focus 2</b> Describe how a baby is welcomed into church during baptism.	<b>Learning focus 3</b> Describe the signs and symbols used in baptism.	<i>Preparations</i> Describe some ways in which we prepare for special times	<b>Learning focus 2</b> Describe different ways in which Jesus is like a light for people	<b>Learning focus 4</b> Retell the visitation story	<b>Learning focus 5</b> Describe how Mary and Joseph prepared for the birth of Jesus	<b>Learning focus 6</b> Describe the ways in which Jesus in the light of the world.
	<b>Activity</b> Children to use photos and videos to describe what happens at baptism	<b>Activity</b> Children to use photos to identify the main signs and symbols used in baptism.	<b>Activity</b> Children to discuss different special events e.g. a birthday and create a list of what we need to prepare for this.	<b>Activity</b> Using artwork, children will show how Jesus is a light for all.	<b>Activity</b> Children will complete scripture detectives and then write a diary entry from the point of view of Elizabeth.	<b>Activity</b> Children to read the story of the Nativity and describe how Mary and Jesus prepared for this,	<b>Activity</b> Children to use art work to show how Jesus is the light of the world.
		<b>Learning focus 4</b> Recognise why the oil is an important part of baptism.	<b>Learning focus 1</b> Recognise and describe the different symbols of an Advent Wreath	<b>Learning focus 3</b> Retell the Annunciation story			
	<b>Activity</b> Using their understanding of signs and symbols children to explain why oil is so important.	<b>Activity</b> Children to look at an Advent wreath and identify key signs and symbols.	<b>Activity</b> Children will complete scripture detectives to gain understanding of scripture.				



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HALF TERM: Advent 2 2019 TEACHER: Miss Lane Teaching Assistant: Miss Matto YEAR GROUP: Year 2



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TOPIC TITLE: Sensational Safari BOOK FOCUS: Lila and the Secret of Rain by David Conway & Jude Daly

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
PSHE Drug Education	<p><b>Learning Objectives</b></p> <p><b>H1</b> - Exploring the importance of physical, mental and emotional health.</p> <p><b>H2</b> - Exploring how to make informed choices.</p>	<p><b>Learning Objectives</b></p> <p><b>H2</b> - Exploring how to make informed choices</p> <p><b>H11</b> - Understanding the role of drugs as medicines.</p> <p><b>H11</b> - Identifying alternatives to taking medicines.</p> <p><b>H11</b> - Identifying that household products, including medicines, can be harmful if not used properly.</p> <p><b>H12</b> - Identifying rules for and ways of keeping safe.</p>	<p><b>Learning Objectives</b></p> <p><b>H2</b> - Exploring how to make informed choices</p> <p><b>H11</b> - Understanding the role of drugs as medicines.</p> <p><b>H11</b> - Identifying alternatives to taking medicines.</p> <p><b>H11</b> - Identifying that household products, including medicines, can be harmful if not used properly</p> <p><b>H15</b> - Recognising they have a shared responsibility for keeping themselves and others safe</p>	<p><b>Learning Objectives</b></p> <p><b>H2</b> - Exploring how to make informed choices</p> <p><b>H11</b> - Understanding the role of drugs as medicines.</p> <p><b>H11</b> - Identifying alternatives to taking medicines.</p> <p><b>H11</b> - Identifying that household products, including medicines, can be harmful if not used properly</p> <p><b>H12</b> - Identifying rules for and ways of keeping safe.</p> <p><b>H15</b> - Recognising they have a shared responsibility for keeping themselves and others safe.</p>	<p><b>Learning Objectives</b></p> <p><b>H2</b> - Exploring how to make informed choices</p> <p><b>H12</b> - Identifying rules for and ways of keeping safe.</p> <p><b>H15</b> - Recognising they have a shared responsibility for keeping themselves and others safe.</p>	<p><b>Learning Objectives</b></p> <p><b>H11</b> - Understanding the role of drugs as medicines.</p> <p><b>H11</b> - Identifying alternatives to taking medicines.</p> <p><b>H11</b> - Identifying that household products, including medicines, can be harmful if not used properly</p> <p><b>H12</b> - Identifying rules for and ways of keeping safe.</p> <p><b>H15</b> - Recognising they have a shared responsibility for keeping themselves and others safe.</p>	<p><b>Learning Objectives</b></p>



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	<p>Lesson: Skills Wheel Warm Up Game: Smile</p> <p>H1- Gingerbread Outline &amp; H2- Nursery Rhyme activities</p>	<p>Lesson: Skills Wheel Warm Up Game: Smile</p> <p>H11- 4 Types of medicines Activity</p> <p>H2 &amp; 12- Who is responsible for administering medicines? Rules for safe use of medicines.</p>	<p>Lesson: Warm Up Game: Smile</p> <p>H2, 11 &amp; 15 True &amp; False Activity</p>	<p>Lesson: Warm Up Game: Smile</p> <p>H2, H11, H12, H15- Difference between sweets and tablets Activity</p>	<p>Lesson: Warm Up Game: Smile</p> <p>(H2, H12, H15) Goldilocks &amp; the 3 Bears Activity</p>	<p>Lesson: Warm Up Game: Smile</p> <p>H11. 12 &amp; 15- Dangers in Goldilocks House</p>	<p>Lesson: Skills Wheel Assessment Activity- Scenarios</p> <p>Passport Question: Understanding the rules about medicines is important because...</p> <p>End Game: Smile</p>
<p><b>Music</b> Syncopated rhythms</p>	<p><u>National Curriculum Objective</u> Play tuned and untuned instruments musically.</p>	<p><u>National Curriculum Objective</u> Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p><u>National Curriculum Objective</u> Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p><u>National Curriculum Objective</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p>	<p><u>National Curriculum Objective</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p>	<p><u>National Curriculum Objective</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p>	<p><u>National Curriculum Objective</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p>



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				Listen with concentration and understanding to a range of high-quality live and recorded music.	Listen with concentration and understanding to a range of high-quality live and recorded music.	Listen with concentration and understanding to a range of high-quality live and recorded music.	Listen with concentration and understanding to a range of high-quality live and recorded music.
	<u>Skills and Knowledge</u> Attempt to play a samba rhythm. Look and discuss different types of performance.	<u>Skills and Knowledge</u> Attempt to play a Rumba rhythm.	<u>Skills and Knowledge</u> Attempt to play a Funk and Hip Hop rhythm.	<u>Skills and Knowledge</u> Putting together a classroom band	<u>Skills and Knowledge</u> Putting together a classroom band exploring which rhythm fits with each style	<u>Skills and Knowledge</u> Putting together a classroom band	<u>Skills and Knowledge</u> Putting together a classroom band
	<u>Activity</u> Attempt to play groove 1 using a backing track with a click track on it.	<u>Activity</u> Attempt to play groove 1 using a backing track with a click track on it.	<u>Activity</u> Attempt to play a Funk and Hip Hop rhythm with a backing track.	<u>Activity</u> Sing next to me with drums and teacher on ukulele	<u>Activity</u> Sing mustang sally with drums and teacher on ukulele. Listen to the Original recording before attempting and after each attempt.	<u>Activity</u> Students to practice the previous two pieces in preparation for a class performance and assessment	<u>Activity</u> Students to practice the previous two pieces in preparation for a class performance and assessment
<b>French Colours</b>	<u>National Curriculum Objective</u> Explore the patterns and sounds of language through songs and rhymes	<u>National Curriculum Objective</u> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	<u>National Curriculum Objective</u> Listen attentively to spoken language and show understanding by joining in and responding	<u>National Curriculum Objective</u> Engage in conversations asking/answering a question	<u>National Curriculum Objective</u> Explore the patterns and sounds of language through songs and rhymes and link the sound, spelling and meaning of words	<u>National Curriculum Objective</u> Read carefully and show understanding of words, phrases and simple writing	<u>National Curriculum Objective</u> Write short phrases from memory and adapt these to create new sentences



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	<p><b>Skills and Knowledge</b> Pronounce French words for colours Know at least three French colour words</p>	<p><b>Skills and Knowledge</b> Pronounce a range of French colours</p>	<p><b>Skills and Knowledge</b> Understand that colours go after nouns in French Know at least three French words for animals</p>	<p><b>Skills and Knowledge</b> Understand how to ask and answer a simple question</p>	<p><b>Skills and Knowledge</b> Know the words for hair and eyes in French and link these with colours</p>	<p><b>Skills and Knowledge</b> Understand the meanings of short French phrases</p>	<p><b>Skills and Knowledge</b> Know how to form at least one French sentence describing themselves</p>
	<p><b>Activity</b> Learn colours through a range of activities, songs and games</p>	<p><b>Activity</b> Pupils speak the colours of various classroom items in pairs</p>	<p><b>Activity</b> Introduce a range of animals through various activities and link these with colours</p>	<p><b>Activity</b> Pupils speak in pairs exchanging information about what animals they have with some including their colours</p>	<p><b>Activity</b> Introduce phrases describing hair and eyes through various games and songs</p>	<p><b>Activity</b> Short reading comprehension where pupils work out the meaning of a short personal description</p>	<p><b>Activity</b> Pupils write short phrases describing their hair and eyes with some giving additional information such as their name and age</p>
British Values	<p><b>Democracy</b> Children to vote for their favourite animal they saw at Yorkshire Wildlife Park.</p>	<p><b>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</b>  Link to art, discussing different artists.</p>	<p><b>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</b>  Link to art, creating art work inspired by artists in another country.</p>	<p><b>Rule of Law</b> Link to PHSE discussing their role in keeping themselves safe.</p>	<p><b>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</b>  Link to Geography, exploring how people live in different countries and why. Highlighting both differences and similarities</p>	<p><b>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</b>  Link to Geography, exploring how people live in different countries and why. Highlighting both differences and similarities</p>	<p><b>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</b>  Link to Geography, exploring how people live in different countries and why. Highlighting both differences and similarities</p>
Special Events	<p><b>Intriguing Introduction</b> Visit to Yorkshire Wildlife Park</p>						<p><b>Expert Ending</b> Passport around the world.</p>



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							Parents invited in to learn about each country studied