

HALF TERM: Lent 2 2020 TEACHER: Miss Lane Teaching Assistant: Ms Matto YEAR GROUP: Year 2



	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
English Text Type	Letters	Letters	Letters	Instructions	Instructions	Instructions
Reading Comprehension	Someone swallowed Stanley	Pollution	Earth poem	Someone swallowed Stanley	Greta Thunberg	Earth poem
Spelling, Punctuation and Grammar	Apostrophe of possession	Verbs for effect	Tenses	Standard English	Commas in a list	Suffixes
Maths	Block 6 - Statistics Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting categories by quantity. Ask and answer questions about totalling and comparing categorical data.	Block 7 - Properties of Shape Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.] Compare and sort common 2-D and 3-D shapes and everyday objects	Block 7 - Properties of Shape Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.] Compare and sort common 2-D and 3-D shapes and everyday objects	Block 7 - Properties of Shape Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.] Compare and sort common 2-D and 3-D shapes and everyday objects	Block 8 - Fractions Recognise, find, name and write fractions 3 · 4 · 4 ^{and} 4 of a length, shape, set of objects or quantity	<u>Block 8 – Fractions</u> Recognise, find, name and write fractions _{3 [,] 4 [,] 4 and ₄ of a length, shape, set of objects or quantity}
	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>	<u>National Curriculum</u> <u>Objective</u>	<u>National Curriculum</u> <u>Objective</u>	<u>National Curriculum</u> <u>Objective</u>	<u>National Curriculum</u> <u>Objective</u>



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Science Living Things and their habitats.	a simple food chain, and identify and name different	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. Skills and Knowledge	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. Skills and Knowledge	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. Skills and Knowledge	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. <u>Skills and Knowledge</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. Skills and Knowledge
	 Know vocabulary related to this to this to pic Ask questions 		 Ask questions. Know that food chains start with a producer which is always a plant. Know that smaller animals can be sources of food for larger animals. Know that humans can be part of the food chain. Know that food chains are a transfer of energy. 	 Know that food chains start with a producer which is always a plant. Know that smaller animals can be sources of food for larger animals. Know that humans can be part of the food chain. Know that food chains are a transfer of energy. 	 Know that food chains start with a producer which is always a plant. Know that smaller animals can be sources of food for larger animals. Know that humans can be part of the food chain. Know that food chains are a transfer of energy. 	 Know that food chains start with a producer which is always a plant.
	<u>Activity</u> Know and use vocabulary for this topic.	<u>Activity</u> Name the different types of eaters.	<u>Activity</u> Explore food chains.	<u>Activity</u> Create a food chain.	<u>Activity</u> Know where humans fit in a food chain.	<u>Activity</u> Knowledge dump.



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	<u>National Curriculum Objective</u> Use simple fieldwork and	· · ·	<u>National Curriculum Objective</u> Use simple fieldwork and	National Curriculum Objective		National Curriculum Objective Use simple fieldwork and
	observational skills to study	directional language [for example, near and far; left and right], to describe the location	observational skills to study the geography of their school	observational skills to study the geography of their school and its grounds and the key	observational skills to study the geography of their school and its grounds and the key	observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
Geography A local Geography study	 Skills and Knowledge Know the locality of their homes and school in relation to each other and to the river. Observe and record the features around the school e.g. different types of plants and animals in the school ground compared to the road. Use simple compass directions and locational and directional language to follow a simple map around the village. Know how the village is in places polluted by humans. 	 from school. Locate their school on local aerial maps in relation to the river and other local landmarks. Use geographical language to describe the location of their school . 	 Skills and Knowledge Know how the river is polluted in places by humans. Know the impact of this pollution and littering on wildlife. Make suggestions for the cause of the differences in the locality with regard to pollution and littering. 	cause of the differences	 Skills and Knowledge Know ways in which humans in the school locality live in a 'green' way. Study pictures/videos of local area and ask geographical questions e.g. what makes it a 'green' place to live? What spoils the local area? Explain some of the advantages and disadvantages of living in a city or village. Know the impact of the tramline positive and negative on the locality. 	 Skills and Knowledge Make suggestions for how to improve the 'green' status of the locality. Express own views about your locality, people and environment using fact s and evidence which you have studied.



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Catholic Voluntary Academy

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				 e.g. what makes it a 'green' place to live? What spoils the local area? Explain some of the advantages and disadvantages of living in a city or village. Know the impact of the tramline positive and negative on the locality. 		
	<u>Activity</u> Intriguing Introduction Local walk Locate home and school on a map.	<u>Activity</u> Know how the local area has changed.	<u>Activity</u> Know the causes of pollution and the effects it has.	<u>Activity</u> Compare pollution in the city center to Wilford.	<u>Activity</u> Know what people are doing to combat pollution.	<u>Activity</u> Suggest ways we can be a 'green' school.
Art Environmental art And Goldsworthy	National Curriculum Objective Learn about the work of a range of artists and craft makers describing their differences and similarities making links to their own work.	National Curriculum Objective 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.	National Curriculum Objective Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	National Curriculum Objective 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.	National Curriculum Objective 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.	National Curriculum Objective Learn about the work of a range of artists and craft makers describing their differences and similarities making links to their own work 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.
	Skills and Knowledge	Skills and Knowledge	Skills and Knowledge	Skills and Knowledge	Skills and Knowledge	Skills and Knowledge



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	 Know that Andy Goldsworthy is an environmental artist, sculptor and photographer. Know that art can be created with natural objects. Know that photography is a genre of art. 	 Know that images can be manipulated digitally to enhance or change the final piece. Know the rules of thirds to take more interesting photographs. Use an IPad/ digital camera to take digital images. 	 Use an IPad/ digital camera to take digital images. Choose and use natural materials from the environment to create art. Know how to use a viewfinder to focus on a specific part of the artefact. Know how to create a piece of art in response to the work of another artist. 	final piece. • Manipulate images digitally to enhance of change the final piece.	 Use an IPad/ digital camera to take digital images. Choose and use natural materials from the environment to create art. Know how to use a viewfinder to focus on a specific part of the artefact. Know how to create a piece of art in response to the work of another artist. Locate a site in the environment to display their art. Create own work in the style of Andy Goldsworthy. 	 Know how to use different effects within an IT paint package. Know that images can be manipulated digitally to enhance or change the final piece. Manipulate images digitally to enhance of change the final piece. Create own work in the style of Andy Goldsworthy.
	<u>Activity</u> Artist study - Andy Goldsworthy	<u>Activity</u> Learn the photography techniques that Andy Goldsworthy uses.	<u>Activity</u> Recreate a picture of Andy Goldsworthy	<u>Activity</u> Edit picture to enhance it	<u>Activity</u> Create your own piece inspired by Andy Goldsworthy	<u>Activity</u> Enhance final piece
	National Curriculum Objective	<u>National Curriculum Objective</u>	National Curriculum Objective	National Curriculum Objective	National Curriculum Objective	National Curriculum Objective
Computing How is	Recognise common uses of	Recognise common uses of	Recognise common uses of	Recognise common uses of	Recognise common uses of	Recognise common uses of
technology used in our local area?	information technology beyond	information technology beyond school			5	information technology beyond school



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	 Skills and Knowledge Know that computers are used for a range of uses inside and outside of school. Know that we use computers everyday in our lives. Know that computers are used in a range of devices and not just the ones used in school and home. Know how technology is used in school and outside of school. 	 Know how technology is used in school and outside of school. 	 Skills and Knowledge Know that technology is used in the wider world. Identify different uses of computers and technology around the school and home. Know that computers are used for a range of uses inside and outside of school. Know that we use computers everyday in our lives. Know that computers are used in a range of devices and not just the ones used in school and home. Know how technology is used in school and outside of school. Identify technology and computer uses outside of school and home. 	 of computers and technology around the school and home. Know that computers are used for a range of uses inside and outside of school. Know that we use computers everyday in our lives. Know that computers are used in a range of devices 	used in a range of devices and not just the ones used in school and home. • Know how technology is	 lives. Know that computers are used in a range of devices and not just the ones used in school and home. Know how technology is
	<u>Activity</u> Find the different ways we use technology around school.	<u>Activity</u> Identify the uses of different technologies	<u>Activity</u> Know how technology helps us.	<u>Activity</u> Identify technology used outside of school and home.	<u>Activity</u> Understand how computers are used to combat pollution.	<u>Activity</u> Design an app to help combat pollution
PE	National Curriculum Objective	National Curriculum Objective	National Curriculum Objective	National Curriculum Objective	National Curriculum Objective	National Curriculum Objective



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	Participate in team games, developing simple tactics for attacking and defending. <u>Skills and Knowledge</u> Know how to throw a ball consistently Know how to catch a ball consistently. Know and follow some basic rules.	Participate in team games, developing simple tactics for attacking and defending. <u>Skills and Knowledge</u> Know how to throw a ball consistently with a partner Know how to catch a ball consistently with a partner. Know and follow some basic rules.	Participate in team games, developing simple tactics for attacking and defending. <u>Skills and Knowledge</u> • Know how to bowl accurately • Hit a target when bowling • Catch a ball as a fielder.	 Participate in team games, developing simple tactics for attacking and defending. <u>Skills and Knowledge</u> Know what wickets are used for in cricket. Know how to bowl accurately. Know how to aim and hit a target when bowling 	 Participate in team games, developing simple tactics for attacking and defending. <u>Skills and Knowledge</u> Know how to grip a cricket bat. Know how to find the best space. Be aware of surroundings when balancing. 	 Participate in team games, developing simple tactics for attacking and defending. <u>Skills and Knowledge</u> Know how to hit a ball in a game. Know how to find the best space in a game. Know a tactic that can be used in a game.
	<u>Activity</u> Begin to throw and catch	<u>Activity</u> Throw and catch in pairs.	<u>Activity</u> Direct aim when bowling.	<u>Activity</u> Knock down wickets by bowling accurately.	<u>Activity</u> Control a cricket bat.	<u>Activity</u> Compete in a small game.
	<u>Thanksgiving</u> Learning focus 3 Recognise and describe some responses during Mass.	Learning focus 5 Recognise and describe the signs, symbols and actions during Holy Communion.	Learning focus 2 Recognise and describe the four parts of mass. (assessment task)	Learning focus 1 Recognise and describe what happens during Ash Wednesday	<i>.</i> .	Learning focus 5 Recognise and retell the story of Good Friday
RE Thanksgiving	Activity Children to discuss different response in mass.	Activity Children to use photos and videos to look at the key signs and symbols in Holy Communion.	Activity Children to use learning from whole topic to complete their assessment task.	Activity Using photos and videos children to explain what happens on Ash Wednesday	Activity Using scripture detectives to guide them children will retell the story in the eyes of a disciple.	Activity Using role play, children will retell the story of Good Friday.
Thanksgiving Opportunities	Learning focus 4 Talk about and describe the Eucharistic Prayer.	Learning focus 6 Recognise and describe how we can live out the mission	<u>Opportunities</u> Big question - How does each day offer opportunities for good? Explore Describe different opportunities to do good.	Learning focus 2 Recognise and describe ways I can help people during Lent.	Learning focus 4 Describe ways in which we as Christians serve and do things for other people in Lent.	Learning focus 6 Recognise and retell the Resurrection Story



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	Activity Children to role play the Eucharistic prayer	Activity Children to watch life jacket – one day video to discuss how we each have a different mission.	Activity Children to role play different ways we can do good for others.	Activity Children to learn about the 3 pillars of Lent for Christians and different ways we can live these out.	Activity Linking to their learning of the 3 pillars of Lent children will pledge to help others.	Activity Children will write a newspaper report describing what happens on Easter Sunday.
	L6 - Recognising what money looks like.L6 - Identifying how money is obtained.L6 - Understanding ways money can be usedL6 - Understanding ways money can be usedL6 - Understanding ways money can be usedL6 - Understanding how toL6 - Und	 Learning Objectives L6 - Recognising what money looks like. L6 - Identifying how money is obtained. L6 - Understanding ways money can be used L7 - Understanding how to keep money safe and what influences choices. 	 Learning Objectives L6 - Recognising what money looks like. L6 - Identifying how money is obtained. L6 - Understanding ways money can be used L7 - Understanding how to keep money safe and what influences choices. 			
PHSE - Money Matters	Lesson: Skills Wheel Warm Up Game: Smile L6 – Discuss where money comes from	Lesson L6 - Look at different types of money L7 - Discuss how people pay for things if they don't have money	Lesson L7 – Discuss the meaning of Spend, Share and Save L6, L7 – Read Jack and the Beanstalk	Lesson L6 – Role play the difference between a want and a need. L7 – Using story of Jack and the Beanstalk draw pictures of where Jack could keep his money	Lesson L6, L7 – Look how money has changed over time. L6, L7 – Decide how we can save money	Lesson L6, L7 - Look at different jobs



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	National Curriculum Objective Play tuned and untuned instruments musically.	National Curriculum Objective Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music.	National Curriculum Objective Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music.	National Curriculum Objective Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music.	National Curriculum Objective Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music.	National Curriculum Objective Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music.
Music Ukulele chords	<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>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
		National Curriculum Objective				
French	Explore the patterns and sounds of language through songs and rhymes and link the sound, spelling and meaning of words	Listen attentively and show understanding by responding and joining in	Speak in sentences using familiar vocabulary, phrases and basic language structures	Read carefully and show understanding of words, phrases and simple writing	Write phrases from memory and adapt these to create new sentences	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases



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	<u>Skills and Knowledge</u> Know numbers 1-20	<u>Skills and Knowledge</u> Know numbers 20-31 and link these with people's ages	<u>Skills and Knowledge</u> Link numbers with months Know the months of the year	<u>Skills and Knowledge</u> Find key information from a written stimulus	<u>Skills and Knowledge</u> Learn how to write simple French sentences using familiar vocabulary.	<u>Skills and Knowledge</u> Learn how to pronounce a range of words/phrases
		<u>Activity</u> Listening comprehension where pupils work out people's ages in English based on a French stimulus	•	<u>Activity</u> Reading comprehension where pupils read about someone and answer questions about them	<u>Activity</u> Pupils write about themselves including their name, age and birthday. Some add an additional phrase expressing likes/dislikes	<u>Activity</u> Pupils read about a celebrity and play team game testing accurate pronunciation. Pupils then translate some/all of this into English.
British Values	Democracy Children will take part in a debate discussing whether our school is a 'green school'	Rule of Law Link to Geography, children will discuss the current laws around environmental issues.	Rule of Law Link to Geography looking at Greta Thunberg children will discuss whether it is right to break the law to try and spread a message	Individual Liberty Link to Geography children will choose a way they think our school should change to become more 'green'	Democracy Using what they have learnt, children will take part in another debate discussing whether our school is a 'green school'	Democracy Children will have the opportunity to persuade the Mrs Lane why we should be a green school.
Special Events	Intriguing Introduction Local walk					Expert Ending A meeting with Mrs Lane - How can we make our school greener?