



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Pentecost 1 2020

TEACHER: Miss Lane Teaching Assistant: Ms Matto

YEAR GROUP: Year 2



St Patrick's
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TOPIC TITLE: What's Nottingham Done for Us? BOOK Traditional Tales

| | WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 | WEEK 5 |
|-----------------------------------|---|---|---|---|---|
| English Text Type | Traditional Tales | Traditional Tales | Traditional Tales | Non-Chronological Report | Small Group SATs work |
| Reading Comprehension | Honestly, Red Riding Hood Was Rotten! | The History of Goose Fair | Red Riding Hood Poem (Roald Dahl) | Honestly, Red Riding Hood Was Rotten! | |
| Spelling, Punctuation and Grammar | Exclamation sentences | Prefixes | Homophones | Conjunctions | |
| Maths | <p><u>Block 8 - Fractions</u></p> <p>Recognise, find, name and write fractions $\frac{3}{4}$, $\frac{4}{4}$ and $\frac{4}{4}$ of a length, shape, set of objects or quantity</p> | <p><u>Block 9 - Length and Height</u></p> <p>Choose and use the appropriate standard units to estimate and measure length/height in any direction. Compare and order lengths.</p> | <p><u>Block 10 - Position and Direction</u></p> <p>Use mathematical vocabulary to describe position, direction and movement in a straight line and distinguishing between rotation and as a turn and in terms of right angles for quarter, half and 3 quarter turns clockwise and anti-clockwise.</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences</p> | <p><u>Block 10 - Position and Direction</u></p> <p>Use mathematical vocabulary to describe position, direction and movement in a straight line and distinguishing between rotation and as a turn and in terms of right angles for quarter, half and 3 quarter turns clockwise and anti-clockwise.</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences</p> | <p><u>Block 11 - Problem Solving and Efficient Methods (SATs Week)</u></p> <p>Small group SATs work</p> |
| | <u>National Curriculum Objective</u> | <u>National Curriculum Objective</u> | <u>National Curriculum Objective</u> | <u>National Curriculum Objective</u> | <u>National Curriculum Objective</u> |



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| Science Plants | <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | <ul style="list-style-type: none"> describe how animals obtain their Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. |
| | <p><u>Skills and Knowledge</u></p> <ul style="list-style-type: none"> Know vocabulary related to this to this topic Ask questions | <p><u>Skills and Knowledge</u></p> <ul style="list-style-type: none"> Know and explain how seeds and bulbs grown into plants. Know which plants grow from seeds and which plants grow from bulbs. Know what plants need in order to grow and stay healthy. | <p><u>Skills and Knowledge</u></p> <ul style="list-style-type: none"> Know what plants need in order to grow and stay healthy. Know the impacts of not having the correct conditions for life. Know how to set up a fair test. Draw conclusions from fair tests and explain what has been found out. | <p><u>Skills and Knowledge</u></p> <ul style="list-style-type: none"> Know what plants need in order to grow and stay healthy. Know the impacts of not having the correct conditions for life. Draw conclusions from fair tests and explain what has been found out. | <p><u>Skills and Knowledge</u></p> <ul style="list-style-type: none"> Know what plants need in order to grow and stay healthy Know that different plants prefer different conditions to thrive e.g. light/shade |
| | <p><u>Activity</u></p> <p>Know and use vocabulary for this topic.</p> | <p><u>Activity</u></p> <p>Life cycle of a plant</p> | <p><u>Activity</u></p> <p>Create a fair test to test which conditions plants need to thrive.</p> | <p><u>Activity</u></p> <p>Using results from fair test, explain what plants need to survive and what</p> | <p><u>Activity</u></p> <p>Study different plants to see if all plants need the same conditions to thrive.</p> |



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| | | | | happens if plants don't get all these conditions. | |
| | <p><u>National Curriculum Objective</u></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>significant historical events, people and places in their own locality.</p> | <p><u>National Curriculum Objective</u></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>significant historical events, people and places in their own locality.</p> | <p><u>National Curriculum Objective</u></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>significant historical events, people and places in their own locality.</p> | <p><u>National Curriculum Objective</u></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>significant historical events, people and places in their own locality.</p> | <p><u>National Curriculum Objective</u></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>significant historical events, people and places in their own locality.</p> |
| <p>History What has Nottingham done for us?</p> | <p><u>Skills and Knowledge</u></p> <ul style="list-style-type: none"> Know what we use today instead of a number of older given artefacts. Know that children's lives today are different to those of children a long time ago. Know how the local area is different to the way it used to be a long time ago. Differentiate between things that were here 100 years ago and things that were not. Use information to describe differences between then and now. | <p><u>Skills and Knowledge</u></p> <ul style="list-style-type: none"> Know what we use today instead of a number of older given artefacts. Know that children's lives today are different to those of children a long time ago. Know how the local area is different to the way it used to be a long time ago. Differentiate between things that were here 100 years ago and things that were not. Use information to describe differences between then and now. | <p><u>Skills and Knowledge</u></p> <ul style="list-style-type: none"> Know what we use today instead of a number of older given artefacts. Know that children's lives today are different to those of children a long time ago. Know how the local area is different to the way it used to be a long time ago. Differentiate between things that were here 100 years ago and things that were not. Use information to describe differences between then and now. | <p><u>Skills and Knowledge</u></p> <ul style="list-style-type: none"> Know how the local area is different to the way it used to be a long time ago Differentiate between things that were here 100 years ago and things that were not. Order 3 or more people or events using a given scale. | <p><u>Skills and Knowledge</u></p> <ul style="list-style-type: none"> Know how the local area is different to the way it used to be a long time ago Differentiate between things that were here 100 years ago and things that were not. Know how children's lives are different to those of children a long time ago. Use evidence to explain reasons why people in the past acted as they did. Ask and answer questions. |



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| | | <ul style="list-style-type: none"> Draw information from a range of sources. | <ul style="list-style-type: none"> Draw information from a range of sources. Present information including historical facts and historical vocabulary Ask and answer questions. | | |
| | <p>Activity Looking at Goose Fair then and now</p> | <p>Activity Use knowledge from week 1 to describe what has changed in Goose Fair over the past 100 years.</p> | <p>Activity Describe a trip to Goose Fair then and now.</p> | <p>Activity Create a timeline of how Market Square has changed throughout history, building on knowledge that Goose Fair used to be in Market square.</p> | <p>Activity Study into what market square was like for a child then and now.</p> |
| <p>D&T What can you invent to improve our school community?</p> | <p>National Curriculum Objective</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics explore and evaluate a range of existing products | <p>National Curriculum Objective</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics explore and evaluate a range of existing products | <p>National Curriculum Objective</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics explore and evaluate a range of existing products | <p>National Curriculum Objective</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics explore and evaluate a range of existing products | <p>National Curriculum Objective</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics explore and evaluate a range of existing products |



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| | <ul style="list-style-type: none"> evaluate their ideas and products against design criteria | <ul style="list-style-type: none"> evaluate their ideas and products against design criteria | <ul style="list-style-type: none"> evaluate their ideas and products against design criteria | <ul style="list-style-type: none"> evaluate their ideas and products against design criteria | <ul style="list-style-type: none"> evaluate their ideas and products against design criteria |
| | <p>Skills and Knowledge</p> <ul style="list-style-type: none"> Know the work of Paul Smith Use knowledge of existing products to help come up with ideas Give reasons for their likes and dislikes of existing products. Know that textiles can be designed in different ways. | <p>Skills and Knowledge</p> <ul style="list-style-type: none"> Know that cushions make seating more comfortable. Know where it would be appropriate to use cushions. Use knowledge of existing products to help come up with ideas Explore what products are, what they are made from, who they are for, how they are used and where they might be used. Give reasons for their likes and dislikes of existing products. Know that textiles can be designed in different ways. Say how their products will work and how they're suitable for intended users. | <p>Skills and Knowledge</p> <ul style="list-style-type: none"> Join materials and components in different ways. Measure materials to use in a model or structure. Work confidently within a range of contexts. Know different types of stiches. Know how to handle a needle safely. | <p>Skills and Knowledge</p> <ul style="list-style-type: none"> Join materials and components in different ways. Measure materials to use in a model or structure. Work confidently within a range of contexts. Know different types of stiches. Know how to handle a needle safely. Begin to use finishing techniques. | <p>Skills and Knowledge</p> <ul style="list-style-type: none"> Explain why they have chosen specific materials. Know that cushions make seating more comfortable. Use simple design criteria to help develop their ideas. Know that cushions make seating more comfortable. Know where it would be appropriate to use cushions. Think of an idea and plan what to do next. |



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| | <p>Activity Designer Study - Look at the work of Paul Smith</p> | <p>Activity. Cushion research project - look at home and online at various cushion designs. Children will need to have an idea of: - Shape - Size - Price - Materials - What they are used for - Where they are used. From this create a design</p> | <p>Activity Begin sewing cushion</p> | <p>Activity Finish sewing cushion and add design.</p> | <p>Activity Self and peer assessment- What went well? What could be improved next time?</p> |
| | <p>National Curriculum Objective Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> | <p>National Curriculum Objective Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> | <p>National Curriculum Objective Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> | <p>National Curriculum Objective Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> | <p>National Curriculum Objective Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> |
| <p>Computing Word Processing</p> | <p>Skills and Knowledge</p> <ul style="list-style-type: none"> Develop confidence with the keyboard and the basics of touch typing. Know how to use copying shortcuts on the keyboard. | <p>Skills and Knowledge</p> <ul style="list-style-type: none"> Know how to alter and copy text. Know how to use copying shortcuts on the keyboard. Organise, retrieve and manipulate digital data. Know that the formatting changes need to fit in with the theme of the work produced. Use word processing to type and reformat text. | <p>Skills and Knowledge</p> <ul style="list-style-type: none"> Organise, retrieve and manipulate digital data. Know how to change the text size and colour. Know how to change a font. Use word processing to type and reformat text. | <p>Skills and Knowledge</p> <ul style="list-style-type: none"> Organise, retrieve and manipulate digital data. Know how to alter and copy text. Know how to use copying shortcuts on the keyboard. Develop confidence with the keyboard and the basics of touch typing. | <p>Skills and Knowledge</p> <ul style="list-style-type: none"> Organise, retrieve and manipulate digital data. Know how to change the text size and colour. Know how to change a font. Use word processing to type and reformat text. |



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| | <p>Activity Children learn about the layout of a keyboard and the basics of touch typing</p> | <p>Activity Children learn about word processing and storing information in a text document as well as keyboard shortcuts.</p> | <p>Activity Building on their basic word processing skills, pupil learn how to edit and format images in a text document.</p> | <p>Activity By searching on the internet, children learn how to copy and paste text.</p> | <p>Activity Pupils create digital posters.</p> |
| | <p><u>National Curriculum Objective</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> | <p><u>National Curriculum Objective</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> | <p><u>National Curriculum Objective</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> | <p><u>National Curriculum Objective</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> | <p><u>National Curriculum Objective</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> |
| PE Athletics | <p><u>Skills and Knowledge</u></p> <ul style="list-style-type: none"> Know how to speed up and slow down when running. Know how to select different speeds for different distances. Know that running events can be sprints or long distance. | <p><u>Skills and Knowledge</u></p> <ul style="list-style-type: none"> Know how to speed up and slow down when running. Know how to select different speeds for different distances. Know that running events can be sprints or long distance. Compete in a running race against others. Compete in an obstacle race. | <p><u>Skills and Knowledge</u></p> <ul style="list-style-type: none"> Know that you need different techniques for throwing for distance and accuracy. Try to beat a previous longest throw. | <p><u>Skills and Knowledge</u></p> <ul style="list-style-type: none"> Know that you need different techniques for throwing for distance and accuracy. Try to beat a previous longest throw. | <p><u>Skills and Knowledge</u></p> <ul style="list-style-type: none"> Know how to jump for increased difference. Know the name of some of the athletics events that are part of the Olympics. Know that your leg muscles are used to perform a jump. |



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| | <p>Activity Running for different periods of time using games like rats and rabbits and trains on time.</p> | <p>Activity Compete in a race using skills from lesson 1.</p> | <p>Activity Practising and using push throws and pull throws.</p> | <p>Activity Fling throw to practise accuracy.</p> | <p>Activity Learn and practise different phases of jumping - approach, take off and landing.</p> |
| RE Spread the word Rules | <p>Spread the Word Big Question Explore Give examples of positive messages that we can share.</p> | <p>Learning focus 2 Retell the story of the promise of the Holy Spirit.</p> | <p>Learning focus 4 Respond to a hymn and describe how it makes you feel.</p> | <p>Learning focus 6 Describe and give reasons why you should go out and tell the good news.</p> | <p>Other world faith Sikhism</p> |
| | <p>Activity Children to create positive messages that can be shared with others and link these to scripture,</p> | <p>Activity Children to role play the promise given to us and explain how we can live this out.</p> | <p>Activity Children to listen to a hymn and explain how it makes them feel, children will give reasons for this.</p> | <p>Activity Children to discuss why we should tell people about Jesus</p> | <p>Activity Children to learn about Sikh family life.</p> |
| | <p>Learning focus 1 Respond to a piece of scripture. Retell the story of the Resurrection</p> | <p>Learning focus 3 Retell the story of the Ascension.</p> | <p>Learning focus 5 Recognise the important Good News that Jesus Gave.</p> | <p>Rules Big Question Explore Recognise a saint who inspires you and describe why.</p> | <p>Other world faith Sikhism</p> |
| | <p>Activity Children to complete scripture detectives and retell the story of the resurrection through the eyes of the women.</p> | <p>Activity Children to use scripture detectives and role play to retell the story of the Ascension.</p> | <p>Activity Children to listen to the story of Pentecost and describe what the disciples might have been saying.</p> | <p>Activity Children to research a saint who inspires them and give reasons for their choice.</p> | <p>Activity Children to learn about worship and prayer in Sikhism.</p> |
| PHSE - Changes | <p>Learning Objectives H5 - Exploring what change means. H5 - Exploring loss and change and the associated feelings. H8 - Exploring the changes of growing from young to old.</p> | <p>Learning Objectives H5 - Exploring what change means. H5 - Exploring loss and change and the associated feelings. H8 - Exploring the changes of growing from young to old.</p> | <p>Learning Objectives H5 - Exploring what change means. H5 - Exploring loss and change and the associated feelings. H9 - Managing change positively. H13 - Identifying strategies and</p> | <p>Learning Objectives H5 - Exploring what change means. H5 - Exploring loss and change and the associated feelings. H8 - Exploring the changes of growing from young to old.</p> | <p>Learning Objectives H5 - Exploring what change means. H5 - Exploring loss and change and the associated feelings. H8 - Exploring the changes of growing from young to old.</p> |



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| | | H9 - Managing change positively. H13 - Identifying strategies and where to go for help. | where to go for help. | H9 - Managing change positively. | H9 - Managing change positively. H13 - Identifying strategies and where to go for help. |
| | Lesson H5, H8 - Read the hungry caterpillar | Lesson H5, H8, H9, H13 - Play the game change places if. | Lesson H5, H9, H13 - Feelings cards, what do different feelings look like? | Lesson H9 - Draw things that have changed in your life. Talk about how this made you feel H5, H8, H9 - Read Zane and Zoe's story | Lesson H9, H13 - Where could someone go for help in school? H5, H9, H13 - Jamie's story. |
| Music Class band Project | <u>National Curriculum Objective</u> Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. | <u>National Curriculum Objective</u> Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. | <u>National Curriculum Objective</u> Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. | <u>National Curriculum Objective</u> Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. | <u>National Curriculum Objective</u> Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. |
| | <u>Skills</u> Follow a simple drum pattern on the bongo drums or cajon this rhythm will use a range of notes including quaver and crotchet beats <u>Knowledge</u> How to play a drum pattern using two tone drums using both hands independently in a repeated pattern | <u>Skills</u> Play a three chord trick on a ukulele using up to three fingers <u>Knowledge</u> How to play three contrasting chords on the ukulele including one three finger cord and a 7 th chord | <u>Skills</u> Play a two chord trick on the keyboard following root notes only <u>Knowledge</u> How to play two chords on the piano using up to three fingers | <u>Skills</u> Start to combine the forces studied in previous weeks <u>Knowledge</u> How their part will fit with another (With assistance) | <u>Skills</u> Combine classroom band with vocals to produce an overall performance <u>Knowledge</u> How their part will fit with another (With assistance) |



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| | <u>Activity</u> Copycat playing with quaver and crotchet notes Independent playing over a given chord structure improvising where appropriate | <u>Activity</u> Copycat playing Playing two chords on the ukulele Practice moving from one chord to the next | <u>Activity</u> Copycat playing Working on keyboard technique and using the correct fingers to play the three finger chord patterns | <u>Activity</u> Putting together the rhythmic forces of a band | <u>Activity</u> Creation of a classroom band |
| French Food | <u>National Curriculum Objective</u> Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | <u>National Curriculum Objective</u> Engage in conversations speaking short sentences using familiar vocabulary and basic language structures. | <u>National Curriculum Objective</u> Listen attentively to spoken language and show understanding by responding and joining in | <u>National Curriculum Objective</u> Write phrases from memory and adapt these to create new sentences | <u>National Curriculum Objective</u> Speak in sentences using familiar vocabulary, phrases and simple language structures |
| | <u>Skills and Knowledge</u> Know at least five items of food/drink vocabulary in French | <u>Skills and Knowledge</u> Speak paired conversations with accurate pronunciation and intonation | <u>Skills and Knowledge</u> Pick out key information in French sentences | <u>Skills and Knowledge</u> Understand how to write short sentences with simple opinions | <u>Skills and Knowledge</u> Know how to form sentences giving simple opinions in French |
| | <u>Activity</u> Introduce a range of food/drink items through various songs and games | <u>Activity</u> Pupils order food/drink items in a café. | <u>Activity</u> Listening comprehension where pupils work out what people are ordering in a cafe | <u>Activity</u> Pupils write short phrases saying what food/drink items they like/don't like with some adding at least one conjunction | <u>Activity</u> Pupils speak about what they like/don't like to eat/drink |
| British Values | Democracy Children to vote on their favourite part of a fair ground. | Rule of Law Link to PE children to learn rules of handball and why we need them. | Individual Liberty Link to PHSE, children to have the opportunity to discuss their own emotions. | Rule of Law Link to PHSE children learn about consequences to their actions. | Mutual Respect and Tolerance of Different Faiths Link to RE children to learn about a different world faith. |
| Special Events | Intriguing Introduction Fairground from the past Children to experience some of the games and attractions that would have been seen at Goose Fair throughout time | | | | Expert Ending Celebration of Nottingham Parents invited in to celebrate Nottingham's achievements. |



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