



Stunning Start:

Bones scattered around the classroom. Investigation using clues – Which animal could they be from?

Fabulous Finish:

Quiz Challenge – Children and adults team up in a Healthy Eating and food groups quiz

Real life experiences

Aspen to come in and talk about nutrition  
Children to donate to the local food bank



English

Storytelling Text: Reggie Mouse



Imitation: Read Reggie Mouse and learn the text through drama techniques and repeated chanting

Spelling, Punctuation and Grammar: Expanded noun phrases using pre-modification, conjunctions (because, before, so), introduction to direct speech

Innovation: Change the character/ food/ clothes

Invention: Write a character flaw story

Wider Curriculum Writing: Non-chronological report: Write a report about the human skeleton (Science)

Novel Study Text: Charlotte's Web by E.B White

Assembly Theme:

Courage

Emotional Literacy:

Introduction to the Zones of Regulation

Wellbeing

Weekly worries and successes check-in.  
Science learning on the emotional and physical health benefits of healthy eating.  
Daily Mile



Mathematics:



White Rose Units:

Number: Place value

Number: Addition and Subtraction

Number: Multiplication and Division

Key Skills Session:

TT Rockstars

Mastering Number

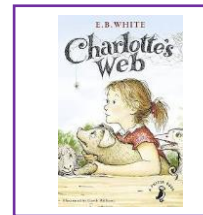
Oracy

Physical: Geography – Recorded news report – Experiment with adjusting tone, volume and pace for different audiences.

Linguistic: Geography – Recorded news report - Use specialist vocabulary when discussing a known topic.

Cognitive: Geography – Recorded news report - Summarise a discussion.





Social and Emotional: RE – Speak with confidence in front of an audience.











Environment and Community

Clay TAWC - Food bank in St Dennis - children to donate to food bank (link to Harvest)



	Science 	Geography 	RE 	Computing 
<b>Unit title:</b>	<b>Subject:</b> Biology <b>Unit:</b> Animals including humans	<b>Themes:</b> Location, Physical Features, Physical Processes <b>Unit:</b> Volcanoes	<b>Theme:</b> Christianity <b>Unit:</b> CREATION/FALL: What do Christians learn from the creation story? (Unit 23)	<b>Area:</b> Data and information <b>Unit:</b> Branching data bases <b>Natterhub:</b> Balance it and Question it
<b>Builds On:</b>	<b>Year:</b> 1 / 2 <b>Term:</b> Spring 1 / Autumn 1 <b>Unit:</b> Animals including humans	<b>Year:</b> 2 <b>Term:</b> Spring 2 <b>Unit:</b> Hot and cold places	<b>Year:</b> 1 <b>Term:</b> Autumn 1 <b>Unit:</b> CREATION: Who do Christians say made the world?	<b>Year:</b> 2 <b>Term:</b> Autumn 2 <b>Unit:</b> Pictograms
<b>Memory Master:</b>	Know what humans need to survive and stay healthy.	Identify location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Drawings - What do Christians believe happened on each day of the creation?	Revisit a tally chart and pictograms. Discuss what attributes are.
<b>Lesson Sequence:</b>	I can identify that humans have bones for support, protection and movement.	I understand about the structure of the Earth and label a diagram.	Where does Creation belong in the 'Big Story' of the Bible?	I can create questions with yes/no answers.
	I can set up a simple practical enquiry. I can communicate my results. (Do people with longer legs jump further? Do people with longer arms throw further?)	I can describe what happens at boundaries between Earth's plates.	What kind of world do Christians believe in? What do we mean by good?	I can identify the attributes needed to collect data about an object.
	I can identify that humans have muscles for support, protection and movement.	I can describe and explain the key features of a volcano.	How have Christians interpreted looking after the world?	I can create a branching database.
	I can identify that some other animals have bones for support, protection and movement.	I can research and report on the effects of a volcanic eruption.	How do different Christians think about and look after the environment?	I can explain why it is helpful for a database to be well structured.
	I can understand that animals, including humans, need the right type of nutrition. Show what you know	I can recognise the effects of a volcanic eruption and report on them. Show what you know.	What do Christians mean by 'The Fall'?	I can plan the structure of a branching database.
<b>Composite:</b>	Sharing of results and conclusion from practical enquiry.	Recorded news reports on effects of volcanic eruption using geographical vocabulary	What do many Christians learn from the stories of Creation and the Fall? Show what you know	I can create an identification tool.
			Children use list of Bible stories produced in Lesson 1 and the 7 parts of the 'Big Story'. They identify which part of the 'Big Story' each of the stories on their list fit into.	Children create their own branching database and know where to place attributes and headings.
<b>Impact:</b>	Children know that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat. Know that humans and some other animals have skeletons and muscles for support, protection and movement.	Children can describe the structure of the Earth and happens at boundaries between plates. They know the location of famous volcanoes and the Ring of Fire. They can describe effects of an eruption on land use.	Children can place the concept of creation on a timeline of the Bible's 'big story'. They can make clear links between Genesis 1 and what Christians believe about God and Creation. They recognise that the story of 'the Fall' in Genesis 3 and can an explanation of why things go wrong in the world.	Children know what a branching database is and that answers need to be yes/no and not quantities. They the term attributes and identify common attributes in groups and decide how to group objects based on these.

	Art and Design 	Physical Education 	Sport 	Design Technology 
<b>Unit title:</b>	<b>Techniques:</b> Drawing <b>Style and Period:</b> Renaissance – 15 <sup>th</sup> C <b>Artist:</b> Albrecht Durer	<b>Learning focus:</b> Personal <b>Unit:</b> REAL Gym	<b>Unit:</b> Football	<b>Area:</b> Food <b>Unit:</b> Eating seasonally
<b>Builds On:</b>	<b>Year:</b> 2 <b>Term:</b> Summer 2 <b>Unit:</b> Drawing	<b>Year:</b> Year 2 <b>Term:</b> Spring 2 <b>Unit:</b> REAL Gym	<b>Year:</b> Year 2 <b>Term:</b> Autumn 1 <b>Unit:</b> Football	<b>Year:</b> 2 <b>Term:</b> Autumn 2 <b>Unit:</b> Design and make a healthy seasonal tart
<b>Memory Master:</b>	Revisit drawing techniques and artists/styles from previous unit.	N/A	N/A	Quiz on healthy wrap unit
<b>Lesson Sequence:</b>	<p>I can use line in a drawing and fill the spaces with different patterns and shading.</p> <p>I can use graded pencils to practise hatching, cross hatching, pointillism and shading.</p> <p>I can apply drawing and shading techniques.</p> <p>I can use line to draw and create tonal value in my work.</p>	<p><b>Warm up games</b> Follow my leader Shape up</p> <p><b>Fundamental Movement Skills</b> Travel Rotation</p> <p><b>Skills Application</b> Mapping pathways Beanbag rolls Jump, rotate, balance</p>	<p>I can stop the ball with my feet.</p> <p>I can pass the ball with the inside of my feet.</p> <p>I can move with the ball.</p> <p>I can make a standing tackle.</p> <p>I can shoot a stationary football.</p> <p>I can participate in games controlling the ball.</p>	<p><b>Research</b> I can explain why food comes from different places around the world. I can explain the benefits of seasonal food.</p> <p><b>Skill</b> I can use the appropriate equipment to peel and cut safely. I can describe the flavours of a variety of foods.</p> <p><b>Design</b> I can design a seasonal tart, naming the ingredients and nutritional information.</p> <p><b>Make</b> I can use the appropriate food preparation techniques to make a seasonal tart</p> <p><b>Evaluate</b> I can evaluate my tart, based on a taste test and considering its appearance. I can provide feedback on somebody else's tart.</p> <p>Show what you know</p>
<b>Composite:</b>	Drawings of animals in the style of Durer using a variety of mark making media.	Children work together in groups or pairs to create a sequence that combines a jump, rotation and balance with a finishing position.	Children will play 3 attackers v 1 defender with 1 large goal on one side and 3 smaller goals on other side of the pitch.	Children make a tart using seasonal ingredients.
<b>Impact:</b>	Children have further developed techniques of hatching, cross hatching, pointillism and shading using a range of mark making media.	REALPE – Personal Cog Children know where they are with their learning.	Children can move with a ball keeping it under control. They perform basic skills needed for games with control/accuracy. They pass/send a ball with increasing accuracy and at different speeds. They shoot with some success. They apply basic principles for attacking and defending – finding space (attacking), challenging a player in possession (defending).	Children can create a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance. They know how to prepare to cook safely in, learning the basic rules to avoid food contamination They can use design criteria to help test and review dishes and suggest improvements.

	PSHE 	PSHE 	PSHE (Special Week) 	Spanish 
<b>Unit title:</b>	<b>Brook Learn 1</b> Unit: World of work	<b>Brook Learn 2</b> Unit: Spending and saving money	<b>Theme:</b> Stay Safe Week	<b>Unit:</b> Phonics and Pronunciation 1 <i>Aprendo Español (I'm Learning Spanish)</i>
<b>Builds On:</b>	<b>Year:</b> 2 <b>Term:</b> Spring 1 <b>Unit:</b> Learning about work	<b>Year:</b> 2 <b>Term:</b> Summer 1 <b>Unit:</b> All about money (MC Week)	New learning	New learning – first Spanish unit
<b>Memory Master:</b>	In teams, name as many different jobs as possible.	As a class create a list of ways money can be earned.	Name different ways and places to get support if you feel unsafe at school or home.	N/A
<b>Lesson Sequence:</b>	I can identify my strengths and goals.	I can identify different types of money and where it comes from.	I can name and explain the different age ratings for films.	I can greet at different parts of the day in Spanish.
	I can identify factors that influence education and career decisions.	I can identify different ways people spend money.	I can understand why films have different age ratings.	I can express how I feel and ask others.
	I can explain key skills that will help me get a job.	I can explain the difference between needing and wanting to spend money.		I can say what my name is in Spanish and ask others.
				I can talk about Spain and name different countries where Spanish is spoken.
				I can count to ten in Spanish.
				I can remember and recall different colours in Spanish.
<b>Composite:</b>	Children identify their dream job and record strengths and skills to achieve this.	Create a table showing 'needs' and 'wants' when spending money	Matching popular film titles to the correct age ratings.	Conversation where children introduce themselves, ask another person's name and say how they are.
<b>Impact:</b>	Pupils will be aware of different career options and the skills to focus on to achieve these.	Children will be able to make more informed choices when spending money	Children understand why they should watch films that are appropriate for their age.	Children are able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where Spanish is spoken.