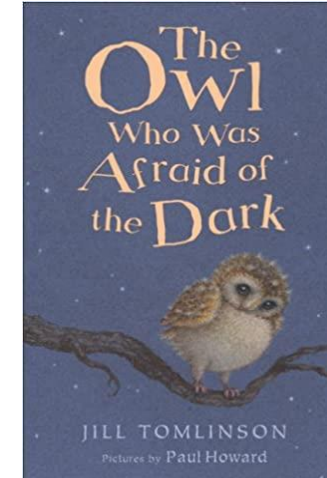
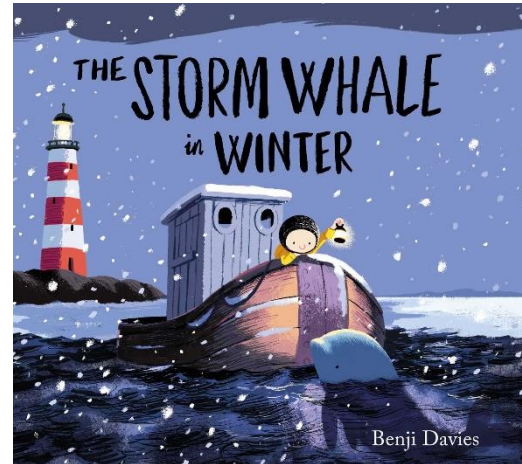
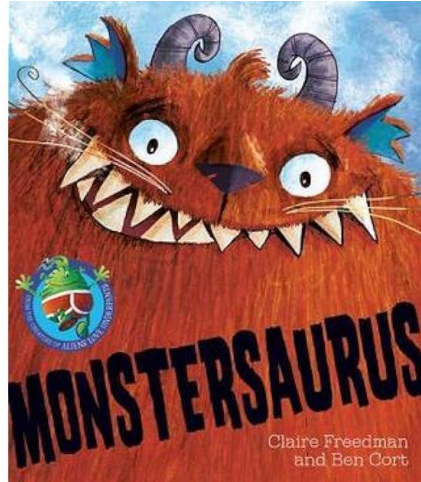




The Victorians



Class 2 Year 1/2

Mrs Ferguson & Mrs Hayes

Mrs Barron TLA

Class 2 Autumn 2 2024 English Planning



WOW Stimulus -

- Autumn Welly Walk in Chatsworth
- Music/songs

Purpose and Audience:

- Bonfire Night Poems for display in Classroom + Class Poetry Book
- Children in Need Enterprise - Whole school + families
- Nativity to be performed to the whole school and families.

Rich Text/s:

- Fiction: The Owl Who Was Afraid of the Dark - by Jill Tomlinson
- Fiction: Monstersaurus - by Claire Freedman
- Fiction: The Strom Whale in Winter - by Benji Davis
- Non-fiction: A range of information books about **The Victorians** and **Whales**.
- Poetry: Poems about Bonfire Night and Winter.

Guided/Reciprocal Reading:

- Little Wandle Group Reading
- Reading Vipers

Speaking/listening/performing:

- To work as part of a group suggesting ideas about raising money for Children in Need.
- All children to be involved in the Nativity

<u>Wks</u>	<u>Genre</u>	<u>Phonics/</u> <u>Spelling</u>	<u>Key objectives</u>	<u>Activities</u> <u>Texts/</u> <u>Resources</u> <u>Cross-curricular links</u>	<u>Handwriting</u>
1	Bonfire Night Poetry	<u>Phonics</u> - Y1 - Phase 5 <u>Spellings</u> - Begin bridge to spelling - How do I use grow the code to help me spell	<ul style="list-style-type: none"> ✓ Y1. To use capital letters to start sentences and full stops to end them. ✓ Y1. To write simple sentences. ✓ Y2. To make consistent use of capital letters and full stops. ✓ Y2 - To plan / say out loud what they are going to write. ✓ To make simple additions, revisions and corrections to their own writing (Try using different colours for capital letters and full stops). ✓ To write questions. ✓ Powerful verbs and adjectives 	<u>Main Activity</u> - Autumn walk recount after the Welly Walk in Chatsworth Park. Look at a bonfire night picture and write questions about what they can see. Bonfire night poetry using powerful verbs and adjectives.	<u>Handwriting</u> - Ladder Letters i Y1 - Lower-case and capital letter formation Revision of digit formation. Y2 - To form lower-case letters of the correct size to one another. Y2 - begin to practise joining.

2	<p>Fiction</p> <p>Description</p> <p>Enterprise activities based on Children in Need</p>	<p><u>Phonics-</u></p> <p>Y1 - Phase 5</p> <p><u>Spellings -</u></p> <p>Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?</p>	<ul style="list-style-type: none"> ✓ I can make predictions using the conjunction 'because' ✓ I can read and respond to a story ✓ I can use adjectives to describe a monster ✓ I can write character description ✓ I can write a set of instructions 	<p><u>Main Activity -</u></p> <p>To use Monstersaurus by Claire Freedman (Class Text) as a stimulus.</p> <p>Chn are introduced to the book and make predictions about what type of monster the Monstersaurus will be. Chn respond to a range of questions based on the text. Chn create their own adjective word bank to describe the monsters. Chn invent their own monster and write a character description. Chn use invented monster to write a set of instructions to add to Monty's book.</p>	<p><u>Handwriting -</u></p> <p>Ladder Letters t</p> <p>Y1 - Lower-case and capital letter formation Revision of digit formation.</p> <p>Y2 - To form lower-case letters of the correct size to one another.</p> <p>Practise joining letters.</p>
3	<p>Fiction</p> <p>Poster/advertisement</p>	<p><u>Phonics-</u></p> <p>Y1 - Phase 5</p> <p><u>Spellings -</u></p> <p>Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?</p>	<ul style="list-style-type: none"> ✓ Create and label my own invention ✓ I understand what an advert is ✓ I can create a catchy title for my invention ✓ I can write a product description for my invention ✓ I can create a slogan. I can use imperative verbs for effect 	<p><u>Main Activity -</u></p> <p>To continue to use Monstersaurus by Claire Freedman (Class Text) as a stimulus.</p> <p>Chn create their own invention that will make their life easier in some way. Draw and label their invention.</p> <p>Explore a range of poster advertisements and identify key features. What makes a catchy, effective title and create their own for their inventions. Write a product description including questions to grab attention. Create and add a slogan to poster advert. Use imperative verbs to tell reader what to do.</p>	<p><u>Handwriting -</u></p> <p>Ladder Letters j y</p> <p>Y1 - Lower-case and capital letter formation Revision of digit formation.</p> <p>Y2 - To form lower-case letters of the correct</p>

					size to one another. Y2 - begin to practise joining.
4	Fiction Postcards History Van Lady	<u>Phonics-</u> Y1 - Phase 5 <u>Spellings -</u> When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?	<ul style="list-style-type: none"> ✓ Participate in discussions about books ✓ To retell part of a story ✓ Select most appropriate adjectives to improve a sentence ✓ Organise words into alphabetical order 	<u>Main Activity -</u> Children are to read The Storm Whale by Benji Davies as a stimulus. Chn write a blurb to retell part of the story. Write expanded noun phrases. Use adjectives to write a postcard from Noi's island in winter. Learn about alphabetical order in preparation for reading glossaries.	<u>Handwriting -</u> <u>Handwriting -</u> Recap all Ladder Letters Y1 - Lower-case and capital letter formation Revision of digit formation. Y2 - To form lower-case letters of the correct size to one another. Y2 - begin to practise joining.
5	Non-Fiction Information page	<u>Phonics-</u> Y1 - Phase 5 <u>Spellings -</u> Why do I swap the 'y' for an 'i' when	<ul style="list-style-type: none"> ✓ Recognise: statements, questions, exclamations and commands. ✓ Identify features of and information text ✓ Learn to use retrieval skills to collect facts ✓ Identify fiction and non-fiction sentences 	<u>Main Activity -</u> Children are to read The Storm Whale by Benji Davies as a stimulus. Chn will recognise different types of sentences. Chn will learn about the different features of a non-fiction text such as a glossary, caption and headings. Chn will collect facts about whales. Chn will sort sentences into fiction or non-fiction.	<u>Handwriting</u> Capital letter formation Spacing Consistent size

		<p>I add the suffix -ed?</p> <p>Why do I drop the 'e' when I add the suffix -ing?</p>	<p>✓ Write an information page about whales.</p>	<p>Chn will use everything they have learnt to write an information page.</p>	
6	Nativity Week	<p><u>Phonics</u>-</p> <p>Y1 - Phase 5 Assessment week</p> <p><u>Spellings</u> - Assessment week</p>	<p>✓ Letter writing</p> <p>✓ Assessment</p>	<p><u>Main Activity</u> -</p> <p>Assessment</p> <p>Lists and letters to Father Christmas.</p>	<p><u>Handwriting</u> -</p> <p>Recap of Ladder Letters and Curly Caterpillar Letters.</p>
7	Christmas Story	<p>Recapping after assessments</p>	<p>✓ Retell the Christmas Story</p>	<p>Chn to retell the Christmas Story.</p> <p>Christmas activities</p>	<p><u>Handwriting</u> -</p> <p>Mixed</p>

Maths Autumn Term 2

Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW			Number Addition and subtraction VIEW				Geometry Shape VIEW				
Spring term	Measurement Money VIEW		Number Multiplication and division VIEW				Measurement Length and height VIEW		Measurement Mass, capacity and temperature VIEW			
Summer term	Number Fractions VIEW			Measurement Time VIEW		Statistics VIEW		Geometry Position and direction VIEW		Consolidation		

Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value (within 10) VIEW					Number Addition and subtraction (within 10) VIEW					Geometry Shape VIEW	Consolidation
Spring term	Number Place value (within 20) VIEW	Number Addition and subtraction (within 20) VIEW		Number Place value (within 50) VIEW	Measurement Length and height VIEW	Measurement Mass and volume VIEW						
Summer term	Number Multiplication and division VIEW		Number Fractions VIEW	Geometry Position and direction VIEW	Number Place value (within 100) VIEW	Measurement Money VIEW	Measurement Time VIEW					Consolidation

Science Medium Term Plan

Overview Year 1/2

Where possible linked to rich text:	Cross curricular opportunities: Maths Art/DT English		Values/PSHE/SMSC: To respect and be kind when sharing and listening to other people's ideas and discussion.				
Animals inc Humans : Life cycles and health	1 Knowledge, skills, practical	2 Knowledge, skills, practical	3 Knowledge, skills, practical	4 Knowledge, skills, practical	5 Knowledge, skills, practical	6 Knowledge, skills, practical	7 Knowledge, skills, practical
	The human life cycle	Life Cycles	Growth	Survival	Exercise and hygiene	Balanced diet	Assessment
Key skills: <ul style="list-style-type: none"> ✓ Measure using simple equipment ✓ Record results in a table ✓ Use data to answer a simple question ✓ Research using secondary sources Key Knowledge: <ul style="list-style-type: none"> ✓ Identify stages in life cycles ✓ Basic needs of survival ✓ How to take care of personal hygiene ✓ Positive effects of exercise ✓ Different food groups 	To identify different stages of the human cycle	To know which offspring come from which parent animal	To observe and measure growth in humans To use simple measuring equipment	To identify and list the basic needs for survival for humans and animals To use secondary sources to research	To recognise the importance of exercise and personal hygiene. To make observations over time.	To identify how to have a balanced diet. To interpret collected results.	End of unit assessment.

Autumn Term 2 2024 - History

Victorians

Week	Key Question/ Objectives	Content and Resources
1	What were Victorian toys like?	Look at a variety of children's favourite toys today. What are they made of? Show pictures and artefacts of Victorian toys. How are they similar and different? Label pictures.
2	What were Victorian schools like? How were schools similar and different to schools today?	Children are to role play Victorian school.
3	What was life like for a rich Victorian? What was life like for a poor Victorian?	Compare the homes and lives.
4		History Van Lady - Key Stage 1 Workshop
5		Create a leaflet about History Van Lady Workshop
6	What was Christmas like in Victorian times? What Victorian traditions do we still have today?	To find out which Christmas traditions originated in Victorian times.

Autumn Term 2 2024 - PSHE

Enterprise Skills - Plan Children in Need Fundraiser using enterprise skills.

Week 1	Week 2	Week 3	Week 4
<u>Lesson 1: Understanding my emotions</u>	<u>Lesson 2: What am I like?</u>	<u>Lesson 3: Ready for bed</u>	<u>Lesson 4: Relaxation</u>
To describe and understand my feelings. To develop simple strategies for managing them.	To recognise and celebrate my strengths and set simple but challenging goals.	To understand the benefits of physical activity and rest.	To know how to relax in different ways.

Autumn Term 2 2024 - RE

What do some people believe God looks like?

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Lesson 1: How might ideas about God be represented?	Lesson 2: What do some Muslim people believe about God?	Lesson 3: What do some Hindu people believe God looks like?	Lesson 4: What do some Christian people believe God looks like?	Lesson 5: Do people all share the same beliefs about what God looks like?	Lesson 6: Why do people have different names for God?
To express ideas about God.	To explain how some Muslim <u>people</u> express their ideas about God.	To recognise some of the different forms of God in the Hindu worldview.	To recognise that many Christian people believe Jesus is the son of God and God on Earth.	To identify how some religious <u>worldviews</u> refer to and represent God.	To identify and explain some of the different names people use for God.
Suggested next steps					
What is God's job?					

Understanding Christianity – Why does Christmas matter to Christians?

BBC Bitesize – The Christian story of the first Christmas.

Cross- Curricular – Create a mini-book version of the Christmas story in English.