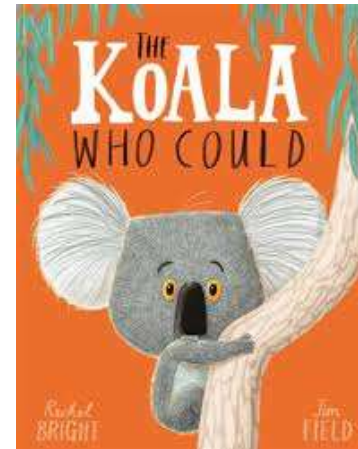
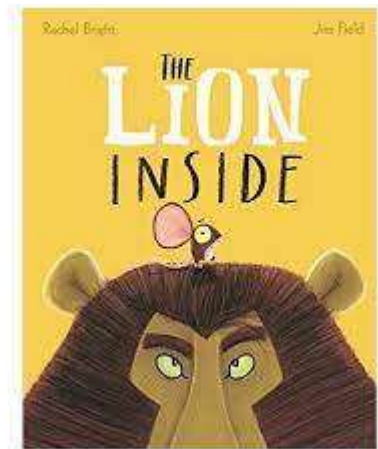




## Home and Away - China

Y1 & Y2



Class 2 Year 1/2

Mrs Ferguson & Mrs Hayes

Mrs Barron TLA

# Class 2 Spring 2 202 English Planning



## WOW Stimulus -

- Texts
- Film - Bubbles by Gabby Zapata
- Music/songs

## Purpose and Audience:

- Diary entries to perform and for display in Classroom

## Rich Text/s:

- Fiction: The Squirrels who Squabbled - Rachel Bright
- Fiction: The Koala who Could - Rachel Bright
- Fiction: The Lion Inside - Rachel Bright

## Guided/Reciprocal Reading:

- Little Wandle group reading
- VIPERS using Reading Ninja texts

## Speaking/listening/performing:

- To read
- To perform poems
- To share information sheets gathered for topic work

<u>Wks</u>	<u>Genre</u>	Little Wandle <u>Phonics/Spelling</u>	<u>Key objectives</u>	<u>Activities</u>	<u>Handwriting</u>
1	Poetry	<u>Phonics</u> Y1 - Phase 5 Y2 - Recap last term's learning	Adjectives Produce writing for display	<u>Main Activity -</u> To write a repeated poem around the theme of spring	<u>Handwriting -</u> Zig Zag Monster letters b w x z 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 lead in and lead out
2	Fiction Rhyming	<u>Phonics</u> Y1 - Phase 5 Y2 - The 'W special'	-Making predictions -explain feelings about what I have read -identify rhyming words	<u>Main Activity -</u> To explore The Squirrels who Squabbled by Rachel Bright and make predictions. Identify un-familiar words. Children discuss whether Cyril and Bruce's actions were correct, justifying reasons. Children explore and locate rhyming words in the story.	<u>Handwriting -</u> Zig Zag Monster letters b w x z 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 lead in and lead out
3	Fiction  Diaries	<u>Phonics</u>  Y1 - Phase 5  Y2 - The 'W special'	-Describe a setting  -Describe a character and identify thoughts and feelings  -identify features of a diary  -write a diary entry  - reread and check writing makes sense	<u>Main Activity -</u>  To use The Squirrels who Squabbled illustrations and use their senses to describe the setting.  Chn create a role on the wall for the squirrels and compare the two characters.  Chnn create thought bubbles to show the character's thoughts and feelings at different parts of the story.  Chn explore features of diary entries.  Write in first person.  Write their own diary entry.	<u>Handwriting -</u>  Zig Zag Monster letters  b w x z  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 lead in and lead out
4	Fiction  Film	<u>Phonics</u>  Y1 - Phase 5  Y2 - Why do I swap the 'y' for an 'i' when I add suffix -es?	<u>Assessment Week</u>  - Create sentences using conjunctions  - Setting description  - Short section of descriptive narrative	<u>Main Activity -</u>  - Assessment week  - To use the film Bubbles as a wow stimulus  - Joining clauses with conjunctions  - Record sentences using senses to describe  - Discussion and recording events  - Write a descriptive narrative  - Big write based on Bubbles	<u>Handwriting -</u>  Zig Zag Monster letters  b w x z  Y1 - Lower-case and capital letter formation Revision of digit formation.  Y2 - To form lower-case letters of the

					<p>correct size to one another.</p> <p>Y2 - begin to lead in and lead out</p>
5	<p>Fiction</p> <p>Film</p>	<p><u>Phonics</u></p> <p>Y1 - Phase 5</p> <p>Y2 - Why do some words end 'le, -al, -il or -el?</p>	<p>- Independent write</p>	<p><u>Main Activity -</u></p> <ul style="list-style-type: none"> <li>- Independent write based on Once in a Lifetime film</li> <li>- To write an informal letter about their recent adventure</li> </ul>	<p><u>Handwriting -</u></p> <p>Zig Zag Monster letters</p> <p>b w x z</p> <p>Y1 - Lower-case and capital letter formation</p> <p>Revision of digit formation.</p> <p>Y2 - To form lower-case letters of the correct size to one another.</p> <p>Y2 - begin to lead in and lead out</p>

Maths

Y1

<b>Spring term</b>	Number <b>Place value</b> (within 20)  <a href="#">VIEW</a>	Number <b>Addition and subtraction</b> (within 20)  <a href="#">VIEW</a>	Number <b>Place value</b> (within 50)  <a href="#">VIEW</a>	Measurement <b>Length and height</b>  <a href="#">VIEW</a>	Measurement <b>Mass and volume</b>  <a href="#">VIEW</a>
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Y2

<b>Spring term</b>	Measurement <b>Money</b>  <a href="#">VIEW</a>	Number <b>Multiplication and division</b>  <a href="#">VIEW</a>	Measurement <b>Length and height</b>  <a href="#">VIEW</a>	Measurement <b>Mass, capacity and temperature</b>  <a href="#">VIEW</a>
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## Science Medium Term Plan

### Overview Year 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.		
<b>PLANTS</b>	1 Knowledge, skills, practical	2 Knowledge, skills, practical	3 Knowledge, skills, practical	4 Knowledge, skills, practical	5 Knowledge, skills, practical
	What do plants need to grow?	What's inside a Seed	Life Cycle of a Plant	What do plants need to stay healthy?	How do plants grow in hot, dry or cold places?
Key skills: <ul style="list-style-type: none"> <li>✓ Identifying</li> <li>✓ Classifying</li> <li>✓ Gathering and recording</li> <li>✓ Observing closely</li> <li>✓ Using observations to suggest answers to questions</li> <li>✓ Drawing conclusions</li> </ul> Key Knowledge: <ul style="list-style-type: none"> <li><b>Germination</b></li> <li><b>Life cycles of plants</b></li> <li><b>Seed dispersal</b></li> <li><b>Nutrition</b></li> <li><b>Plants growing and staying healthy</b></li> </ul>	Perform simple test to learn how plants need water. Light and suitable temperature to grow and stay healthy.	Observe and describe how seeds and bulbs grow into mature plants.  To look closely at the parts of a seed and explain germination.  Dissect a seed.	Observe and describe how seeds and bulbs grow into mature plants.  Describe the life cycle of a plant.  To grow a bean.	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy  Describe what happens if plants don't get all the things they need.	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  To explain how plants are suited to their environment

Highlight cross curricular, purpose and audience, active and outdoor

<b>Class 2</b> Y1/2	<b>Subject</b> Art	<b>Topic –</b> Map it out	<b>Prior Knowledge/Skills</b> 3D – clay tiles and Bhil Art
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<b>Class 2</b> Y1/2	<b>Subject</b> DT	<b>Topic –</b> Puppets	<b>Prior Knowledge/Skills</b> - Healthy wraps
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<b>Class 2</b> 2	<b>Subject</b> Computing	<b>Topic –</b> Word processing	<b>Prior Knowledge/Skills</b> Algorithms and debugging
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## Y2 Geography - Home and Away - China

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<a href="#">Lesson 1: What can we see in our local area?</a>	<a href="#">Lesson 2: Can we map our local area?</a>	<a href="#">Lesson 3: Where in the world is China?</a>	<a href="#">Lesson 4: What can you see in China?</a>	<a href="#">Lesson 5: What is Shanghai like?</a>	<a href="#">Lesson 6: How is Shanghai different from our local area?</a>
To recognise physical and human features.	To draw a sketch map.	To name and locate some continents on a world map.	To identify physical and human features of a non-European country.	To describe what it is like in Shanghai.	To compare Shanghai to a small area of the UK.
Suggested next steps					
<a href="#">Would you prefer to live in a hot or cold place?</a>					
Logo					

ILP presentation KS1 23rd March 2025 2.30

# Healthy Me

## Puzzle Map - Ages 6-7



### Puzzle Outcome

Help me fit together the six pieces of learning about Healthy Me to create 'The Happy, Healthy Me Recipe Book'  
(Piece 6: Healthy Recipes)

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Have made a healthy choice	1. Being Healthy	I know what I need to keep my body healthy	I am motivated to make healthy lifestyle choices	Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'Make a Good Decision', Help Jigsaw Jo sheet, Jigsaw Jo, Music, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Have eaten a healthy, balanced diet	2. Being Relaxed	I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed	I can tell you when a feeling is weak and when a feeling is strong	Jigsaw Chime, 'Calm Me' script, PowerPoint slides, PowerPoint slides - printed copies, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Have been physically active	3. Medicine Safety	I understand how medicines work in my body and how important it is to use them safely	I feel positive about caring for my body and keeping it healthy	Jigsaw Chime, 'Calm Me' script, Bag of empty medicine packets/bottles, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Have tried to keep themselves and others safe	4. Healthy Eating	I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy	I have a healthy relationship with food and know which foods I enjoy the most	Jigsaw Chime, 'Calm Me' script, Eat Well Plate - complete, Eat Well Plate - blank, Food cards, Pictures of composite foods, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know how to be a good friend and enjoy healthy friendships	5. Healthy Eating	I can make some healthy snacks and explain why they are good for my body	I can express how it feels to share healthy food with my friends	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, A range of healthy food choices/ snack ingredients, Basic cookery equipment, Recipe cards, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know how to keep calm and deal with difficult situations	6. Happy, Healthy Me! Puzzle outcome: Healthy recipes Assessment Opportunity ★	I can decide which foods to eat to give my body energy	I have a healthy relationship with food and I know which foods are most nutritious for my body	Jigsaw Chime, 'Calm Me' script, Happy Healthy Me Recipe templates, Optional: large pieces of paper for life-size child body outlines, Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat.

# What do Christians believe God is like?

## Year One Learning Pathway

Within this unit, pupils find out what parables are, and that Christians believe these stories were told by Jesus to teach his followers about God. They learn about the parable of the Lost Son and what this story teaches many Christians about God, including God being loving and forgiving. Pupils think carefully about what it means for Christians to ask for forgiveness from God and the promise that people will be welcomed back into God's family. They also learn the story of Jonah and the Big Fish and find out about how many Christians put their beliefs into practice through worship.

### Key Vocabulary

- Forgiving
- Prodigal
- Worship
- Nineveh
- loving
- Father
- Parable
- Jonah
- God
- Holy



Understanding Christianity resources to be used alongside



Suggested prior learning [Y1 Citizenship](#)

**Unit hub**



Intended outcome of the unit
<p>Recognise that different rules apply in different situations.</p> <p>Explain what makes a good school environment.</p> <p>Recognise that everyone in school has a responsibility to maintain the school environment.</p> <p>Identify some jobs that people do to keep the local area pleasant.</p> <p>Recognise some local job roles that help the community.</p> <p>Recognise similarities and difference between people in the local community.</p> <p>Explain that differences should be respected.</p> <p>Explain how the school council works.</p> <p>Share their opinions on things that matter.</p>

Key Vocab	
election environment identity job opinion	rule school council volunteer vote

**Unit specific links:**

Week	Week	Week	Week	Week	Week	Week
<a href="#">Lesson 1: Rules beyond school</a>	<a href="#">Lesson 2: Our school environment</a>	<a href="#">Lesson 3: Our local environment</a>	<a href="#">Lesson 4: Job roles in our local community</a>	<a href="#">Lesson 5: Similar yet different - my local community</a>	<a href="#">Lesson 6: School council</a>	<a href="#">Lesson 7: Giving my opinion</a>
To understand the importance of rules	To understand ways to look after the school environment	To recognise the role people play in looking after the environment	To begin to understand the roles people have in the community.	To recognise similarities and differences between people in the local community	To begin to understand how democracy works in school	To understand ways to share an opinion

**Suggested Next Steps**

