

# Curriculum | Medium Term Plan – Spring 2022

<b>Challenge Pack:</b>	The Really Rural Show - How can we replicate the countryside in our city environment?	<b>Challenge outcome:</b>	Countryside in the city fair – children will share their knowledge and products created to promote the countryside.	<b>NC Year:</b>	2
<b>Summary</b>	<i>Children will develop their understanding of the countryside and the animals and plants that live within it. They will make comparisons to urban communities.</i>	<b>Hook:</b>	Children will visit Ash End Farm to experience the countryside.		
<b>Key texts:</b>	<p><b>Fiction:</b> Peter Rabbit The Bad Seed The Green Giant Jack and the Baked Beanstalk</p> <p><b>Non-Fiction:</b> Little Guide to Wild Flowers by Charlotte Voake Ready Steady Grow by RHS Secrets of the Vegetable Garden by Carron Brown The Street Beneath my Feet</p>	<b>Trips and visits:</b>	Ash End Farm Visit to local mosque.	<b>Inspire sessions:</b>	2KK – 26 <sup>th</sup> January 2AP – 2 <sup>nd</sup> January 2SP – 9 <sup>th</sup> January



I can look out to an audience.  
I can smile whilst I am delivering talk



I am beginning to incorporate some technical vocabulary that I have learned

I can use full sentences with connectives and speak fluently without repetition for several sentences.



I can sequence sentences so that they are related to one another.

I can say sentences that are related to the central theme or topic.



I can find the confidence to speak in front of an audience.

I can understand my character strengths and can build on them.

	Maths:	English:	Class reader: Phonics:	NICER:	Discrete/Special events:
04.01.22	<p><b>Area of learning:</b> Multiplication</p> <p><b>Knowledge and skills:</b> Explore different methods of multiplication (arrays, repeated addition, groups, number line) Repeated additions / doubles Multiplication sentences (from pictures)</p> <p><b>Mental maths focus:</b> know 2x tables</p>	<p><b>Purpose:</b> To Inform <b>Text type:</b> Recount of trip</p> <p><b>Knowledge and skills:</b> Read and RIP <i>Recognise and use different pronouns appropriately</i> <i>Understand what a verb is</i> <i>Know how to change words to the past tense</i> <i>Learn different verb forms (past, present and progressive)</i> <i>Learn different types of verbs (is, are, am, was, were)</i> <i>Difference between regular and irregular verbs</i> <i>Learn a range of irregular verbs</i></p>	<p><b>Year 2 sound of the week</b> soft c</p> <p><b>Reading lesson:</b> VIPERS using farm leaflet</p>	<p><b>What is The Really Rural Show?</b> (Introduction to Challenge pack. Understanding of what we will be learning about and why – what is our outcome?)</p> <p>Complete ‘Explore the Challenge’ page.</p> <p>CAFRA for Hook.</p> <p>Thinking hats and PMI based on Hook.</p> <p>As <b>Theologians</b> WALT - make connections between what we learn about religions and our own beliefs <b>Outcome</b> – children will know the names of a variety of places of worship and share places that are special to their own families.</p> <p>As <b>Theologians</b> WALT - make understand what makes items sacred <b>Outcome</b> – children will have an understanding of the term sacred and will understand why sacred items need to be respected.</p> <p><b>Link to challenge outcome (for weeks learning)</b> – Children will be able to explain what the challenge outcome is. They will have begun to think about possible outcomes.</p>	<p><a href="#">Epiphany</a> (6 January)</p>
Homework	<p>Number bond or timetables practise: 10x table (listen to song, CAF number bonds remembered)</p>	<p>Spellings: race, ice, cell, city, fancy, face, space, bicycle, circle, spicy, <b>mind</b>, <b>behind</b></p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: To CAF what you already know about the countryside and the city.</p>	
10.01.22	<p><b>Area of learning:</b> Multiplication</p> <p><b>Knowledge and skills:</b> Make equal groups – grouping Word problems</p>	<p><b>Purpose:</b> To Inform <b>Text type:</b> Recount of trip</p> <p><b>Knowledge and skills:</b> <i>Sentences are logically sequenced (time adverbials)</i></p>	<p><b>Year 2 sound of the week</b> kn</p> <p><b>Reading lesson:</b> VIPERS questions</p>	<p><b>What is the countryside?</b></p> <p><b>Killer Questions</b> <i>What are the physical features commonly found in a countryside/rural area?</i></p> <p>G1.2c - As <b>Geographers</b> WALT - identify key physical features of the countryside (over two lessons)</p>	<p><a href="#">World Religion Day</a> (16 January)</p>

	<p><b>Mental maths focus:</b> know 5x tables</p>	<p><i>What is an exclamation sentence? (including structure and components)</i>  <i>Understand what an exclamation sentence is and how they are structured</i></p>	<p>Text: countryside non-chronological report</p>	<p><b>Outcome</b> – children will use basic geographical vocabulary to refer to key physical features of the countryside.</p> <p>G1.2c – As <b>Geographers</b> WALT - use geographical vocabulary so that we can identify the similarities and differences between physical features of the countryside  <b>Outcome</b> – children will be aware of physical features of the countryside and their definitions. They will be able to explain the similarities and differences between different features.</p> <p>As <b>Theologians</b> WALT - identify similarities and differences between different places of worship  <b>Outcome</b> – children will understand the similarities and differences between a church, mosque and gurdwara.</p> <p><b>Link to challenge outcome (for weeks learning)</b> – Children will be able to identify and explain key physical features of the countryside.</p>	
Homework	<p>Number bond or timetables practise: 10x table in order</p>	<p>Spellings: knock, know, knee, knitting, knife, knew, knit, knight, child, children</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: To find out the difference between urban/rural areas and physical/human features.</p>	
17.01.22	<p><b>Area of learning:</b> Division</p> <p><b>Knowledge and skills:</b>  Explore different methods  Concrete objects  Bar model - concrete</p> <p><b>Mental maths focus:</b> halves</p>	<p><b>Purpose:</b> To Inform  <b>Text type:</b> Recount of trip</p> <p><b>Knowledge and skills:</b>  Recognise verbs as doing and being words  Begin to use to past and the present tense correctly and consistently  Begin to use exclamation sentences</p> <p>Plan  Write  Up-level  Publish</p>	<p><b>Year 2 sound of the week</b>  gn</p> <p><b>Reading lesson:</b>  VIPERS from a setting  description of a countryside setting</p>	<p><b>What is the countryside?</b></p> <p><b>Killer Questions</b>  <i>What are the human features commonly found in a countryside/rural area?</i></p> <p>G1.3b - As <b>Geographers</b> WALT - identify key human features of the countryside (over two lessons)  <b>Outcome</b> – children will use basic geographical vocabulary to refer to key human features of the countryside</p> <p>G1.3b – As <b>Geographers</b> WALT - use geographical vocabulary so that we can explain the difference between human features of the countryside  <b>Outcome</b> – children will be aware of human features of the countryside and their definitions. They will be able to explain the similarities and differences between different features.</p> <p>As <b>Theologians</b> WALT - understand and identify signs, symbols, artefacts and actions used in worship</p>	<p><a href="#">Dr Martin Luther King Jr Day</a> (17 January)  <a href="#">Tu B'Shevat (Arbor Day)</a> (17 January)</p>

				<p><b>Outcome</b> – children will have an awareness of signs and symbols used in a range of faiths.</p> <p><b>Link to challenge outcome (for weeks learning)</b> – Children will be able to identify and explain key human features of the countryside.</p>	
Homework	Number bond or timetables practise: 10x table muddled up	Spellings: gnat, gnaw, gnash, gnome, gnarled, sign, design, <b>wild</b> , <b>climb</b>	Reading book/ Reading Plus	Flipped homework: Using the images on the sheet (or via Showbie), make a list of the human features of the countryside	
24.01.22	<p><b>Area of learning:</b> Division</p> <p><b>Knowledge and skills:</b> Bar model Divide by 2 Divide by 5 Divide by 10</p> <p><b>Mental maths focus:</b> multiplication 10 times tables</p>	<p><b>Purpose:</b> To Inform</p> <p><b>Text type:</b> Instructions of how to grow a plant</p> <p><b>Text:</b> The Extraordinary Gardener</p> <p><b>Knowledge and skills:</b> Read and RIP <i>Sentences are logically sequenced</i> <i>Understand what a clause is</i></p>	<p><b>Year 2 sound of the week</b> wr</p> <p><b>Reading lesson:</b> VIPERS Text: Green Giant</p>	<p><b>What is the city?</b></p> <p><b>Killer Questions</b> How are these different to those found in a city/urban area?</p> <p>G1.3b - As <b>Geographers</b> WALT - identify key physical features of the city <b>Outcome</b> – children will use basic geographical vocabulary to refer to key physical features of the city</p> <p>G1.3b – As <b>Geographers</b> WALT - identify key human features of the city <b>Outcome</b> – children will use basic geographical vocabulary to refer to key human features of the city</p> <p>C1.10 – As <b>Citizens</b> WALT - recognise different jobs that people do to earn money <b>Outcome</b> – children will identify and discuss job opportunities in the countryside compared to the city</p> <p>As <b>Theologians</b> WALT - explore how music and the human voice is used in worship <b>Outcome</b> – children will discuss and create art work which shows how we feel when listening to music in worship.</p> <p><b>Link to challenge outcome (for weeks learning)</b> – children will be able to identify and compare key physical/human features of the countryside and city.</p>	<p><a href="#">Burns Night</a> (25 January) <a href="#">Holocaust Memorial Day</a> (27 January)</p>
Homework	Number bond or timetables practise: 10x table quickfire	Spellings: write, written, wrote, wrong, wrap, wrist, wreck, wrestle, wriggle, <b>both</b> , <b>only</b>	Reading book/ Reading Plus	Flipped homework: Make a list of the key physical features in Smethwick.	5SB Class assembly 2KK INSPIRE

31.01.22	<p><b>Area of learning:</b> Shape 2D</p> <p><b>Knowledge and skills:</b> Recognise 2D shapes Count sides on 2D shapes Count vertices on 2D shapes Draw 2D shapes</p> <p><b>Mental maths focus:</b> division 10 times tables</p>	<p><b>Purpose:</b> To Inform <b>Text type:</b> Instructions of how to grow a plant <b>Text:</b> The Extraordinary Gardener</p> <p><b>Knowledge and skills:</b> <i>Bossy/imperative verbs</i> <i>Understand what a command sentence is (including structure and components)</i></p>	<p><b>Year 2 sound of the week</b> le (table, apple)</p> <p><b>Reading lesson:</b> VIPERS key events Text: Green Giant</p>	<p><b>How can I grow a plant?</b></p> <p><b>Killer Questions</b> How do plants grow and what do they need to grow effectively? What do plants and trees need to survive and grow? What are the different types of plant and how do they help it survive? How does a plant grow from a seed or a bulb? What can you observe about plants growing now it is Spring? Why might this be?</p> <p><b>S1.1d/ S1.1g</b> – As <b>Scientists</b> WALT - describe how plants need water, light and a suitable temperature to grow and stay healthy (revisit lesson after 1 week) <b>Outcome</b> – children will know what a range of plants need to grow and stay healthy. They will make predictions on what will happen to plants grown in different conditions.</p> <p><b>S1.1i</b> – As <b>Scientists</b> WALT - identify and describe the basic structure of a variety of flowering plants. <b>Outcome</b> – children will be able to label the basic structure of a flowering plant. They will have an understanding of the role of each part of a flowering plant.</p> <p><b>S1.1j</b> – As <b>Scientists</b> WALT - observe and describe how seeds and bulbs grow into mature plants. <b>Outcome</b> – children will order images and phrases about the plant life cycle.</p> <p><b>Link to challenge outcome (for weeks learning)</b> – Children will be aware of how to grow a plant successfully and will be able to include this in their outcome.</p>	<p><a href="#">LGBT+ History Month</a> (starts 1 February) <a href="#">Chinese New Year</a> (1 February) <a href="#">Candlemas</a> (2 February) <a href="#">World Cancer Day</a> (4 February)</p>
Homework	<p>Number bond or timetables practise: 2x table (listen to song, CAF number bonds remembered)</p>	<p>Spellings: table, apple, bottle, little, middle, able, wobble, multiple, dazzle, <b>old, gold, cold</b></p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Make a poster about how plants grow and what they need to survive and stay healthy.</p>	<p>5SU Class assembly 2AP INSPIRE</p>
07.02.22	<p><b>Area of learning:</b> Shape 3D</p> <p><b>Knowledge and skills:</b> Recognise 3D shapes Count faces on 3D shapes Count vertices on 3D shapes Count edges on 3D shapes Make 3D shapes</p>	<p><b>Purpose:</b> To Inform <b>Text type:</b> Instructions of how to grow a plant <b>Text:</b> The Extraordinary Gardener</p> <p><b>Knowledge and skills:</b></p>	<p><b>Year 2 sound of the week</b> al (metal)</p> <p><b>Reading lesson:</b> VIPERS questions</p>	<p><b>“Together for a better internet”</b></p> <p><b>C1.4a/b</b> – As <b>Digital Technicians</b> WALT use technology safely and respectfully <b>Outcome</b> – ICT lead whole school assembly</p>	<p><a href="#">Charles Dickens' birthday</a> (7 February) <a href="#">Safer Internet Day</a> (8 February) <a href="#">Darwin Day</a> (12 February)</p>

	<p><b>Mental maths focus:</b> multiplication 2 times tables</p>	<p><i>Understand the job of an adverb including positioning in a sentence</i> <i>Use adverbs to add more detail</i> Plan</p>	<p>Text: The Great Paper Caper</p>	<p>C1.4c – As <b>Digital Technicians</b> WALT - identify where to go for help and support when we have concerns about content or contact on the internet <b>Outcome</b> – Children will understand what to do if they need help or support when using technology.</p> <p>C1.2d – As <b>Digital Technicians</b> WALT - use technology purposely to retrieve content (over multiple lessons) <b>Outcome</b> – Children to understand what a search engine is and why it is used. They will use a search engine to retrieve facts linked to birdfeeders and record these on a word document.</p> <p>As <b>Theologians</b> WALT understand why people like to belong to a community <b>Outcome</b> – children will understand the term belonging. They will be able to identify buildings that are used within communities.</p> <p><b>Link to challenge outcome (for weeks learning)</b> – Children will know how to use technology respectfully and safely to retrieve facts about the countryside.</p>	
Homework	<p>Number bond or timetables <i>practise:</i> 2x table in order</p>	<p>Spellings: pencil, fossil, nostril, pupil, metal, pedal, capital, hospital, animal, <b>told, hold</b></p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: To research the theme of Safer Internet Day for this year and discuss with an adult how to stay safe on the internet.</p>	<p>5RG Class assembly 2SP INSPiRE</p>
14.02.22	<p><b>Area of learning:</b> Shape - pattern</p> <p><b>Knowledge and skills:</b> Lines of symmetry Sort 2D and 3D shapes Make patterns with 2D shapes Make patterns with 3D shapes</p> <p><b>Mental maths focus:</b> division 10 times tables</p>	<p><b>Purpose:</b> To Inform <b>Text type:</b> Instructions of how to grow a plant <b>Text:</b> The Extraordinary Gardener</p> <p><b>Knowledge and skills:</b> Use adverbs to add more detail to my writing Vary sentence openers – ly Begin to use command sentences</p> <p>Write Up-level Publish</p>	<p><b>Year 2 sound of the week</b> el (camel, tunnel)</p> <p><b>Reading lesson:</b> VIPERS Text: Peter Rabbit</p>	<p><b>How can we make a bird feeder?</b></p> <p>D1.2A – As <b>Designers</b> WALT - describe how something works <b>Outcome</b> – children will look at examples of bird feeders followed by planning their own bird feeder design and describe to a partner how it works.</p> <p>D1.2b – As <b>Designers</b> WALT - join certain materials begin used <b>Outcome</b> – children will use a range of materials to create their bird feeders</p> <p><b>Link to challenge outcome (for weeks learning)</b> – children will share their bird feeders to promote the countryside</p>	<p><a href="#"><u>Valentine's Day</u></a> (14 February)</p>
Homework	<p>Number bond or timetables <i>practise:</i> 2x table muddled up</p>	<p>Spellings: camel, tunnel, squirrel, travel, towel, tinsel, bagel, hazel, vowel, jewel, <b>every, everybody</b></p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: To research ideas for your bird feeders</p>	<p>6MA INSPiRE  Everybody write day</p>

21.02.22				Half Term	
28.02.22	<p><b>Area of learning:</b> Fraction (of number)</p> <p><b>Knowledge and skills:</b> Find a half Find a quarter Find a third Unit fractions</p> <p><b>Mental maths focus:</b> count forwards and backwards in 2s</p>	<p><b>Purpose:</b> To Entertain <b>Text type:</b> Setting description <b>Text:</b> Peter Rabbit</p> <p><b>Knowledge and skills:</b> Read and RIP Prepositions / senses <i>Understand what a main clause is including common components</i></p>	<p><b>Year 2 sound of the week</b> Alternative grapheme for I (cry, fly)</p> <p><b>Reading lesson:</b> VIPERS Text: I Am The Seed (poetry)</p>	<p><b>How would you find your way around the countryside?</b></p> <p><b>G1.4b - As Geographers WALT</b> - use locational and directional language so that we can navigate around a map <b>Outcome</b> - Children will be able to use and follow locational and directional language to navigate around a map of the countryside. They will use locational and directional language to write instructions for a map.</p> <p><b>G1.4b - As Geographers WALT</b> - use simple directional language (including compass directions) to describe the location of features <b>Outcome</b> - Children will be able to use compass directions to describe the location of features on a countryside map.</p> <p>As <b>Theologians WALT</b> - identify holy books and why they are respected <b>Outcome</b> – children will know which holy books are associated with a range of religions. They will understand why holy books are respected and how respect is shown.</p> <p>As <b>Theologians WALT</b> - listen and explore a religious story (Christianity) <b>Outcome</b> – children will be familiar with a Christian story and identify messages within the story.</p> <p><b>Link to challenge outcome (for weeks learning)</b> – Children will create map instructions for a real countryside map which will be shared at their festival.</p>	<p><a href="#">Women's History Month</a> (begins 1 March) <a href="#">St David's Day</a> (1 March) <a href="#">Isra and Mi'raj</a> (1 March) <a href="#">Shrove Tuesday</a> (1 March) <a href="#">Ash Wednesday (Lent begins)</a> (2 March) <a href="#">World Book Day</a> (3 March)</p>
Homework	Number bond or timetables practise: 2x table quickfire	Spellings: cry, fly, dry, try, reply, sly, shy, terrify, sky, multiply, pretty	Reading book/ Reading Plus	Flipped homework: List a range of directions	



07.03.22	<p><b>Area of learning:</b> Fraction (of number)</p> <p><b>Knowledge and skills:</b> Non-unit fractions</p> <p><b>Mental maths focus:</b> count forwards and backwards in 3s</p>	<p><b>Purpose:</b> To Entertain <b>Text type:</b> Setting description <b>Text:</b> Peter Rabbit</p> <p><b>Knowledge and skills:</b> <i>Understand what a simile is and how to use one to compare something that they are describing</i> <i>Begin to use expanded noun phrases to describe and specify</i></p>	<p><b>Year 2 sound of the week</b> all (all, tall, fall)</p> <p><b>Reading lesson:</b> VIPERS Text: Bee and Me</p>	<p><b>Plants and trees</b></p> <p><b>Killer Questions</b> <i>Can you identify different types of trees and plants?</i></p> <p><b>S1.1c/ S1.1h</b> – As <b>Scientists</b> WALT - identify and name a variety of common wild and garden plants <b>Outcome</b> – Children will know what wild and garden plants are and the difference between them.</p> <p><b>S1.1g/ D1.6e</b> – As <b>Scientists</b> WALT - identify parts of plants that we can eat <b>Outcome</b> – Children will have an understanding of which parts of a plant different fruit and vegetables come from.</p> <p><b>D1.6e</b> – As <b>Designers</b> WALT - describe where food comes from <b>Outcome</b> – children will discover where food comes from and describe whether it comes from plants or animals.</p> <p><b>S1.1d/ S1.1h</b> – As <b>Scientists</b> WALT identify and name a variety of deciduous and evergreen trees <b>Outcome</b> – Children will be able to understand deciduous and evergreen trees differences. They will be able to name a variety of both.</p> <p><b>Link to challenge outcome (for weeks learning)</b> – Children will be able to name and identify a variety of plants and trees that can be found in the city and countryside.</p>	<p><a href="#">International Women's Day</a> (8 March)</p>
Homeavort	<p>Number bond or timetables <i>practise:</i> 5x table (listen to song, CAF number bonds remembered)</p>	<p><b>Spellings:</b> all, ball, call, walk, talk, always, small, altogether, <i>great, break, steak</i></p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Find out the difference between wild and garden plants and write down names of plants that you know</p>	<p>6JD INSPiRE</p>
14.03.22	<p><b>Area of learning:</b> Fraction (of shape)</p> <p><b>Knowledge and skills:</b> Working with part and whole Make equal parts Recognise a half, quarter and third Find a half, quarter and third</p>	<p><b>Purpose:</b> To Entertain <b>Text type:</b> Setting description <b>Text:</b> Peter Rabbit</p> <p><b>Knowledge and skills:</b> <i>Use similes for description</i> Write Up-level Publish</p>	<p><b>Year 2 sound of the week</b> u sound spelt as o (other, mother)</p> <p><b>Reading lesson:</b> VIPERS Text: The Bad Seed</p>	<p><b>What kind of living and non-living things might we find in our local environment?</b></p> <p><b>Killer Questions</b> <i>What are some things that you know are living?</i> <i>What are some examples of things that have never been living?</i> <i>What do living things that are living need?</i> <i>Is this different to things that are dead?</i></p>	<p><a href="#">Pi Day</a> (14 March) <a href="#">St Patrick's Day</a> (17 March) <a href="#">Purim</a> (17 March) <a href="#">Holi</a> (18 March)</p>



	<p><b>Mental maths focus:</b> reorder numbers in a calculation</p>			<p>What kind of living and non-living things might we find in our local environment?  Can you describe a specific animal and how its environment is a suitable place for it to live?  What is a microhabitat?</p> <p><b>S1.1a/ S1.1s</b> - As <b>Scientists</b> WALT – Understand the living processes so that we can identify the difference between living and non-living  <b>Outcome</b> – Children will understand the acronym MRS NERG, giving examples for each part.</p> <p><b>S1.1s</b> - As <b>Scientists</b> WALT – Explore and compare the differences between things that are living, dead and never alive  <b>Outcome</b> – Children will understand the terms living, dead and never alive. They will be able to sort images and give reasons.</p> <p><b>S1.1d/ S1.1t</b> - As <b>Scientists</b> WALT – Describe how different habitats provide for the basic needs of different kinds of animals  <b>Outcome</b> – Children will understand that most living things live in habitats to which they are suited. They will understand suitable habitats for a range of animals and understand how it meets the animals basic needs.</p> <p><b>S1.1c/ S1.1t</b> - As <b>Scientists</b> WALT – Identify and name a variety of animals and plants in their microhabitats  <b>Outcome</b> – Children will have an awareness of a range of microhabitats in their local area. They will reflect on why animals would live in these microhabitats and how animals adapt.</p> <p><b>Link to challenge outcome (for weeks learning)</b> – Children will have an understanding of why different animals and plants are found in the city and countryside.</p>	
Homework	<p>Number bond or timetables  practise: 5x table in order</p>	<p>Spellings: other, mother, brother, nothing, Monday, money, cover, honey, discover, <b>after</b></p>	<p>Reading book/  Reading Plus</p>	<p>Flipped homework: Create a MRS NERG poster</p>	<p>1FG Class assembly  6MC INSPIRE</p>

21.03.22	<p><b>Area of learning:</b> Fraction (of shape)</p> <p><b>Knowledge and skills:</b> Find non-unit fractions Equivalence of a half and 2 quarters Count in fractions</p> <p><b>Mental maths focus:</b> add three small numbers</p>	<p><b>Purpose:</b> To Entertain <b>Text type:</b> Narrative <b>Text:</b> The Green Giant</p> <p><b>Knowledge and skills:</b> Read and RIP <i>Begin to use different sentence types</i> <i>Vary sentence openers -ly</i></p>	<p><b>Year 2 sound of the week</b> o sound spelt as a after w/qu (quantity, want)</p> <p><b>Reading lesson:</b> VIPERS Text: The Street Beneath My Feet</p>	<p><b>How can we use natural materials to create a piece of art?</b></p> <p>As <b>Artists</b> WALT - explore an artist who uses natural materials <b>Outcome</b> – children will look at a range of Andy Goldsworthy art and identify natural materials he uses</p> <p><b>A2.4b</b> – As <b>Artists</b> WALT - begin to know the best ways to join and stick a range of natural and manmade resources to make sculptures/animal habitats <b>Outcome</b> – children will use a range of materials to create animal sculptures/habitats in the style of Goldsworthy.</p> <p><b>A2.5a/A2.5b</b> – As <b>Artists</b> WALT - share our work and listen to the views of others so that we can improve our work <b>Outcome</b> – children will share their sculptures, making links to art vocabulary. They will peer critique using thinking hats/CoRT 1 and respond to ideas to improve their work</p> <p><b>Link to challenge outcome (for weeks learning)</b> – children will share their sculptures/animal habitat to promote the countryside</p>	<p><a href="#">International Day for the Elimination of Racial Discrimination</a> (21 March) <a href="#">World Poetry Day</a> (21 March) <a href="#">World Down Syndrome Day</a> (21 March) <a href="#">World Water Day</a> (22 March) <a href="#">Mother's Day</a> (27 March)</p>
Homework	<p>Number bond or timetables <i>practise:</i> 5x table muddled up</p>	<p><b>Spellings:</b> want, watch, wander, quantity, squash, quality, squabble, squad, quarrel, <b>beautiful</b></p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: research the artist Andy Goldsworthy and write three facts about his art work.</p>	<p>1TG class assembly 4PA INSPIRE</p>
28.03.22	<p><b>Area of learning:</b> Place value (recap)</p> <p><b>Knowledge and skills:</b> Partition in different ways</p> <p><b>Mental maths focus:</b> double numbers (up to 15)</p>	<p><b>Purpose:</b> To Entertain <b>Text type:</b> Narrative <b>Text:</b> The Green Giant</p> <p><b>Knowledge and skills:</b> <i>Know joining words and when to use them</i> <i>Understand what a compound sentence is and know how to join them</i> <i>Begin to join using a wider range of conjunctions</i></p>	<p><b>Year 2 sound of the week</b> ur sound spelt as or after w (word, work)</p> <p><b>Reading lesson</b> PIRA</p>	<p><b>Prepare for challenge outcome</b></p> <p>As <b>Theologians</b> WALT - listen and explore a religious story (Islam) <b>Outcome</b> – children will be familiar with an Islamic story and identify messages within the story.</p>	<p><a href="#">April Fool's Day</a> (1 April) <a href="#">Ramadan begins</a> (2 April) <a href="#">World Autism Awareness Day</a> (2 April)</p>
Homework	<p>Number bond or timetables <i>practise:</i> 2x table check</p>	<p><b>Spellings:</b> word, work, worm, world, worth, worse, worship, <b>father</b></p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework:</p>	<p>1SS Class assembly 4PM INSPIRE</p>

04.04.22	<b>Assessment Week</b>	<p><b>Purpose:</b> To Entertain  <b>Text type:</b> Narrative  <b>Text:</b> The Green Giant</p> <p><b>Knowledge and skills:</b>  Begin to join clauses using a wider range of conjunctions  Vary sentence openers – ly</p> <p>Write  Up-level  Publish</p>	<p><b>Year 2 sound of the week</b>  or sound spelt as ar after w (warm)</p> <p><b>Reading lesson</b>  Phonics assessments</p>	<p><b>Challenge outcome</b>  City fair - Children will share their knowledge and products created to promote the countryside</p> <p>Products created:  -bird feeders  -art sculptures/animal habitats</p> <p>As <b>Theologians</b> WALT - listen and explore a religious story (Sikhism)  <b>Outcome</b> – children will be familiar with a Sikh story and identify messages within the story.</p>	<p><a href="#">World Health Day</a> (7 April)  <a href="#">Passover</a> (begins 15 April)  <a href="#">Good Friday</a> (15 April)  <a href="#">Easter Sunday</a> (17 April)  <a href="#">Easter Monday</a> (18 April)</p>
Homework	Number bond or timetables practise: TT test	<p><b>Spellings:</b> war, warm, towards, wardrobe, award, reward, swam, ward, <b>fast, past, last</b></p>	Reading book/ Reading Plus	Flipped homework:	4OS INSPiRE