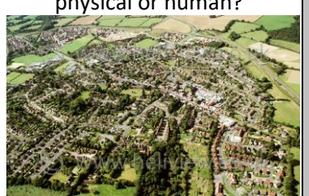
Billingshurst Primary School Termly Learning Journey

Year: 2 Term: Summer 2 Topic Title: Towers, Tunnels and Tournaments

Date	06.06.22	13.06.22	20.06.22	27.06.22	04.07.22	11.07.22	18.07.22
Learning Hooks	Visit the knight's library for lesson 1 English. Children to collect their initial research/facts for the information booklets	**Healthy Eating Week** Visit from a knight tbc (DT)	**Arundel Castle School trip (23rd June)**	Design an egg Visiting the museum	Creating/designing a dragon SLT visiting to select their chosen companion	**KS1 Sports Day – 14th July** Multisensory dragon experience – story sack?	
Text	How to be a knight - A Squires Companion by Templar Publishing How to be a Knight in 10 easy stages by Scoular Anderson How to be a Medieval Knight by Fiona MacDonald			The Egg by M.P. Robertson Dare to Care Pet Dragon by M.P. Robertson		Dragon Poems Xfilious	
Book Talk	**Book Talk** George and the Knight (picture book)	**Book Talk** My World of Brave Knights (non fiction) Pages 10-11 Pages 12-13 DK Castle and Knight (non-fiction) Pages 24-25 Knight School	**Book Talk** Knights and Castles Siege by Laura Durman Pages 16-17 Pages 8-9 (presentational/organisational features) My World of Brave Knights Pages 26-32	**Book Talk** Franklin's Flying Book (picture book) Tough Jobs Knight by Helen Greathead	**Book Talk** Franklin's Flying Book (picture book) Tough Jobs Knight by Helen Greathead (Book Review)	**Book Talk** The Dragon Rescue by M.P. Robertson The Dragon Snatcher by by M.P. Robertson	**Book Talk** The Dragon Rescue by M.P. Robertson The Dragon Snatcher by M.P. Robertson
Writing	Purpose- children to inform a reader about life as a medieval knight. ✓ Use commas to separate items in a list ✓ Use the present and past tenses correctly and consistently ✓ Use conjunctions for subordination (when, if, that, or because) and co-ordination (or, and, but)		Purpose- children to persuade a reader to buy their dragon egg. • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Use expanded noun phrases to describe and specify • Use conjunctions for subordination (when, if, that, or because) and co-ordination (or, and, but)		Purpose- children to write a descriptive poem about the features of their dragon ✓ Use expanded noun phrases to describe and specify ✓ Form adjectives using suffixes such as –ful, -less ✓ Recognise simple recurring literary language in stories and poetry		Purpose- oracy physical strand. Children to perform and share their poetry with the year group and discuss the effectiveness of their language choices. Have they met the purpose? ✓ Select and use appropriate registers for effective communication ✓ Speak audibly and fluently with an increasing command of Standard English

Maths	Topic: Measurement revision I can measure temperature in degrees I can compare and order temperatures and record the results using <,> and = I can measure capacity in l/ml I can compare and order capacity and record the results using <,> and =	Topic: Time revision I can compare and sequence intervals of time I can tell and write the time to five minutes I can solve problems involving time.	Topic: Money revision I can find different combinations of coins that equal the same amount of money I can add amounts of money together I can subtract amounts of money together.	Topic: Statistics I can make a tally chart I can draw pictograms I can interpret pictograms	Topic: Statistics I can interpret block diagrams I can draw block diagrams I can interpret tables I can draw tables.	Topic: Addition/ subtraction (problem solving) Revision: Inverse Exchanging methods.	Topic: Multiplication/division (problem solving) Revision: Fact families Commutativity Mental methods
Science							
Learning objective						**Animals - Incubating Eggs** Children should notice that animals have offspring which grow into adults. **I can ask simple questions and recognise that they can be answered in different ways** Ask questions stimulated by their exploration of their world Recognise basic features of living things Draw on everyday experience to help answer questions	
Learning Opportunity						What do we know about chicken? Using the questions below – children to explore what they know about chickens and what they want to find out. Make links to learning about penguins. Why is this a link? What can you tell me about chickens? What do they look like? What kinds of sounds do they make?	

						Where do they (usually) live? What kinds of things do they do? Eat? Need to survive? Share some information about chickens with the children. Next get them to start thinking about how baby chicks are born. Can anyone remember the life cycle of the penguin? Do you think this is the same or different for a chick? Once the children have identified that a chick comes from an egg – explore with them what kinds of special circumstances/conditions are necessary for chicks to be hatched successfully. Children to make predictions about what the egg needs to hatch and how long they think it will take. Use questions to develop discussions (see below). Set up the eggs in the incubator. Explain the function of the incubator making links to what a hen would be doing with the eggs. Show video of hen sitting on her eggs: https://www.youtube.com/watch?v=c3s-Bbp_ozk	
Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills						Discussing scientific vocabulary. (L) Working together S&E Talk roles to encourage dialogic classroom	
Key Questions						How are baby chickens or "chicks" born? How long do you think it takes for an egg to hatch? What kinds of things do eggs need to hatch? What happens to an egg if it doesn't get these things?	

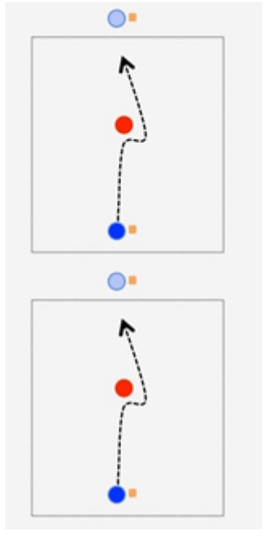
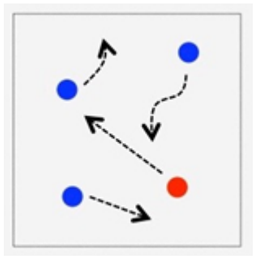
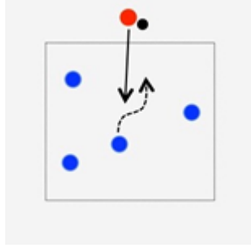
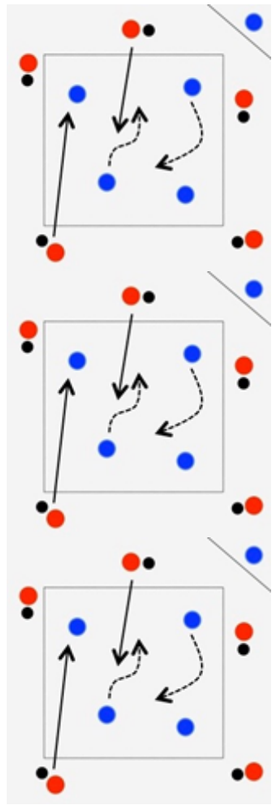
						Once a chick is born, what kinds of things does it need to grow up healthy? Can you think of any other animals that are hatched from eggs? What do can you see? What can you hear? Have there been any changes to the eggs? What do you think is going to happen? Are the conditions suitable? Is there anything we need to change?	
Learning Outcome						The children will understand that chickens come from eggs and will make predictions about what an egg needs to hatch.	
History - not taught this half term but linked to foundation subjects/topic							
Geography							
Learning objective	To recognise landmarks and other features (including their school) from aerial photographs To devise a simple map To construct basic symbols for a map.		To use a key, aerial photos and a local map to identify local human and physical features.		To use a key, aerial photos and a local map to identify local human and physical features when designing their own maps.		To use a key, aerial photos and a local map to identify local human and physical features when designing their own maps.
Learning Opportunity	Give the children a selection of aerial maps including the school– what can they see. https://maps.nls.uk/view/101434305 get them in their group to identify any key features (trees, buildings, parks etc). Give them coloured pens and get them to highlight these features by outlining them. On a table children to choose some everyday items to create these various features, e.g. PE cones, beanbags, construction blocks, balls, ropes etc. Encourage them to refer back to their photo and to note that the table is (hopefully) the same shape as the photo, but is much bigger, so they have to 'scale' up.		Get the children to play the matching game in small groups – trios. Match the picture to the correct human or physical feature name. Get the children discussing human and physical features are. Get the children to sit on the carpet and discuss the picture. Where is this? Get the children discussing where they think this is and why. What can they see? Is it physical or human?  Give the children their own maps of the town. Get them to annotate a local area map		Remind the children of the human and physical features. Give the children a selection of photos and aerial photos of castles around the UK. Using the photos, the children can design their own aerial map of a castle - remembering a simple key to identify the features. Children to be given a range of different castles and their surroundings. These castles will be from all over the country and include European castles. Looking at the different surroundings.		Remind the children of the human and physical features. Children to look at where castles are built and why (near rivers, on hills etc.) Using the pictures and the knowledge they have from previous lessons children will now draw a map of their own castle surroundings. Developing their aerial map from last week, children will design their own castle surroundings. . Children need to remember their key and using symbols around their map identifying both human and physical features.

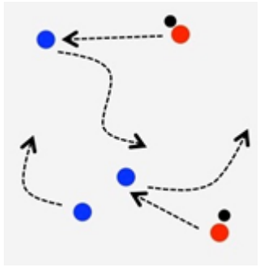
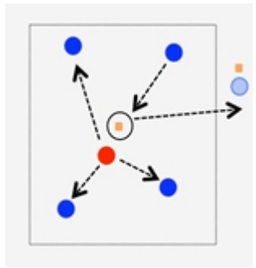
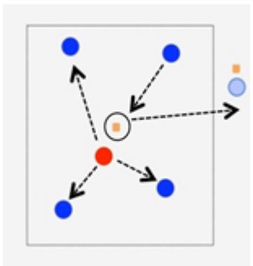
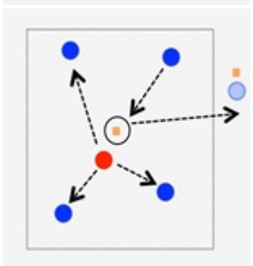
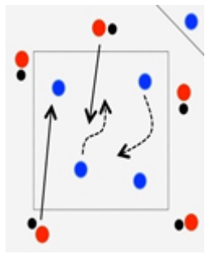
	Discuss choices and support those who may find it difficult to spatially transfer the aerial image. Once complete take an aerial photo of the 3D map and print if off. Then children cut out images of each item and use them to create a key for their map. Extension: children can have a go at creating a map by copying an aerial photograph and using traditional map symbols to create a key.		of the school, highlighting key features. Using aerial photos and maps of the school as well as their own knowledge the children are going to draw their own aerial map highlighting the human and physical features. Remind the children to include a simple key identifying human and physical features. Children will also include a 4 point compass on their map.				
Opportunities for oracy and drama	Talk roles: Clarifier, builder and a summariser to discuss and present their findings about their maps (physical strand)		S&E working with others.		Talk roles: instigator, builder and a summariser to present their findings about castles in the country (physical strand)		Physical strand: presentational talk (children to share maps with each other.)
Key Questions	What does aerial map/photo mean? What does scale mean? What can you see? How do you know? What could be used to represent a church, house etc? What does 3D mean? What is a key and why do we need one? Do we need a compass?		Where is this? How do you know? What are you going to include in your map? What symbols are you going to use? What is a key and why do we need one? Do we need a compass? Can you recognise different areas of the school? Where is our classroom?		What can you see in the photos? What will you include in your castle aerial map? How are you going to represent parts of your surroundings? What is a key and why do we need one? Do we need a compass?		
Learning Outcome	Use aerial photographs and plan perspectives to identify landmarks and human and physical features Devise, make and photograph their own 3D map Create symbols to make a key for their map		Design their own map of the local area, highlighting key features Describe simple features from aerial images		Design their own map of a castle, highlighting key features they want to include with a key/compass.		Design their own map of the surrounding of their castle, highlighting key features.
Art and Design							
Learning objective	I can cut out a paper template I can cut and shape fabric using scissors/snips		I can apply shapes and decorations using beads, buttons, feathers etc… with glue or by stitching		I can apply shapes and decorations using beads, buttons, feathers etc… with glue or by stitching	I can create cords and plaits for decoration I can evaluate my finished product	

Learning Opportunity	Textiles Skills – Make a hanging heraldic pennant (DT skills in italics) ***Make*** • *select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]* • *select from and use a wide range of materials and components, including construction materials, **textiles** and ingredients, according to their characteristics* Photocopy designs in advance. Using example of design template explain that these will now be used as a paper template to help the children cut out their fabric for the pennant. The children will be cutting out their initial letter and the 2 images representing their hobbies. Demonstrate how to use scissors correctly to accurately cut around the solid black line on their paper template. Show the children different coloured felt. Pass the felt around and ask the children for words to describe it. Explain that felt is a useful fabric as it is easier to cut and doesn't fray. Children to choose a colour for their initial letter. Show children how to place their template to ensure minimum wastage. Demonstrate how to trace around the template using chalk and then cut it out.	***Make*** • *select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]* • *select from and use a wide range of materials and components, including construction materials, **textiles** and ingredients, according to their characteristics* Use a back stitch to join fabric building on skills (running stitch) The children will have a triangle base fabric for their pennant. Look at the top flap of the bunting shaped material a demonstrate how this will be folded over to create a place for the string to run through so the pennant can hang. Recap how to create a running stitch and then model using a back stitch to secure the fold over. The children will have a choice of stitch they use. Explain the difference between making tight and loose stitches. Children will then use needles and thread to stitch the top of their pennant. The children will be given the choice of using a running or back stitch. Some children will need ready knotted and thread needles, other will need support to thread and knot, some will be able to work independently.	***Make*** • *select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]* • *select from and use a wide range of materials and components, including construction materials, **textiles** and ingredients, according to their characteristics* Children will apply their felt initial and designs using glue. Children will then add buttons and other decorative materials around the outside of their pennant using stitches or glue.	Model how to make a cord to hang their pennant using a plaiting method. Children will choose 3 colours of wool to plait together to make a chord for the pennant and thread it through the top. **Evaluate** • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria English link – children will write a set of instructions for making the pennant.
Key Questions	What is a template? How do you hold scissors correctly? How would you describe felt?	How can we join two pieces of fabric together? What is a running stitch? What is a back stitch?	How can we add decorations to our pennant?	Why do pennants need to be hung? How can we hang our pennants? What is a Plait? How can we make a plait?
Learning Outcome	The children will cut out the initial shape for their pennants using scissors	The children will successfully use a back stitch to create the top of their pennant ready for hanging.	The children will have attached decorations to their pennants	The children will complete their pennant by creating a cord to hang it. Children will evaluate their finished product.

Computing							
Learning objective	I can write algorithms for everyday tasks. I understand problems will occur if precise instructions are not followed.	I can use logical reasoning to predict the outcome of algorithms.		I can debug algorithms. I can debug programs of increasing complexity.	I can debug algorithms. I can debug programs of increasing complexity.		I can explain my understanding of coding and programming.
Learning Opportunity	Discuss what the children can remember about algorithms and the correct terminology used. Can they demonstrate what they know about algorithms and build on each other knowledge. Introduce the children to Code.org as a class. Using #7 bee the children will use their algorithm skills to move the bee on the computer. Demonstrate what the algorithms look like and how it works. Using code.org children will be able to control motion by specifying the number of steps to travel, direction and turn and learn how to enter a series of precise and unambiguous instructions to make an object move and turn including the repeat key. **Resources** **www.code.org**	Remind children of their progress on Course B, which they begun last lesson. Using the 'onion' oracy grouping, get children to discuss definitions of key vocabulary: algorithms, debugging, directional language, programming Children to log back in to Course B and continue https://code.org/ Children to continue to work through Course B at their own pace. By the end of the lesson the children will be able to recognise what an algorithm is and be able to give a set of instructions verbally by specifying the number of steps to travel, directions etc.		As a class look at Scratch debugging https://scratch.mit.edu/projects/10437040/editor/ Look at the algorithms – what is wrong with the animation? What should be happening? How can we fix it? Introduce the children to the word predict – what does it mean? Discuss with children what 'debugging' and 'bugs' are. Show them BBC bitesize clip. Debugging - https://www.bbc.co.uk/bitesize/topics/zkcqn39/articles/ztkx6sg Children to log back in to Course B and continue https://code.org/ Children to continue to work through Course B at their own pace. By the end of the lesson the children will be able to recognise what an algorithm is and be able to debug algorithms that are not performing as expected.	Using code.org children will develop their own algorithms. They will then work in pairs to predict what will happen in their algorithm. Are there any 'bugs' in their algorithm? In their pair's children will then debug their algorithms. Once they have completed their first algorithm can they make another or can they expand their current one. Using role play and code.org children will be able to - To consider a series of instructions and make logical predications on the outcome. To recognise how to correct/fix mistakes in the program. **Resources** **www.code.org**		Ask the children to discuss what they know about algorithms and debugging. Add all their suggestions on the flip chart for them to refer back to. Pretend you have forgotten everything to do with algorithms and debugging. The children have to teach you about them. Show the children the code.org #5 maze debugging challenge. Ask the children to firstly predict what is going to happen before finding out. Once they have had ago at the maze debugging the children can try code.org #8 artist sequence or #10 shapes. **Resources** Flip chart paper www.code.org
Opportunities for oracy and drama	Groupings– 'onion' strategy Talk roles – pairs/trios to share progress and support	Groupings– 'traverse' strategy Talk roles – pairs/trios to share progress and support		Groupings– 'onion' strategy Talk roles – pairs/trios to share progress and support	Groupings– 'onion' strategy Talk roles – pairs/trios to share progress and support		Talk roles – trios to complete the maze challenge
Key Questions	What is an algorithm? Why do we need algorithms? Can an algorithm be in any order?	What is an algorithm? Can you give an example of an algorithm? What happens if I miss a step in my algorithm? How can I debug an algorithm?		What happens if I miss a step in my algorithm? How can I debug an algorithm? Can an algorithm be in any order? What happens if the order is changed?	What happens next? Where do we start to look for 'bugs'? What is debugging? Are there different types of 'bugs'?		What is an algorithm? What do I mean by a 'bug'? How do 'bugs' happen? Can you predict what is going to happen next?

	Why do we need to be specific with our instructions? What are algorithms a list of? How do we write an algorithm?	Can an algorithm be in any order? What happens if the order is changed?					Where do we start to look for 'bugs'? What is debugging? Are there different types of 'bugs'?
Learning Outcome	Children will be able to write an algorithm that moves the bees on code.org. Children will create simple algorithms.	The children will be able to program and debug algorithms to complete a set of challenges.		The children will be able to program and debug algorithms to complete a set of challenges.	Children will be able to be able to fix their 'bugs' and run a successful algorithm on www.code.org.		Children will be able to independently predict what happens when reading an algorithm. Children will successfully debug an algorithm.
Design Technology - not this half term but some elements covered in art (see above)							
Music **I can use simple notation to create a melody and I can compose a piece of music** **Charanga / Freestyle / FS and KS1 Units of Work / The Dragon Song – Lessons /Flexible Pathway**							
Learning objective						I can perform to an audience.	
Learning Opportunity						**Charanga:** Alternatively use 'Freestyle' and 'Sing' sections for songs appropriate to topic. **New vocabulary**: timbre	
Opportunities for oracy and drama						Feedback from audience. Focus on oracy physical strand.	
Key Questions						How do we stand as a singer? What does timbre mean?	
Learning Outcome						The children will have performed to an audience.	
Physical Education outdoor							
Learning objective	The focus of the learning is to explore dodging and learn how to dodge effectively.	The focus of the learning is to develop children's dodging technique applying this into games. Children will develop an understanding of why it is important in to dodge in games.	The focus of the learning is to apply children's knowledge of how, where and why to dodge, into game situations. Children will learn the roles of attacking and defending and start to	The focus of the learning is to apply children's knowledge of how, where and why to dodge in game situations working as a team.	The focus of the learning is to consolidate pupils' knowledge of how, where and why to dodge in game situations, working in teams.	The focus of the learning is to apply pupils' knowledge of how where and why to dodge, into a level 1 competition.	The focus of the learning is to apply pupils' knowledge of how where and why to dodge, into a level 1 competition.

			understand when we attack and when we defend.				
Learning Opportunity	Locomotion: dodging Session 1 Ask children to move around in the area showing what they know about where to run and how to run. <u>Dodging: Avoiding the opposition</u> Spread markers (spot/cones) on the floor within the playing area. Explain to the children that the markers are players on the other team. Where will we run to avoid them? Allow children to explore different ways of dodging. Can they dodge backwards, sideways, with heavy feet, on the balls of their feet, high to low, low to high? Which way of dodging is the most effective and why? <u>Tag the Leader (Attacker)</u> In pairs, partner 2 (the tagger) follows partner 1 (the leader). The tagger must follow the leader wherever they go trying to tag them. The leader needs to try and move away from the tagger to avoid being tagged. Ask the leader how will they avoid being tagged? Do they avoid being tagged,	Recap prior sequence of learning. Children run around the space showing what they know about dodging and moving into spaces to start the lesson. Children should think of each other as players on the other team. <u>Tennis Ball Tag: Avoid the tagger</u> Children will develop their dodging technique and an understanding of when this is applied in games. Choose 3/4 children who will start with a tennis ball, they are the 'taggers'. The taggers' role is to use their spare hand which is not holding the tennis ball to tag the other children. If a child is tagged they take the ball and become the tagger (swap roles). Show examples of where children have successfully evaded a tagger. Tennis Ball Tag: Mind the traps Spread markers across the area. If children are caught by a tagger, or touch a marker they become stuck and can not be released. The taggers score a point for each child they catch.	Re-visit Tennis Ball Tag <u>1v1 dodging: Explore attacking and defending</u> In pairs, one child (attacker) starts at one end of the space with a beanbag and their partner (defender) in the middle. The aim of the game is for the attacker to dodge past the defender and drop the bean bag over the line at the opposite end to score a point. Children must stay within the space. The defender must try and tag the attacker, stopping them from scoring (wear tag rugby belts if available). After each turn swap roles. Reinforce prior learning of when, where and how we dodge. 	Re-visit 1v1 dodging in the form of a 'show what you know' assessment. <u>3v1: Avoid the defender</u> In groups of 4. Three children wear tags (attackers). Choose one child to be the tagger (defender). On your command the defender needs to try and catch the attackers, by pulling off their tags. If a defender pulls off both of an attackers tags, the game stops and the defender is declared the winner. Rotate defenders. Play the game for an allotted amount of time. If the attackers can avoid being caught by the defender they score a point. Show examples of collaboration. Question children on why we need to avoid the defenders.  <u>**Protect the Treasure**</u> In groups of 4/5, use the layout from 1v1 dodging and place a hoop in the centre with a beanbag (treasure) inside. Choose	**<u>Danger Dodgeball</u>** In groups of 5, set up a square playing area. Four children start on the inside of the playing area and one child starts on the outside with a soft ball (i.e. foam ball). Place spare balls around the outside of the playing area. The child on the outside rolls their ball trying to hit one of the pupils inside the area below the knee. If a child is hit below the knee (above the knee does not count) that child leaves the area and collects a ball becoming a roller on the outside. If children hit or miss once they have rolled their ball, they must quickly retrieve it and roll again. The game continues until one child is left in the middle this child is the winner. Question children about why have they won. What did they do that enabled them to be successful? Show HA examples of effective dodging. Repeat the game with a different child starting with the ball.  **<u>Team Dodgeball</u>** In groups of 10, split each group into two teams of 5. One team starts in the	**Dodgeball Tournament** **Split the class into teams of 5. Set up three pitches.** **<u>Structure and apply the rules of the game as in suggested sequence of learning part 5.</u>**  Play a round robin tournament so all teams play each other, applying their knowledge and understanding of dodging throughout. Allow enough time for each team to play each other several times. Award 3 points for a win, 1 for a draw and 0 for a loss. Total the scores of all the games played at the end to see which team has won the tournament.	Consolidation: The children will choose a game from the ones played over the terms learning using their dodging skills.

	moving successfully away from the tagger into space? <u>Mud Monsters: Avoiding the traps</u> Spread markers across the area, these are mud monster traps. Children run around the space avoiding the traps. If they make contact with the traps they are stuck and must stand still. Children can be released from the trap if another child gives them a high 5. <u>Mud Monsters: Monsters come alive</u> Choose 3/4 children who become mud monsters. Mud monsters can only walk. Their job is to tag the others. If a child is tagged they must stop and stand still and are released when they are high 5d. Can the children dodge to avoid being caught?	The aim of the game is for the runners to keep the taggers' score as low as possible. 		one child to be the defender. The defender has to protect the bean bag from the attackers, preventing them from picking up the beanbag and taking it outside the playing area to score a point. If an attacker is tagged whilst holding the beanbag the beanbag must be placed back inside the hoop. The defender is not allowed inside the hoop. Allow attackers an allotted time to try and take the beanbag. Can the attackers collaborate to successfully take the beanbag?    Show examples, question	middle (team 1) without a ball and one team on the outside (team 2), each with a soft ball. The game is played applying the same rules as danger dodgeball. However this time if a child from team 1 is hit with the ball they are eliminated and sit on the outside of the square in a safe area. Play for an allotted time. The number of children left in the middle at the end of the time is team 1's score. Can team 2 beat team 1? 		

				children why as to they successful. HA increase the number of defenders.			
Opportunities for oracy and drama							
Key Questions	Who can run and stay in their own space? Why do we need to stay in a space when we are running? How do we dodge? Which way of dodging was the easiest? Which ways of dodging were hard? When do we dodge? Why do we dodge? How can we dodge, keeping away from someone who is trying to catch us? In which sports do we need to dodge?	Who can run and stay in their own space? Why do we need to dodge round other players into spaces? How do we dodge? When do we dodge? Why do we dodge? How can we dodge, keeping away from someone who is trying to catch us? What could go wrong in a game if we do not dodge around players on the other team and move into a space?	Who can run and stay in their own space? How do we dodge? When do we dodge? Why do we dodge? Why do we need to dodge round other players into spaces? How can we dodge, keeping away from someone who is trying to catch us? What could go wrong in a game if we do not dodge around players on the other team and move into a space? How are we going to dodge round the defender to score points? How do we attack? When and why do we attack? How do we defend? When, where and why do we defend?	Who can run and stay in their own space? Why do we need to work as a team? Why do we need to dodge round other players into spaces? How can we dodge, keeping away from someone who is trying to catch us? How are we going to dodge round the defender to score points? How can we work as a team to retrieve the beanbag? What tactics will we use to retrieve the beanbag? Who will win if we cannot dodge and retrieve the beanbag? How do we defend? When, where and why do we defend?	How do we dodge? When, where and why do we dodge? How are we going to dodge the balls being rolled? Why do certain pupils win the game? What tactics have we created? Discuss why certain teams win and why others may not. What were teams doing that allowed them to be successful? Why do we need to work as a team?	How do we dodge? When, where and why do we dodge? How are we going to dodge the balls being rolled? Why do certain pupils win the game? What tactics have we created? Discuss why certain teams win and why others may not. What were teams doing that allowed them to be successful? Why do we need to work as a team?	
Learning Outcome	The children will be able to dodge to stop being caught.	The children will develop their dodging skills in the context of a game.	The children will understand how to attack and defend	The children will understand how to attack and defend in the context of a game	The children will understand how to dodge and work in teams	The children will be able to play in a team in a tournament.	The children will demonstrate the dodging skills learnt
Physical Education outdoor – rounders							
Learning objective	I can use an underarm throw.	I can use an overarm throw.	I can throw accurately	I can strike a ball.	I can field and bat	I can field and bat in a game of rounders.	I can field and bat in a game of rounders.

	I can catch a ball.						
Learning Opportunity	Warm up - Five pupils have a bib and ball, they are to throw the ball at the other students in order to get them 'stuck'. Once a ball has touched a child they stand with their legs apart and another pupil crawls through their leg to save them. Children have a ball each – bean bags, easy grip balls, large easy grip balls, soft tennis ball, blue balls. Smaller the harder. Children practise dropping the ball, letting it bounce then catching it. • Try different hand • One eye closed • Different sized ball if it is easy Children then practise throwing the ball in the air, then catching it, how many times can they clap before catching the ball? <u>Catching and underarm throwing</u> Children work in pairs 3m away from each other, using varying size balls, bigger the easier. Under arm throw – catch with two hands together making a cup. Complete 10 catches in a row and take a step away from each other. Game: Two teams – one team all throw their balls and then all have to get around four cones set up like a rounders pitch before all the fielders get	Warm up: Teams of 5, using a large ball, play under/over , through legs, round the side, racing from one side to the other. **<u>Catching and throwing</u>** Start in groups of three, piggy in the middle, larger balls easier to catch If a person drops the ball they are in the middle, if it is intercepted by the person in the middle they go on the outside. **<u>Over arm throw</u>** Using ball of the children's choice, throw the ball over arm to a partner, high elbow and snap through keeping arm high, point where you want the ball to go using other arm. Game: Competition, who can throw the furthest? All students on a line throwing forward, see which ball lands the furthest.	Throwing for accuracy Place hoop against the wall, standing up, children to throw the ball in the hoop, and every successful throw they step back away from the hoop. Relay teams of five- children run from a start position to a throwing line/cone then attempt to throw the bean bag in the hoop, collect and then run back to team mates. Move hoop further away, add in a special hoop very far away! Put children in two teams, one team is throwing, one is fielding. Children to try and throw the easy grip balls through a goal, the other team attempt to stop the balls going through the goal.	**Warm up -** Circle of 5 children with a ball, children throw the ball to anyone in the circle, then run and take their place, two balls to make it harder <u>Batting</u> Using paddle bats and rounders bats students in pairs are attempting to hit the ball. First partner drops then ball for them to hit, then throw to them. Batters stand side on, bat in a ready position, bat goes low to high, eyes on the ball. In groups of five set a large goal up for the batter to hit the ball in, four other children are the goal keepers, who are trying to stop the ball from going in the goal. Each person throws the ball towards the batter, who tries to hit the ball in the goal, then swap over. **Game:** Set up a small rounders pitch with four cones. Two teams, on team batting, one team fielding. Students run in pairs, one batter and a partner. One person hits the ball, then both run around the bases as quickly as possible, each base run past scores your team points.	**Warm up- Children** in pairs – take it in turns to throw the ball out, run to pick up and throw to partner who then throws ball out for themselves collects and throws back to partner 5 Different stations set up that children in groups will work round 1. Station for over arm throwing 2. Station for under arm throwing 3. Station for batting 4. Station for fielding and then throwing	Warm up – working in pairs – one with bat and one with ball. Take in turns to throw to partner who then hots the ball. Retrieve and then repeat. Swap after 5 goes. **Set up a game of rounders:** • Set up the pitch. (Place a cone at each post, bowling square and batting square. You may also like to place a cone to show where batters should stand while waiting to bat, in order to keep them safe.) • Split the class into two teams. • One team bats while the other fields and bowls. • The bowler bowls the ball underarm to the batter who hits the ball and runs to as many posts as they can reach before the fielders touch the base they are heading to with the ball. • A batter has three goes at hitting a ball. • A batter can still run if they do not hit the ball. They can however only run to the first post. This is also the case if they hit the ball behind them.	Game of rounders – round robin tournament against the other Year 2 classes

	the balls back in the bucket/box.					• The batter is out if their ball is caught before hitting the ground or if the post they are running to is touched by the ball before they get there. • If a batter does not get all the way round the pitch on their turn they must run on when the next batter hits the ball. • A batter must not run on when the bowler has the ball. • A batter cannot overtake a previous batter at a post. If this happens, the person overtaken is out. • Two batters cannot stay at one post. • The batter scores 1 point for each post reached or a rounder (5 points) if they get all the way round in one go. • The team with the most points wins.	
Opportunities for oracy and drama							
Key Questions	How do you throw accurately? Why is it important to watch the ball when throwing and catching? How to we position our body and hands to catch the ball?	How do you throw accurately? Why is it important to watch the ball when throwing and catching? How to we position our body and hands to catch the ball?	How do you throw accurately? Why is it important to be accurate when we throw? How do you need to position your body when throwing at a target?	How do you hold the bat? How do you position your body? Why should you watch the ball?	What does 'fielding' mean? Why is it important to stop the ball quickly? Why is it important to communicate clearly with your other team-mates?	What are the rules of rounders? Why is it important to work together as a team? How should you communicate with each other? What is good sportsmanship/What does it mean to be a good sport?	What are the rules of rounders? Why is it important to work together as a team? How should you communicate with each other? What is good sportsmanship/What does it mean to be a good sport?

Learning Outcome	Children will be able to throw using an underarm throw and catch the ball.	Children will be able to throw using an overarm throw and catch the ball.	The children will be able to throw accurately.	The children will be able to strike the ball.	The children will begin to understand the rules of rounders.	The children will begin to understand the rules of rounders and play a competitive team game.	The children will engage co-operatively in a competition working together as a team.
RSE							
Learning objective	I understand that people sometimes need to change their behaviours, including habits. I can develop strategies for coping with difficult or confusing emotions.	I know what a habit is and know it can be hard to change this.					Identify changes that they or other children might experience in their lives. I can name some emotions children might feel at particular times of change. I can suggest some strategies that could be used to cope at times of change, including approaching others for help.
Learning Opportunity	Warm up - I bet you didn't know ...' Children each say something that they have done that they are proud of but that maybe not many people in school know about. Children to do an activity that is about how behaviour and how it is hard to change. Children to discuss habits and how they would change them. Ask the children how hard they think it is to change our behaviour. Then suggest they do the following exercise: Fold their arms the most comfortable way (i.e. the way they would automatically do it). Then ask them to fold them the opposite way (if the right	Oracy focus. Children reflecting on how they have changed their habit. Conversations about challengers they have faced and how they have overcome them. Revisit the post-it notes the children wrote about a habit they want to change. Have they been successful? What has helped them? What made it difficult? Have children discuss how it has been successful and what they are going to try next or discuss what challenges they have faced and how they have overcome it. Idea for next week – children to write any concerns they have about moving into year 3 and post it – these will be discussed anonymously					Share thoughts and feelings about moving into Year 3. Children to think about what they are looking forward to and share with the group. Children to then write down a concern or question they have. These will be anonymous. This may have been done before the lesson into a box. Teacher will read a selection of questions and answer with the help of the class. Talk to the children about the importance of sharing worries. Read The huge Bag of Worries by Virginia Ironside and discuss.

	arm is usually on top, put the left arm on top). Interlink the fingers of both hands. Which thumb is on top? Now interlink the fingers so that the opposite thumb is on top. Ask the children how it feels. Link to the fact that you are asking them to change the way they do something. This feels odd and can be difficult, because we get used to doing something in a certain way. It does not mean that it is the right way. Often there are many good ways, and each is equally good. Ensure that the children understand the word 'habit'. Ask the children if they or other people in their family have had any habits that they have stopped or would like to stop. Use an example of your own and help them with ideas if necessary. Discuss how difficult it can be to change things we are really used to doing. Children to decide on a habit they want to change. They will write it on a post-it note and keep it in their tray to refer to at a later date.	next lesson and how we can overcome them. Discuss with the children how they have changed over the year – show them photos of them when they started year 2 and how they look now. Discuss how these changes happen and we don't even realise. Teacher to bring in a photo of when then as a baby/ child/ teenager etc. can the children see how much you have changed? Make links to science – human life cycle Discuss that it is natural to change over time and most of it they won't even notice. Can they think of anything that has changed in their lives (pets/ siblings etc.)					
Opportunities for oracy and drama							
Key Questions	What does change mean? Can we change our behaviour? What is a habit? How can we change a habit? What habit would you change?	What have you learned about trying to change the way you behave? Has it changed the way you think or the way you understand your behaviour? How would you try to change your behaviour or					Which class are you going to be in? Who is your new teacher and what do you know about him/her already?

		to help someone who wants to change their behaviour?					How do you get to your new classroom from inside the school? How do you get to your classroom from outside the school? What are you looking forward to about next year? What are you worried about?
Learning Outcome	Children will identify one habit they would like to change in the coming weeks. They will discuss how they can change that habit.	Children will understand that different habits will take different amounts of time. You can't change overnight. Children will understand some changes are natural and not to be ashamed. Children will compare themselves from the beginning to the end of Y2 – sharing what has changed about themselves.					Children will feel more confident about going into Year 3. Children will create something for their new teacher to share about themselves.
RE **The Bible (Stories with a meaning linked to school values)** **The children will be able to reflect upon and consider religious and spiritual feelings, experiences and concepts, for example, concern, joy and sadness.** The Lion Storyteller Bible by Bob Hartman: God's friend (happiness), The two houses (safety) and A jar and a jug (trust)							
Learning objective							I can ask big questions and make connections. **Year 2:** How should people live their lives? (purpose of life with religious examples; personal aspirations; personal happiness; helping others).
Learning Opportunity							Oracy lesson Discuss: - What is religion? - Who's choice is it to follow a religion/be religious? - Is it acceptable for people to follow

							different religions? Why? - What is an aspiration? - What are your aspirations? - What makes you happy? - How can you support and help others? Use a variety of oracy groupings and teacher and student talk tactics.
Opportunities for oracy and drama							Use a variety of oracy groupings and teacher and student talk tactics.
Key Questions							- What is religion? - Who's choice is it to follow a religion/be religious? - Is it acceptable for people to follow different religions? Why? - What is an aspiration? - What are your aspirations? - What makes you happy? - How can you support and help others?
Learning Outcome							The children will have asked big questions and made connections.