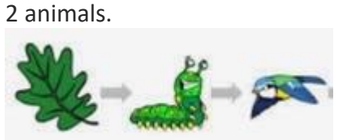
Billingshurst Primary School Termly Learning Journey

Year: 2 Term: Spring 1 Topic Title: Pole to Pole

Date	04.01.21	11.01.21	18.01.21	25.01.21	01.02.21	08.02.21
Learning Hooks	Children to act out the different parts of a penguin's life Role on the wall	Drama related to hot and cold climates	Immersion day – Science – habitats Curiosity cubes – what animal does this belong to? What habitat would it live in and why?	Immersion day – art Modroc – penguins/polar bears	Around the world – Google Earth Walk around the school searching for human and physical features	Poetry Make a class poetry book to share with the school. Poetry competition? Ask CW.
Text	Emperor's Egg by Martin Jenkins	Emperor's Egg by Martin Jenkins	Poles Apart by Jeanne Willis	Poles Apart by Jeanne Willis	Poles Apart by Jeanne Willis	Antarctic Antics and a selection of riddles
Book Talk/Class read texts: The Rainbow Bear – Michael Morpurgo The Last Polar Bears – Harry Horse Pugs of the Frozen North – Philip Reeve & Sarah McIntyre The Penguin who wanted to find out – Jill Tomlinson	Information texts about penguins Focus on retrieval skills	Information texts about penguins Focus on retrieval skills Research role on the wall questions.	The Penguin who wanted to find out – Jill Tomlinson Focus on inference skills	The Penguin who wanted to find out – Jill Tomlinson Focus on inference skills	The Penguin who wanted to find out – Jill Tomlinson Focus on inference skills	Non- fiction texts about polar animals Focus on retrieval skills Animal verse Polar animals – Paul Hess Learn and rehearse.

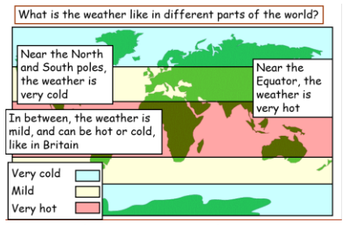
Writing	To write to inform Non-chronological report about penguins Read the text and respond to illustrations Role on the wall Silhouette of a penguin - characteristics of a penguin. What I know – on the inside and what I want to know on the outside of the silhouette. Children to write on small penguin templates. Using their questions to find out about penguins. Ask the experts. **Writing – composition** • Develop positive attitudes towards and stamina for writing Write for different purposes **Consider what they are going to write before beginning** • Plan or say out loud what they are going to write about • Write down ideas and/or key words, including new vocabulary • Encapsulate what they want to say, sentence by sentence	To write to inform Non-chronological report about penguins **Writing composition** **Consider what they are going to write before beginning** • Encapsulate what they want to say, sentence by sentence **Make simple additions, revisions and corrections to their own writing** • Evaluate their writing with the teacher and other pupils • Re-read to check that their writing makes sense • Proof-read to check for errors in spelling, grammar and punctuation **Read aloud what they have written with appropriate intonation to make the meaning clear**	I can write to entertain Sequencing the story Planning the five parts of the story **Writing – composition** • Develop positive attitudes towards and stamina for writing **Consider what they are going to write before beginning** • Plan or say out loud what they are going to write about • Write down ideas and/or key words, including new vocabulary • Encapsulate what they want to say, sentence by sentence	I can write to entertain Writing the story **Writing – composition** • Develop positive attitudes towards and stamina for writing **Consider what they are going to write before beginning** • Plan or say out loud what they are going to write about • Write down ideas and/or key words, including new vocabulary • Encapsulate what they want to say, sentence by sentence **Make simple additions, revisions and corrections to their own writing** • Evaluate their writing with the teacher and other pupils • Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proof-read to check for errors in spelling, grammar and punctuation **Read aloud what they have written with appropriate intonation to make the meaning clear**	Polar animal riddles – What am I? Children to choose an animal and describe its features Children to perform their riddle **Writing – composition** • Develop positive attitudes towards and stamina for writing • Write poetry **Consider what they are going to write before beginning** • Plan or say out loud what they are going to write about • Write down ideas and/or key words, including new vocabulary • Encapsulate what they want to say, sentence by sentence **Make simple additions, revisions and corrections to their own writing** • Evaluate their writing with the teacher and other pupils • Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proof-read to check for errors in spelling, grammar and punctuation **Read aloud what they have written with appropriate intonation to make the meaning clear**

Maths	Multiplication Pupils should be taught to: recall and use **multiplication** and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for **multiplication** and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs show that **multiplication** of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving **multiplication** and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	Multiplication Pupils should be taught to: recall and use **multiplication** and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	Division Pupils should be taught to: recall and use multiplication and **division facts** for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and **division** within the multiplication tables and write them using the multiplication (×), **division (÷)** and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and **division,** using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	Division Pupils should be taught to: recall and use multiplication and **division facts** for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and **division** within the multiplication tables and write them using the multiplication (×), **division (÷)** and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and **division,** using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	Fractions Fractions of a shape (recap 2D Shape names within this unit) Pupils should be taught to: • Recognise, find, name and write fractions 1/3, ¼, 2/4, and ¾ of a length, shape and set of objects • Write simple fractions e.g, ½ of 6 = 3 and recognise the equivalence of 2/4 and 1/2	Fractions of an amount Pupils should be taught to: • Recognise, find, name and write fractions 1/3, ¼, 2/4, and ¾ of a length, shape and set of objects • Write simple fractions e.g, ½ of 6 = 3 and recognise the equivalence of 2/4 and 1/2 Make a fractions booklet Make a fractions booklet (Flexible Friday) 2nd half term: Shape (2D and 3D) Measure, Time, Revision of 4 operations
Science						
Learning objective	Life cycles I know that animals have offspring which grow into adults.	Basic needs for survival (animal) I can find out about and describe the basic needs of animals for survival – water, food and air	Living things and their habitats - immersion day (Thursday). I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different animals and plants and how they depend on each other. • Polar habitats • Comparative habitat from Poles Apart text – desert, ocean • Other habitats - jungle	Food chains I can describe how animals obtain their food from plants and other animals.		

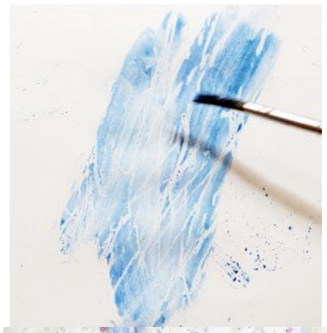
Learning Opportunity	Start with the question on the board – what is a life cycle? Share what the children already know. What life cycles can they describe? They may be able to describe the life cycle of a butterfly from Year 1. Show children the video on Explorify – Unexpected Eggs (chameleons) https://explorify.wellcome.ac.uk/en/activities/whats-going-on/unexpected-eggs Do you know what might happen based on the image? After watching the video ask the children: • Do they know they are looking at eggs? • What do they think might be inside these eggs? • Where do they think these eggs are? • How do these eggs compare to those we are more familiar with? Explain that the majority of animals reproduce by laying eggs. This includes all insects, fish, amphibians, reptiles and birds. There are similarities in the eggs, but whereas birds' eggs tend to have hard tough shells, eggs that are not incubated directly by the parent often have softer shells. What other animals lay eggs? Take a look at this BBC video to find out more about animals that lay eggs: https://www.bbc.co.uk/bitesize/clips/zdw9wmn The chameleons in the video lay their eggs in the soil, where else would you be able to find eggs? Make link to penguins. What type of animal is a penguin? Ask the children to have a go at describing the life cycle of a penguin to their talk partner. Read part of this text: And Tango makes 3 – nice diagram. Read	Start with asking the children – what are the basic needs for survival of an animal? Get feedback from the children. What is the difference between a want and a need? Give the children a selection of images – some wants and some needs. Needs – water, food (nutritional) air, shelter Wants – TV, toys, car, sweets, ipad, phone Are we animals? What type of animal are we? Explain that all animals have certain needs for them to survive and without them they would die. Share video: https://vimeo.com/208148325 Share the song: https://www.youtube.com/watch?v=k4UDf3tF_O4&ab_channel=HarryKindergartenMusic Share video about how penguins have adapted to survive in their environment (this will link to the work on habitats next week) https://www.bbc.co.uk/teach/class-clips-video/what-adaptations-do-penguins-have-to-survive-in-antarctica/z6rtscw Share information about a penguin's diet. In science books -Children to draw a picture of a penguin in the middle of the page. Around the image children to write the 4 needs for survival with examples. e.g. Food – penguins eat fish, squid and krill Air – penguins breath air like other birds. Penguins cannot breathe underwater. They often take a gulp of air before diving. Water – Most penguins live in environments where there is little or no fresh water. They have either ice or saltwater to choose from when thirsty. Penguins have a special adaptation that helps keep their salt levels balanced. Shelter – penguins huddle together to keep warm. ***Flexible Friday - I can explore and compare differences between***	Curiosity cubes to hook children into their learning:  Place an item from an animal e.g. a snake skin. What animal does this come from and where do you think this animal might live and why? Read the book - Welcome by Barroux. This introduces the children to different habitats and the concept that different animals are suited to different habitats and that animals adapt to their habitat. Pose the question – why is a desert habitat not suitable for a polar bear? Ask the children for examples of other habitats. Show children pictures of different habitats on the IWB – what habitat is it? (polar, desert, ocean, rainforest) How would you describe these habitats? Put children into small groups – give them 2 contrasting habitat images to describe. Children to write descriptions around each image. Freeze frame – divide the classroom into 4 habitats – polar, desert, ocean, rainforest. Children to work in groups in each habitat – act out what it is like there. Freeze Frame. Can we tell what the habitat is? Explain that animals adapt to survive in their habitat: https://www.bbc.co.uk/bitesize/clips/zyx76sg Children to choose a habitat they would like to research further. Children will have access to a range of information texts, videos and websites (use the ICT suite). Explain to the children that they are going to create their chosen habitat as a diorama. They need to find out: What the habitat looks like What the weather/temperature is like What plants grow there	Start the lesson by watching this Explorify video: https://explorify.wellcome.ac.uk/en/activities/whats-going-on/muddy-meal Do you know what might happen based on the image? After you've watched the video, lead a discussion with the class: • What techniques did the egret use to hunt? • Is the egret a carnivore, herbivore or omnivore? • Can you think of a food chain for this video? • How do the parts of the egret help it hunt for food? What is a food chain? Background science - The bird in the video is an egret – a type of heron but with white plumage (feathers). Egrets are native to North and South America but breed in lots of other areas around the world. They prefer a marshy or boggy habitat, for reasons you've seen in the video. They eat mainly fish, hunting by walking slowly then using a quick, sharp thrust of their bill to catch their prey and swallow it hole. They also will eat amphibians, reptiles, mice and other small animals. What might eat them? Owls, hawks, raccoons and poisonous snakes prey upon snowy egrets and their young. Share video – what is a food chain? https://www.bbc.co.uk/bitesize/clips/z96r82p Put children into groups of 3 and give them picture cards to make a food chain – a plant and 2 animals.  Play the food chain game. At the end, ask the children to stand in their food chains, arms linked. Ask: *What do you notice about the order of the animals?* (Often the		

	from egg page up to the egg cracking. Watch video of the egg being laid: https://www.youtube.com/watch?v=8IWcbIieR2E&ab_channel=BBC\ And watch: https://www.youtube.com/watch?v=X_lv9jFeoeo&ab_channel=Oceana Put children into groups of 3 to act out the life cycle of the penguin. • Find a mate • Lay the egg • Female penguin goes off to find food • Make penguin incubates the egg on his feet • Egg hatches • Male gives chick a milk like substance • Chick grows up and gets adult feathers • Finds a mate The cycle repeats. Model how to draw the life cycle of a penguin with clear labels. Scaffolding – some children will be given picture to cut and stick in sequence to make the life cycle.	***things that are living, dead, and things that have never been alive.***	What animals live there and how they have adapted to live there. Children will add labels with information on their diorama. During the day – take the children out to explore the micro-habitats in the environmental area. They can follow this up on Flexible Friday.	bigger animals are at one end, little creatures or plants at the other). Tell them that the largest animals at the end of the food chain are called 'predators' and that often food chains start with little plants that get their energy from the sun. *Why do you think we call them 'food chains'?* (Because, in a healthy habitat, all living things depend on each other and each part of the chain is food for another). Share scientific vocabulary: producer, consumer, predator, prey, carnivore, herbivore. Model how to make a food chain using the zig-zag book.		

Opportunities for oracy and drama	Drama – acting out the life cycle of a penguin SE (working with others, listening and responding, audience awareness)	Children will be exploring the difference between a want and a need and providing reasons why - C (reasoning – giving reasons to support views)	Habitat freeze frame SE (working with others, listening and responding, audience awareness)	Children will explore how a food chain works (SE) and the vocabulary to describe each part of the food chain (L)		
Key Questions	What is an offspring? What does 'life-cycle' mean? What life cycles can you describe? Are all life cycles the same? Make the comparison between mammals (live young), birds and reptiles, amphibians, insects (lay eggs).	What is the difference between a want and a need? Do all animals have the same needs for survival? How have penguins adapted to survive in their environment?	What does the word habitat mean? What habitats can you name? What are the main features of the different habitats? How do animals adapt to different habitats?	What is a food chain? Why are food chains important? What do food chains usually start with? (plant) What do they end with? (predator)		
Learning Outcome	The children will understand that penguins are birds. They will be able to describe the life cycle of a penguin. They will have drawn and labelled the life cycle of a penguin.	The children will understand the difference between a want and a need. The children will have described the needs for survival of a penguin and some of its adaptations.	The children understand that living things live in habitats suited to them and how animals adapt to their environment. Children will create a labelled diorama using information from their research.	The children will have made zig-zag book food chains. They will understand the process of a food chain and the scientific vocabulary for each part of the food chain.		
History - not this half term						
Learning objective						
Learning Opportunity						
Opportunities for oracy and drama						
Key Questions						
Learning Outcome						
Geography						
Learning objective	Locational knowledge: I can name and locate the seven continents and five oceans of the world.	Locational knowledge: I can identify the locations of hot and cold areas of the world in relation to the north and south poles.			Human and physical geography: I can use basic geographical language to relate to human and physical features. Geographical skills: I can use world maps, atlases and globes to identify continents and oceans .	Human and physical geography: I can use basic geographical language to relate to human and physical features. Geographical skills: I can use world maps, atlases and globes to identify continents and oceans.

Learning Opportunity	Read Poles Apart by Jeanne Willis & Jarvis. Using the map on display, plot the journey of the penguin and polar bear. (South Pole, North Pole, America, England, Italy, India, Australia, desert, sea, mountains, South Pole, North Pole) Show children the videos https://www.youtube.com/watch?v=dk8zDjQT0aE and https://www.youtube.com/watch?v=K6DSMZ8b3LE Create a class map of the world, labelling the 7 continents and 5 oceans. Split the class into 7 and give each group a continent so that they become 'the expert' on one continen. Children work together to create a large fact file / poster display. They could include information such as; weather, seas/oceans, animals, landmarks etc.	Pose the question: what do you know about climates? Collate children's ideas on the flipchart. Ask if anyone knows what the equator is? Where is it? Why is it important? What does it do? Watch https://www.youtube.com/watch?v=Wg-pFtvsvmo Discuss the children's prior knowledge of the weather in different parts of the world. On a blank map, as a class, create a colour coded key showing the climate.  Locate the tropics and hemispheres on the map. Ask the children to discuss if they think that the tropics, equator and hemispheres have an impact on the climate in that part of the world.			Read Poles Apart by Jeanne Willis & Jarvis again. Discuss the story and remind children of the plot and characters. As a class, collate a list of the places that the animals visit (North/South Pole, city in America, London – England, Italy – Venice, India, Australia) Display the map from lesson 1, showing the 7 continents and 5 oceans. Using atlases, ask children to identify the places above on this map. Agree on which continent each place is. Discuss these places and their features (use pictures from text and encourage children to use personal knowledge / experiences to aid/add to discussions). Give children a variety of information/books about the different places. Add to the collated ideas from before.	Ask children to discuss Poles Apart by Jeanne Willis & Jarvis again. Ask children to read through their lists of physical and human features from last lesson. Show children the images from pages 3/4 and 21/22. Discuss with them the illustrations. 1.Discuss the choice of background colour and how these are linked to the climate of this place. 2.Point out the physical features from these pages and how these have been shown. 3. Using the illustrations from the places for each place, show the children how the human features have been shown. Show children how to create the background of their chosen place, using different shades of one colour pastel. (EP to create demonstration video) Using black pen and continuous line drawing, add the human and physical features. Add colour to these as necessary.
Opportunities for oracy and drama	(S&E) Working with others to create their fact file/poster of their focus continent (S&E) Turn-taking – including the group, including everyone's ideas (S&E) audience awareness – children work together to ensure that the outcome is appropriate for others to learn from (C) Clarifying and summarising – seeking information from peers and secondary sources. Summarising these to include on their work	(S&E) Audience awareness – children think about their explanations to peers, changing language to ensure all understand (S&E) Listening and responding, actively and appropriately – children ask questions to others			(C) Clarifying and summarising – seeking information from peers and secondary sources. Summarising these to include on their work. (S&E) (C) - listening and responding / clarifying and summarising – children to listen to the thoughts / knowledge of others and questions further to clarify. (C) - seeking information from others through questions.	(C) Clarifying and summarising – seeking information from peers and secondary sources. Summarising these to include on their work. (S&E) - working with others – sharing ideas, turn-taking in discussion and supporting peers to achieve detail in their final outcome.

Key Questions	Can you list the sequence of continents the animals visited? What differences and similarities are there between the different environments/climates? What was the problem with the different climates for the penguins/polar bears? How can you collaborate as a group to produce an informative but well-organised outcome?	What differences do you notice between hot and cold climates? Do you believe the tropics / hemispheres has an effect on the weather/climates in different parts of the world? How would you describe the equator? What is it? What does it do?			What are the similarities and difference between the human and physical features or each place? Why do certain places have certain physical features? What human features can you see in each location?	What are the similarities and difference between the human and physical features or each place? Why do certain places have certain physical features? What human features can you see in each location?
Learning Outcome	Every child will have worked as part of a group to create a detailed piece of work about one of the continents. They will have recognised surrounding seas/oceans and other key human and physical features of that continents. Children will know the 7 continents and 5 oceans of the world.	 Children will recognise how the climate changes on different continents. They will have located and named the continents and 'colour coded' the climate on each.			Children to select the two/three places they are comparing. In their learning journals, put the place at the top and create a table listing 3 human and 3 physical features of each place.	Children to present information about two/three contrasting locations. Compare the human and physical features of each. Present in a similar way to the book (page 3/4 and 21/22). Long strips of paper using pastels/black pen to create the background. Show human and physical features within this using pastels and black pen.
Art and Design ***Theme: Pole to Pole.***						
Learning objective	I can develop the art and design techniques of using line, texture and shape. I can experiment with pen.	I can use sculpture to develop my ideas, experiences and imagination. I can develop a wide range of art and design techniques in using shape and form. I can use a range of materials creatively to make the sculptural form of my chosen animal. (Afternoon slot)		**Session 1 - backgrounds:** I can use a range of materials to creatively design and make a 2D backdrop. I can experiment with mixing powder paints; I can use painting to develop and share my ideas and imagination. I can develop a wide range of art and design techniques in using colour, texture and wax resist. **Session 2 – Modroc models:** I can add Modroc to my sculptural form. (Block out a whole day for making the models and habitat backgrounds – Tuesday. Split class in half and swap sessions during the day)	I can use painting to develop and share my ideas and imagination. I can experiment with acrylic paint. (Afternoon block)	

Learning Opportunity	Prior to lesson move all the tables away so children can sit comfortably on the floor. Explain to the children that as part of our new topic, we are going to draw, make a sculpture of and decorate our own animals this term. Children to choose either a polar bear or a penguin. Ask the children "how would you describe a 'continuous line drawing'?". In their sketchbooks, children to complete a 10-minute warm up activity of drawing a feather (continuous line drawing – build on skills taught in Autumn 2). Children to work on the floor and use pen. Remind children of the taught skills: • Keep the pen on the • b s i . •  Model how to do a continuous line drawing on the floor. Show video of teacher talking through their drawing. Ensure you comment on the size (take the whole page!). Model: looking and careful drawing, filling the page, pen on the page, backwards forwards drawing. Provide children with good-quality photographs of polar bears and penguins. Children to now use continuous line drawing in order to draw their chosen animal. Remind them of the taught skills.	Explain to the children that they are going to start forming the base of their animal sculptures this afternoon. Show the children two pictures: the first demonstrates the end goal of the Modroc model, and the second demonstrates the process needed in order to get there. (We also have our own Modroc penguins to show as examples).   Explain that, before we can decorate our animal sculptures, we have to make the sculptural form first of all. This will be done by using newspaper and masking tape. Based on the artwork completed last week, encourage the children to tell their talk partners about the shape of the polar bear/penguins. Feedback ideas as a whole class; teacher to scribe on the board (this could include drawings). Ask the children "how might you make a ___ shape with the newspaper?". Remind the children to think back to vocabulary used in Science, Autumn 2 based on materials (twist, squash, scrunch). Now encourage the children to tell their talk partners about the size of the polar bear/penguins. Feedback as a whole class and add ideas to the board (picture/labels could be useful). Ask the children "tell me about how much newspaper you might need to form the penguin/polar bear's		**<u>Session 1 – backdrops:</u>** Explain to the children that today they are going to create a cold, icy backdrop for their polar bear/penguin sculptures. Ask the children to "describe which colours come to mind when you think of the cold...". Teacher to scribe ideas: this could contain both the colour and an example, e.g. white – snow, blue - water. Show the children some examples of icy backdrops.   (Don't refer to the wax marks just yet). Relate these examples to the ideas generated about the concept of cold colours. Ask the children to "describe the various shades of pink and blue...". Teacher to scribe relevant vocabulary/pupil voice. Teacher to lead a guided practise based on colour mixing with powder paints: • Model adding a small amount of blue powder paint to your pallet. Add a small bit of water to the paint. • Explain that you would like to make a lighter shade of blue, just like the shade we saw on the example backdrop. Ask the children "which colour do you think I could add and then mix to make a	Emailed Bex to check which paint to use for this. Explain to the children that today they will be painting their animal sculptures. Children to discuss the colours of the physical features of polar bears and penguins (fur, eyes, etc.). Talk partners and then whole class feedback. Teacher to scribe ideas on the board – this could contain labels and pictures. Explain to the children that they will be using acrylic paint. Teacher to lead a guided practise modelling how to paint using acrylic paint: • Explain that the paint does not need mixing with water. • Tell the children that the paint is quite thick, so you are going to make sweeping brush strokes in order to spread and 'stretch' the paint across the page. • Encourage the children to take their time with the painting process and to cover any potential blank patches/unpainted patches. In their sketch books, children to now practise painting with acrylic paints. Teacher to now model how to use acrylic paints to paint on Modroc (use the Modroc penguins created during staff training). Remind the children to 'stretch' the paint and spread it out with sweeping strokes.	

		body... would you need the same amount for the head and arms too? Why/why not?". Teacher to model how the children might form a polar bear's leg: scrunch the newspaper, smoothen and secure with masking tape. Narrate what you are doing and why. Provide the children with newspaper, masking tape and the picture of their chosen animal. Children to make the sculptural form of their model.		lighter shade of blue?". Elicit ideas and add white powder paint to the same section of the pallet. Explain that as you add white powder paint, the shade of blue will lighten. • Model making long brush strokes using the shade of blue just mixed. In their sketchbooks, children to practise mixing powder paints (based on the concept of cold colours) and brush strokes. Refer back to the backdrop examples from earlier. Draw the children's attention to the white wax marks. The waxy marks add a magical and icy effect. Explain to the children that these marks were made by rubbing wax on the page and painting over it; the wax resists the paint, leaving the white of the paper exposed. Opportunity to remind the children of the Science work completed in Autumn 1 based on wax and the layer that is which is formed when rubbing it onto a material. Show the children this video, explaining and demonstrating the technique of wax resist: https://www.youtube.com/watch?v=XzewhVf0ct8 Children to now practise the technique of wax resist in their sketchbooks (rubbing the wax across the page with a fair pressure, painting over the wax using the previous taught skills of colour mixing and brush strokes). Children to now create their icy, magical, cold backdrops using the taught skills of colour mixing, brush strokes and technique of wax resist. **Session 2 – Modroc models:** Explain to the children that they are now going to be adding the outer layer to their sculptures. Show them the examples of the models.	Children to paint their Modroc models.	

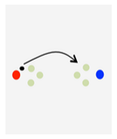
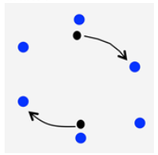
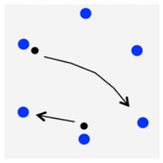
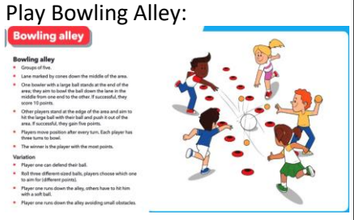
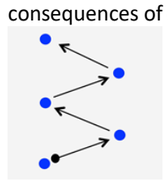
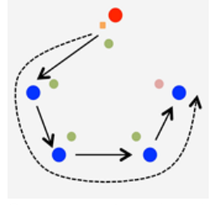
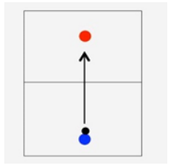
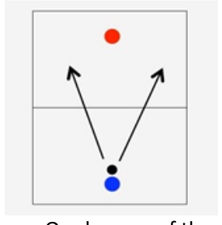
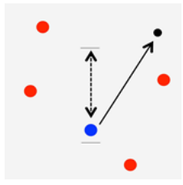
				 Introduce the material of Modroc. Explain that the material can be used for a variety of purposes; art and bandages! Show the children the video which demonstrating how the material can be applied: https://www.youtube.com/watch?v=1wq_ehjf6pE . Model how to add Modroc to the sculptures and summarise the steps to the children: • Cut the Modroc into small strips. • Add the Modroc to the sculptural form. • Add water to the material. Smoothen/rub this into the material.  Children to now add Modroc to their sculptural forms.		

Opportunities for oracy and drama	The children will have the opportunity to discuss what continuous line drawing is (L, SE).	The children will have opportunities to discuss and describe the shape and size of their chosen animals and how they might achieve this (L, C, SE).		The children will have the opportunity to discuss and describe the concept of cold colours (L, SE).	The children will have the opportunity to discuss and describe the colours of the physical features of polar bears and penguins (L, SE).	
Key Questions	How would you describe a 'continuous line drawing'? Tell me about the shapes of the penguin/polar bear... How might you add texture to your drawing?	Tell me about the shape of the penguin/polar bear... Tell me about the size of the penguin/polar bear... How might you make a ___ shape with the newspaper? Tell me about how much newspaper you might need to form the penguin/polar bear's body... would you need the same amount for the head and arms too? Why/why not?		Describe which colours come to mind when you think of the cold... Describe the various shades of pink and blue... Which colour do you think I could add and then mix to make a lighter shade of blue?	Describe to me the colours of a polar bear... Describe to me the colours of a penguin...	
Learning Outcome	The children will have developed the art and design techniques of using line, texture and shape. The children will have experimented with pen.	The children will have used sculpture to develop their ideas, experiences and imagination. The children will have developed a wide range of art and design techniques in using shape and form. The children will have used a range of materials creatively to make the sculptural form of their chosen animal.		**Session 1 - backgrounds:** The children will have used a range of materials to creatively design and make a 2D backdrop. The children will have used painting to develop and share their ideas and imagination. The children will have developed a wide range of art and design techniques in using colour, texture and wax resist. **Session 2 – Modroc models:** The children will have added the material of Modroc to their sculptural form to create a sculpture.	The children will have used painting to develop and share my ideas and imagination. The children will have experimented with acrylic paint.	
Computing						

Learning objective		I can use a mouse to make choices, drag and drop, double click and free exploration. I can select, copy and paste, and resize/rotate pictures. I can use a keyboard to type simple sentences using lowercase and uppercase letters. I can alter text, select font size, style, colour, bold, italics and underline functions.		I can use a mouse to make choices, drag and drop, double click and free exploration. I can select, copy and paste, and resize/rotate pictures. I can use a keyboard to type simple sentences using lowercase and uppercase letters. I can alter text, select font size, style, colour, bold, italics and underline functions.		Safer Internet day (class-based lesson) I can use technology safely and respectfully. I can keep personal information private. I know where to go for help when I have concerns or am worried about content or contact on the internet.
Learning Opportunity		Explain to the children that they will be using their research from this week and last, to create a piece of work about penguins. Remind children how to log on and open a blank document. If necessary, show children the following: How to change the orientation of their page How to insert a text box to type. How to change the font style, size, colour etc. How to insert a picture using clipart function. How to resize and edit a picture. How to change the page background colour and add a border. Show children the pictures folder (on the server) and how to copy and paste. If the picture they require isn't there, they can search for it using http://www.abcya.com/kindergarten_computers.htm		Children to complete their fact file about penguins, using the skills taught/revised in the previous session.		Smartie the Penguin session 1 (Year 2) Remind children of Smartie the Penguin, who they met in Autumn 1. If necessary, show children the PowerPoint from him and discuss the problems Smartie was facing when using technology. Ask children to discuss ways in which Smartie can stay safe online and when using his device. Collate these ideas into a class list.

Opportunities for oracy and drama		(L) Vocabulary – appropriate vocabulary choice when discussing what skill they have used. (S&E) Listening and responding – supporting others by explaining how to use features of DTP. Listening carefully and asking questions to clarify when peers share learning with them.		(L) Vocabulary – appropriate vocabulary choice when discussing what skill they have used. (S&E) Listening and responding – supporting others by explaining how to use features of DTP. Listening carefully and asking questions to clarify when peers share learning with them.		P: make eye contact with listeners/speakers. C: make sensible choices about how to remain safe on tablets / computers. C: build on the views of others to agree upon the best solution. SE: take turns to share ideas, listen and actively respond
Key Questions		Explain how to... (see key skills above) How effective are the images you have chosen? Does it support the 'non-fiction' element? How would you design a non-fiction piece of writing suitable for other children to learn from? Can you suggest a possible solution to layout issues?		Explain how to... (see key skills above) How effective are the images you have chosen? Does it support the 'non-fiction' element? How would you design a non-fiction piece of writing suitable for other children to learn from? Can you suggest a possible solution to layout issues?		How do we stay safe when using tablets/computers? Who can you go to if you are having problems online?
Learning Outcome		Children will have begun to create their own penguin fact file.		Children will have completed their penguin fact file and printed it (for Computing book/display)		Children will know ways they can remain safe when using technology. Children will recognise people they can go to if they are experiencing problems. Children to create a storyboard of the problems Smartie faced, suggesting solutions to these problems below each picture.
Design Technology - 2nd half/Land Yachts						
Learning objective						
Learning Opportunity						
Opportunities for oracy and drama						
Key Questions						
Learning Outcome						

Music Project focus: Recorders? Check in with BT.						
Learning objective	Charanga: Blown Away Recorder Book 1 (2) and Yumu Outcomes: To play simple songs/rhythms on the recorder using the correct technique. Vocabulary: note names, tempo / pulse					
Learning Opportunity						
Opportunities for oracy and drama						
Key Questions						
Learning Outcome						
PE Outdoor - Complete PE - Hands 2						
Learning objective	I can develop and improve my underarm throw	I can use an underarm throw accurately and collaborate with others in a game.	I can use an underarm throw in an attack vs defence game in order to win the game.	I can apply my understanding of underarm throwing to beat my opponent.	I can throw using an overarm technique to win a game.	I can apply the throwing skills I have learnt.

Learning Opportunity	Develop throwing skills. In pairs, children throw their ball through their gate (cones.) Do children aim when they throw? Recap why we need to create a target with our hands when we are catching. For an underarm throw to be successful, children should step forwards with one foot, releasing their ball with the opposite hand from low to high. Use HA examples of children who apply the correct underarm throwing technique. Who can throw accurately to their partner's targets?  In pairs, each child starts with one small ball and three cones (battleships) each. Children stand 3 steps apart and place cones in a triangle. Pupils take turns to throw their ball towards their partners' battleships in an attempt to hit a cone. Each time a cone is hit, the cone is removed (sunk) from the triangle. Children are not allowed to stop the ball from hitting a cone. The winner is the first child to hit all their partners' battleships. Can children apply their prior learning of throwing their ball towards their partner's cones? 	In small groups (5 or 6), give each group two small balls. Ask children to throw (underarm) both balls around the circle clockwise. On your command can the children throw the balls anticlockwise? Can the children successfully catch both balls? How many catches can each group do without dropping the ball?  Develop this further: Structure the game as above. Can the children throw their ball to their team members using different pathways? (2 balls in the go at the same time) Do children communicate when they are throwing the ball? Ask children why we need to communicate with our team.  Play Bowling Alley: 	In small groups (4 or 5) children stand in a zig zag facing each other. Can children throw their ball up and down the line without dropping it? How many times can each team pass their ball in 30 seconds? Ask children why they need to get their hands ready to catch. What are the consequences of dropping the ball?  Play Beat the Ball – Racing Rounders In groups of 5, the batter starts on the 'go' cone. The batter throws the beanbag to the player on base 1, under arm, and shouts 'go!' Base 1 throws to base 2, 2 to 3, 3 to 4 (which is the red cone). When base 4 receives the beanbag, they must stump the ball on the red cone. Meanwhile, the batter (pupil throwing the ball) walks round the outside of base 1,2,3 until they get to base 4. Will the fielding team's accurate throwing and catching skills stop the batter from scoring? Rotate positions after each go. Reinforce why we need to be accurate when we throw and catch. Ask children what the consequences are if we do not throw accurately.  See separate rules sheet for this game.	Mini Tennis: Applying an underarm throw Structure a mini court (5x2m) using cones as a net. In pairs, ask children to throw the ball over the net using an underarm throw to each other. Can children let the ball bounce once and catch it? Children need to be able to catch the ball after the first bounce, therefore pupils throwing the ball need to be accurate with their throws.  Nest stage: Children will now consider their partner as their opponent. How does this change the way we throw the ball during the game? Where will they now throw the ball? Ask children why we want to throw the ball underarm into open spaces. Children must return the ball from wherever they catch it after it has bounced once. Explain to pupils if they were using a racket this is where we would have to hit the ball from. Get them to count their own score.  Or play one of these games: 	Ask the children what are the differences between overarm and underarm throwing? **Introduce throwing overarm** **Explain to children that we use an over arm throw when we have to return the ball quickly over a long distance. For an overarm throw to be successful, children should step forwards with one foot, releasing their ball high above their head, with their opposite hand, rotating their body as they release the ball. Use HA examples of children who apply the correct overarm throwing technique.** **4v1: Fielding v Batting** **Split the class into groups of five. One child starts as the 'batter' whose aim is to throw the ball (into space) to score points. The remaining four children are 'fielders' whose aim is to stop the batter from scoring points. Once the batter has thrown the ball they must run to a marker in front of them to score a point. The batter can continue to run, until the fielding team has returned the ball to the marker.**  Ask the fielders, "what can you do to keep the batters' score as low as possible?" Once all the children have batted, the winner is the child who has scored the most points. Ask the fielders why it is important to return the ball quickly. Ask the batters where should they throw the ball and why.	Children to choose which game to play: Beat the ball- racing rounders **Mini Tennis; Beat our opponent** **4v1: Fielding v Batting** **(see separate rules sheets for these games)**

Opportunities for oracy and drama	Vocabulary will be explained throughout the lesson (L) The children will listen actively and respond appropriately (C) They will seek information and clarification through questions (C) They will help each other by giving clear statements (SE) They will give constructive and supportive feedback on others performance (P,C,L)	Vocabulary will be explained throughout the lesson (L) The children will listen actively and respond appropriately (C) They will seek information and clarification through questions (C) They will help each other by giving clear statements (SE) They will give constructive and supportive feedback on others performance (P,C,L)	Vocabulary will be explained throughout the lesson (L) The children will listen actively and respond appropriately (C) They will seek information and clarification through questions (C) They will help each other by giving clear statements (SE) They will give constructive and supportive feedback on others performance (P,C,L)	Vocabulary will be explained throughout the lesson (L) The children will listen actively and respond appropriately (C) They will seek information and clarification through questions (C) They will help each other by giving clear statements (SE) They will give constructive and supportive feedback on others performance (P,C,L)	Vocabulary will be explained throughout the lesson (L) The children will listen actively and respond appropriately (C) They will seek information and clarification through questions (C) They will help each other by giving clear statements (SE) They will give constructive and supportive feedback on others performance (P,C,L)	Vocabulary will be explained throughout the lesson (L) The children will listen actively and respond appropriately (C) They will seek information and clarification through questions (C) They will help each other by giving clear statements (SE) They will give constructive and supportive feedback on others performance (P,C,L)
Key Questions	How do we throw underarm? Why must our partner make a target when we are throwing? Why do we need to be accurate when we throw? Why do we need to look before we throw? How do we know if our partner is ready to receive the ball? Describe how we underarm throw. What is the consequence of throwing away from our partner's target? Other than our partner's hands, what other types of targets are there? What are the consequences of an inaccurate throw?	How do we throw underarm? Why must our partner make a target when we are throwing? Why do we need to be accurate when we throw? Why do we need to look before we throw? How do we know if our partner is ready to receive the ball? Describe how we underarm throw. What is the consequence of throwing away from our partner's target? Other than our partner's hands, what other types of targets are there? What are the consequences of an inaccurate throw?	Why do we need to be accurate when we throw? Why do we need to look before we throw? How do we know if our partner is ready to receive the ball? Describe how we underarm throw. What is the consequence in a game of an inaccurate throw? Why should we communicate with our partner when we throw? Why do we want to stop the other team scoring? What are the consequences of an inaccurate throw? Why do we need to work as a team?	How can we win a game of throw tennis? How do we throw the ball underarm? Where should we throw the ball? What does the underarm throw replicate in a game of tennis? (Forehand) What is the consequence in a game of throwing the ball out of the court or letting it bounce more than once? Where should we throw the ball when we are competing against an opponent? Why do we need to throw the ball into an open space?	How do we throw overarm? When do we throw overarm? Why do we throw overarm? What are the differences between overarm and underarm throwing? When do we throw overarm and when do we throw underarm? What is the difference between batting and fielding? What is the aim of the game for the batters? What is the aim of the game for the fielders? How can we win a game if we are batting? How can we win a game if we are fielding? Why do we need to have our hands ready to catch when fielding?	How can we win a game? Why do we need to be accurate when we throw? Why do we need to look before we throw? How do we know if our team member is ready to receive the ball? Describe how we throw underarm. Describe how we throw overarm. What is the consequence in a game of an inaccurate throw? Why should we communicate before we throw? Why do we want to stop the batting team from scoring? What are the consequences of an inaccurate throw? Why do we need to work as a team?
Learning Outcome	The children will be able to throw a ball accurately underarm to hit a target.	The children will develop their accuracy of underarm throw and work together in a team.	The children will apply their underarm throwing technique in a game.	Children will apply their underarm throwing skill to beat an opponent.	The children will use an overarm throw for distance throwing.	The children will demonstrate the skills they have learnt in a game.

PE – 1km run (this is in place of the indoor PE during COVID restrictions)

PSHCE

Going for Goals

Learning objective	I can tell you some of my strengths as a learner. I can break a goal down into small steps. I can predict and understand the consequences of reaching my goal. I can resist distractions.		I know some ways to overcome boredom and frustration.	I can choose between my ideas and give reasons. I can choose a realistic goal. I can tell you what I might do differently to learn more effectively. I can talk about the bits that went well and the bits that I need to change if I used my plan again.		

Learning Opportunity	Use photocards (from resources) to illustrate the meaning of the word 'goal'. Agree a definition with the children. Explain to the children: 'Just imagine if, in the night when you were asleep, your fairy godmother came and waved her magic wand. A miracle happened and in the morning, when you woke up, you were a miracle learner.' Pose these questions for the children to discuss: . What would I (*the teacher*) see when I look round the classroom? . What would I see that was different? . What would I hear that was different? . How would I know that you (*the children*) were miracle learners? Children to discuss their plan to reach their goal of being a miracle learner. Collate all their ideas about the attributes of a miracle learner and create their memory aid. --- At the end of each day, choose a miracle learner together by going through the attributes you have decided and asking the children to say how well they met these criteria. Examples you could share: **Settling quickly to learning:** Ask children to think of something that might help them settle to learning. They might like to set themselves a group goal for seeing how quickly they can settle. They might use a timer to help them. **Resisting distraction:** ask for a volunteer to model good learning behaviour by completing a simple task, such as copying a model made of coloured bricks or practising		Read the story of Daisy and Rehana. Focus on part 2 of the story in this session. Discuss the feelings of these characters and agree a list of feeling key words that the children may have felt in the story. As a class, agree a class definition for each word (e.g. bored, frustrated, irritable) Discuss what people may look like if they are bored or frustrated. How might they recognise these feelings in themselves or other people? Remind the children that the ability is being able to manage our feelings) particularly those of frustration) are key in helping them to be successful and meet their goals. In twos or threes ask children how thy think the story of Daisy and Rahana ends. Would they get the money? How could they make themselves keep going? What might help them? Give children the opportunity to role-play the end of the story, including how they solved their feelings of frustration. In mixed groups of four given children the challenge of creating some origami models. Use this experience to discuss feelings and introduce the terms 'persistence' and 'overcoming frustration'. Ask the children to discuss: . Did you keep going when you were fed up or wanted to stop? . What helped? (For example: things they thought to themselves and things that others did or said.) . How did you feel when you were getting fed up? (This can be linked to previous work that children may have done on overcoming impulsive behaviours.) Some of the strategies that children may suggest may include, for example: . keep the goal in mind – see the big picture; . say encouraging things to yourself	Prior week – the children need to be given the opportunity to plan for this lesson. Ask children to work in pairs to come up with a goal that each of them would like to achieve in the next few week. The goal must interest them both and build on something they can do already (such as running times, current record for skipping or hula-hooping, juggling, Times Table Rockstars score, spelling 10 words in a time limit etc.) Children need to specify their goal, state their current performance and name the friend who will work with them. It should say how the goal will be achieved (in at least two steps) and who can help with it. <u>Wednesday's</u> <u>lesson</u> Pairs should evaluate their performance, using the questions below to guide them. . Did you keep to your plan? If not, why not? . What helped you – in particular, what did your buddy do that helped you? . If you achieved your goal, how did you feel? . If you did not achieve your goal, what got in the way? What can you do to help you achieve your goals in the future? . Did you have to change your plan as you went along? If so, how and why did you do this? . How could you improve your plan next time?		

	their handwriting. The rest of the class try to distract them in whatever ways they like (within reason). The volunteer tries to keep learning. After a while, they might like to explain some of the strategies they used to maintain their concentration. The class should try to resist distractions and report back at the end of the week on how well they succeeded. **Being independent:** children could come up with all the things they can do if they are stuck with their work. For example: talking it through with a friend, asking for the task to be explained differently, using displays and resources, remembering what they did last time they weren't sure and trying this strategy again.		. imagine the end result . set yourself a reward for completing the task . set yourself a time challenge; . break down the task and set time scales for each bit . break down the task and promise yourself a reward for completing each part of the task . have a break, do something completely different, sleep on it, walk around . ask others for help . talk through what you are doing . receive feedback from others.			
Opportunities for oracy and drama	(C) Give reasons to support views – children to give reasons for their chosen method (S&E) - audience awareness – promoting discussion about how to present work to make it suitable for audience (S&E) - listening and responding - discussion between children		(S&E) - working with others – turn-taking in discussion (S&E) - listening and responding – to the views of others (C) - clarifying and summarising - summarising their thoughts and ideas	(C) - clarifying and summarising - summarising their plan (C) self-regulation – maintaining focus on a task and managing their time to work towards the goal (S&E) - working with others – turn-taking in planning discussions		
Key Questions	How effective is your chosen method? Why did you decide to use this method? How will you evaluate whether this method has been successful in making you a better learner?		How would the situation differ if they spoke when feeling different emotions? Do you think that talking about the situation once calm made it easier for the children to resolve the problem? How would you respond if you were in this situation? If you had to find a new way to deal with this, what would you suggest?	Why did you choose to work towards this goal? How would you assess the progress you've made or whether your goal has been achieved? How effective was your plan? How can you collaborate with your pair to achieve your goal? If you had to do this again, what would you do differently?		

Learning Outcome	Children create something to help them remember how to be a better learner. This might be a memory card that could go on their desk or a poster for the wall. It might even be a poem or jingle.		Recorded in their learning journals (photocopy work off paper), children to work in pairs to help towards the creation of a class book, sharing ways we can overcome frustration and ways to help ourselves when things become tricky. They could write a poem, create a poster sharing different strategies or write a story where the characters overcome their feelings of frustration etc.	Recorded in their learning journals, children to have planned and evaluated their own goal setting experience.		
RE - PPA to teach The Bible (Stories with a meaning linked to school values) · Samson and Delilah (pride) · Big Bags of money (ambition)						
Learning objective					I can retell and suggest meanings to the religious and moral Bible story of Samson and Delilah. (PSHCE link)	I can suggest meanings to the religious and moral Bible story of Big Bags of Money. I can observe and recount different ways of expressing identity and belonging, focusing on ambition.

Learning Opportunity					Read the story of Samson and Delilah to the children from The Lion Storyteller Bible (pp. 44-45). Whilst the children listen to the story, encourage them to really concentrate on the key figure of Samson (description, personality, behaviour). Children to retell the story to their talk partner. Class discussion: • What is the key figure of Samson like? • What did he do/how did he act towards others? • Who provided Samson with his strength? (God). • Did they find anything shocking about the story? Ask the children "How would you describe 'pride'?", "What evidence might suggest that Samson had pride in himself?". Children to discuss in talk partners and feedback ideas as a class. Teacher to scribe the children's ideas for defining 'pride'. Elicit that it involves being aware of and gaining pleasure from your own abilities (Samson was proud of his strength). Explain to the children that having pride in ourselves is very important. Remind the children that Samson was very proud of himself; so proud that he thought he was better than other people and that the strength God provided him with was limitless. Explain to the children that it is important to celebrate and be proud of not only our own abilities, but each other's too. Our school value is to 'be proud of ourselves and **our** school'. Children to write reasons as to why they are proud of both themselves and their school. These are to be written on strips of paper and stuck on a large spread of paper so that the ideas combine as a whole class. Share these ideas at the end.	Read the story of Big Bags of Money to the children from The Lion Storyteller Bible (pp. 122-123). Ask the children "why do you think the master was angry at the third servant?". (Elicit that the servant did not do anything with the money in which he was given by the master). Class discussion: • How would you describe 'ambition'? Teacher to scribe the children's ideas for defining 'ambition'. Elicit that it involves believing in yourself and wanting to achieve. Explain that the first two servants had ambition as they saw the potential in the money in which they were given and they put it to good use. Also explain that this links to our school value. Children to now think of and write a goal/ambition in which they may have in life. These are to be written in their books around a sketch of themselves. Remember, ambitions could range from wanting to learn the 3 times tables, to having the goal of becoming a builder or a doctor. Children to share these with each other if they wish.

Opportunities for oracy and drama					The children will be given the opportunity to retell the story to their partner (L, C, SE). The children will be given the opportunity to discuss the story and the meaning behind it (L, C, SE). The children will be given the opportunity to read out reasons as to why they are proud of themselves and their school (P, L, SE, C).	The children will be given the opportunity to discuss the story and the meaning behind it (L, C, SE). The children will be given the opportunity to discuss and define 'ambition' (L, C, SE). The children will be given the opportunity to share their ambitions with each other (P, L, SE, C).
Key Questions					What is the key figure of Samson like? What did he do/how did he act towards others? Who provided Samson with his strength? (God). Did you find anything shocking about the story? How would you describe 'pride'? What evidence might suggest that Samson had pride in himself? What are you proud of? (Yourself, BPS)	Why do you think the master was angry at the third servant? How would you describe 'ambition'? What might you like to achieve one day?
Learning Outcome					The children will be able to retell and suggest meanings to the religious and moral Bible story of Samson and Delilah.	The children will be able to suggest meanings to the religious and moral Bible story of Big Bags of Money. The children will be able to observe and recount different ways of expressing identity and belonging, focusing on ambition.