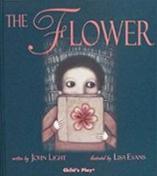


<p>Inspiration/Theme: Where will your wishes take you? Who will you meet?</p>		<p>Curriculum Driver: English</p>		<p>Outcome of learning: An extended story through story making to read to younger classes. A printed fantasy animal. An element of a meal cooked and eaten.</p>			
<p>Core texts/artefact/film</p>		<p>Provocation -Inspire, Immerse</p>		<p>Display outcomes</p>		<p>Topic specific speaking frames</p>	
 <p>Jack and the Beanstalk Clock-tower Tuesday (RS) Wishing Chair Who's afraid of the big bad book?</p>		<p><u>Hook/Stunning Start</u> Find a wishing chair with a note saying "This will take you wherever you wish" A trip to the woods to gather ideas for our portal stories. <u>Trips/Visitors/Marvellous Middle</u> Drama workshop. <u>Celebration/Fabulous Finish</u> Printing Workshop to parents.</p>		<p>A topic display up at end of term, showcasing all curriculum areas. Printing artwork inspired story writing Stories and letters on display Photos of the children in their drama workshop and exploring the portal. Photos of stages of plant growth from Science Investigation.</p>		<p>Language of deduction I think that.... because... This happened... because... I know this.... What do you think happened? How do you know that...?</p>	
<p>Topic Table</p>		<p>Reading Area</p>		<p>Maths Challenge table</p>		<p>Home school links</p>	
<p><u>Key questions</u> What do plants need to grow and survive? How do seeds and bulbs grow into mature plants?</p> <p><u>Key images/artefacts</u> Bulbs and seeds, soil, pictures of different stages of growth.</p> <p><u>Key vocabulary</u> Growth, survival, germination, test, compare.</p>		<p><u>Books</u> Fantasies stories- Narnia, Alice in Wonderland, Harry Potter, Beaver Towers by Nigel Hinton, The Magic Key by Oxford Reading Tree. Dictionaries for word work. Pictures of magical worlds and characters.</p> <p><u>Questions</u> How did this book make you feel? Where might this portal take you? Find and copy the words from this text that mean/ suggest... Explain how the character felt when... Where would you like to go?</p>		<p><u>Key questions</u> How many ways can you make...? How much...? How much change will you get if you spend... and ...? Sort the shapes into...</p> <p><u>Key images/artefacts</u> Coins, 2D and 3D shapes, objects from magical lands to buy.</p> <p><u>Key vocabulary</u> Pence, pound, shape, face, vertices, cost, sides, faces, change, total, amount, how much.</p>		<p>Weekly Home Learning: Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.</p> <p>Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing.</p> <p>Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log.</p> <p>Log on to Maths Facts in a Flash and have a practise. The children will continue to be tested each week.</p> <p>You might want to read some stories or watch movies where characters go to magical lands. You could start to grow some plants or vegetables thinking about what helps them grow.</p>	

English	Science	Maths	PE
<p>Outcome of learning: To publish a story inspired by 'The Wishing Chair' and Pie Corbett's portal story (Elf Road). Independent (Hot Task) story based on The Clock Tower animation (Literacy Shed). Persuasive Letter to a clock maker asking for help to release the girl from the clock tower.</p> <p>Key Skills:</p> <p>Reading-</p> <ul style="list-style-type: none"> Using the Key Stage 1 VIPER skills to develop and apply a deeper understanding to 'The Flower' by John Light. <p>Writing</p> <ul style="list-style-type: none"> Write narratives about personal experiences and those of others. Write for different purposes. Apply appropriate features of text types. Use sentences with different forms e.g. questions, statements, exclamations and commands. Use sub-ordination and co-ordination in their writing. Re-reading to check that their writing makes sense and make changes to improve. 	<p>Outcome of learning: Investigation into how plants grow best.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Working scientifically- performing simple tests and using observations and ideas to suggest answers to questions. Identify and classify parts of a plant. Identify what a plant needs to grow and stay healthy. Use observations to suggest answers to questions. 	<p>Outcome of learning: To solve real life problems involving money. Identify and describe the properties of 2D and 3D shapes.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Recognise and use symbols for pounds and pence. Combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. Compare and sort common 2D and 3D shapes. Identify 2D shapes on the surface of 3D shapes. 	<p>Outcome of learning: To participate in basketball and netball, developing simple tactics for attacking and defending.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Throw a ball overarm using 2 hands. Catch a ball accurately over varying short distances. Identify how our bodies feel before, during after exercise.
	<p>PSHEE</p>	<p>DT</p>	<p>Computing</p>
	<p>Outcome of learning: Understand how to build good friendships and relationships.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> (Links to digital safety) Identify ways to stay safe online when interacting with friends. Identify different types of relationships (e.g. friends, family, acquaintances). 	<p>Outcome of learning: Designing a new clock.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Evaluating existing clocks. Designing a new clock based on given criteria. Evaluating own designing, identifying ways they could be improved. 	<p>Outcome of learning: Explain ways that they can stay safe on line.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Understand that they should stay safe on line by choosing websites that are appropriate for them to visit. Understand that the information that they put online leaves a digital footprint or trail. Identify ways to combat cyberbullying.
Art	RE	Music	Geography/History
<p>Outcome of learning: An imaginary print inspired by our story writing.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Sketchbook work involving line and pattern. Create a mood board inspired by contemporary artists. Explore the skill of press printing. Evaluate and improve our work. 	<p>Outcome of learning: To become familiar with the Christian story of Easter.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Retell religious stories. Empathise with and reflect on the characters from the Easter story. Ask and respond sensitively to questions about their own and others experiences and feelings. 	<p>Outcome of learning: Interview an older person who has travelled around the world. Create a map of their magical land.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Find out something about the past talking to an older person. Ask historical questions. Devise a simple map and use to devise a basic key. Identify cold areas of the world in relation to the equator and the north and south poles. Relate to places the magical chair has visited. <p>Identify human and physical similarities and differences between a small area in the UK and a non-European country.</p>	<p>Outcome of learning: Explore how instruments are made from wood, metal and skin.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Play non-pitch percussion instruments. Play simple patterns to accompany songs. Listen to a wider range of music. Follow a melody..
<p>MFL</p>			
<p>Outcome of learning: Learn members of the family in French.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Speak audibly and fluently in standard French. Learn to understand everyday vocabulary in French. 			



Term: Spring Term 2

Curriculum Information

Class/Year Group: Natterers (Year 2) Leislars (Year 2/3)

