

Stunning Start

Watching the Snail and the Whale after discovering a snail trail and whale fin in the classroom.

Science

Living things and their habitats

Suitable habitats
Comparing and exploring things that are alive, dead or never been alive
Identify and name living things in their habitat and micro habitats
Explain how habitats meet the needs of living things
Describe how animals get food and food chains

English Core Text C1 C2 C4 C5 C6 C7 C8 C9 C10 C12

The Snail and the Whale

Other Texts

Julia Donaldson texts.

Writing Opportunities – CE1/

CE2/CE3/CE5/CE7/VPG7/VPG9/
Description-list sentences, commas, expanded noun phrases. Description of the places they travelled.

Past tense-what the Snail and Whale did.

Other Reading

Possessive apostrophes – Snail's item, whale's items in the story.

End of day book :
'James and the Giant Peach'

Sentences with different forms-statement, question, exclamation, command. What did the characters say? What questions could we ask them?

Guided Reading:
Comprehension & Inference

Would could we tell them to do on their adventures?

Create a journey for the Snail and Whale somewhere new – plan and then use as assessment writing

Project X

Spoken Language – SL8 – Read aloud what they have written with increasing confidence

Collective Worship focuses

Caritas in Action – 'The dignity of work'
p.168

P.E. 1,2,3

Attack, Defend, Shoot.

Kick a ball over long and short distances.
Stop a ball with control using our foot
To bounce a ball to my partner
To dribble a ball.

R.E.

Unit D – Christmas

Unit E- Parable and Miracles.

Unit F Special Celebrations

Computing – 4,5,7

International Space Station.

Describe and explain how astronauts' survival needs are met aboard the ISS.

Design a display showing everything that needs to be monitored by sensors on the ISS.

Maths – Money,

Multiplication and Division. Length and height, Mass, Capacity and Temperature.

NCTEM – Maths Mastery

Art – A1 2 3 4 5 6 7

Sculpture and mixed media

Naming primary and secondary colours, talk about colour changes, use different collage, select tools for an effect, discuss how to make a large collage, discussing likes and dislikes of their work and others.

PSHE –

Project Evolve-unit 3
Online Reputation.

Ten Ten- Feelings-likes and dislikes.

Road Safety

Young Carers

History – H2 3 4 6 7 13 16 17

Events beyond living memory: Families and Home.

The 1950s families had less technology in their homes, few T.Vs, no computers.

The 1950s, some toys were similar to the present, such as toy cars, dolls, teddies and bikes : children did not have computer games. Games were very popular

Ten- Ten Feeling inside-out

Finances (Maths)

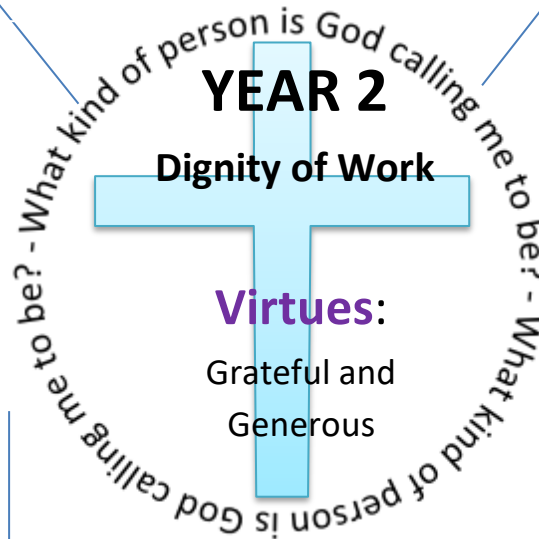
HSBC

Music – M1 M2 M3 M7

I want to play in a band. Exploring rock music and developing playing instruments as a band.

Fantastic Finish

Black country museum trip



Scripture Focus:

"Whatever you do, work at it with all your heart... It is the Lord Christ you are serving"

Prayer Focus – Yr2 Traditional Prayers

Revision of all prayers
Daily prayers / Prayer to the Holy Spirit / Prayer to the Guardian Angel

Big Questions

Have you had a chance to help someone recently, and how did that make you feel?

What's a hard lesson that you were grateful to learn?

How has God been generous with you? What are your talents?

If you give someone something how does it make you feel?