

Year:	Yr2	Term:	Summer 1	Learning Challenge question	How different are the environments close to our school? (Local Environment - Geography)	MTP
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## YEAR 2

**Know that animals have preference about the habitats they live in**

Identify and name plants and animals in a range of habitats

Know how a specific habitat provides for the basic needs of things living there

Match living things to their habitat

Know how animals find their food

Name some different sources of food for animals

### Science Knowledge

- Know and explain how seeds and bulbs grow into plants
- Know what plants need in order to grow and stay healthy (water, light & suitable temperature)

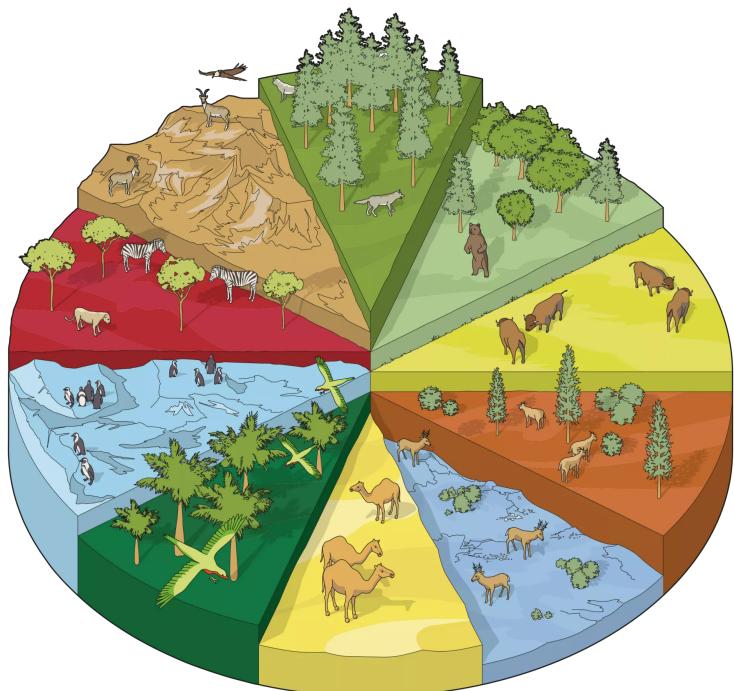
### Working Scientifically

#### Researching

- Research animals and how they adapt to their environment

#### Grouping and Classifying

- Group animals based on their natural habitats



	Maths	English			Science			
		Reading	Writing	Speaking & Listening	Observing over time	Pattern seeking/ Fair testing	Classification and identification	Research
Prior Learning		Children have been assessed at the correct Phonics phases and book band levels.		Participate in discussion about what is read to them, taking turns and listening to what others say.	Plants and Growing: Y1: Habitats -			
Pre & post assessments	Place Value - Wk 1  Addition & Subtraction - Wk 5	Book Bands - checking colours are closely matched to reading abilities.	Cold Task / Hot Task  Portal Story		Title Page - -What is the best habitat for a dinosaur? Pre learning Task.			
Unit assessment	Place Value / Addition & Subtraction - Wk 8	Book Band checks.	Hot Task - Portal Story  Information Poster (Non-Fiction)		Return to Title Page - can you accurately draw a dinosaur habitat?			
1	<ul style="list-style-type: none"> <li>• Recap numbers to 100.</li> <li>• Use manipulatives to create numbers to 100..</li> <li>• Pre-learning assessment (place value)</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the story of The Colour Monster. Ask and answer questions. Retell the main events of the story.</li> </ul>	Hook - Finding an egg	Oral rehearsal of Katie and the Dinosaur and acting out storymap.	<b>Design own cover for LIVING IN HABITATS unit.</b>			

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2	L1 - Counting to 100 L2 - Place Value L3 - Comparing Numbers L4 - Comparing numbers	LQ: What are my aspirations for year 2?  Read and listen - Katie and the Dinosaur read together.  Reading carousel - picture inference, grapheme sorter	<ul style="list-style-type: none"> <li>How will I predict based on what I have seen and read?</li> <li>What will happen next in Katie and the Dinosaur? Capital letters and full stops recap</li> </ul>	Discuss ideas with my partners and class teacher on how I will write my story.			<ul style="list-style-type: none"> <li>What is a habitat and how does a specific habitat provide for the basic needs of things living there?</li> <li>LQ: Which animals would live in which kinds of habitats?</li> </ul>	What do Dinosaurs need from their habitat and where did different dinosaurs live?
3	L5 - Partitioning (number bonds) L6 - Partitioning (number bonds) L7 - Number patterns L8 - Number patterns	LQ: What can I infer from these pictures? .. Ask and answer questions. Retell the main events of the story.  Reading carousel - picture inference, grapheme sorter	<p>How will I story-map Katie and the Dinosaur?</p> <p>How will I identify story structure of a portal story?</p> <p>Introduce expanded noun phrases</p> <p>LQ: How will I use expanded noun phrases?</p>	Children must encapsulate what they are going to write sentence by orally rehearsing a sentence.			<ul style="list-style-type: none"> <li>What kind of plants and animals would thrive in the Desert and a rainforest?</li> <li>Which dinosaurs lived in this habitat?</li> </ul>	
4	L9 - Simple adding Adding with renaming L10 - Adding with renaming L11 - Simple subtracting L12 - Simple subtracting	Ask and answer questions and discuss and clarify the meaning of words.  Reading carousel - picture inference, grapheme sorter	<ul style="list-style-type: none"> <li>What are conjunctions?</li> <li>How will I create my own portal?</li> </ul>	LQ: How can I share my thoughts and feelings?			<ul style="list-style-type: none"> <li>What kinds of plants and animals would thrive in the beach? Which dinosaurs lived in this habitat?</li> <li>LQ: How will I decide whether a living thing is a plant or an animal?</li> </ul>	<ul style="list-style-type: none"> <li>LQ: How can I explore and compare the differences between things that are living, dead, and things that have never been alive</li> </ul>

5	L13 - Subtracting with renaming L14 - Subtracting with renaming L15 - Adding 3 numbers L16 - End of unit assessment (addition and subtraction)	Reading carousel - picture inference, grapheme sorter	How do I plan and write a portal story? Children can plan and write their own story based on Katie and the Dinosaur.	Drama - exploring WAGOLL diary by acting out and using chatterpix.			What kinds of plants and animals would thrive in the sea or a lake? Great Barrier reef and Which dinosaurs lived in this habitat?	<ul style="list-style-type: none"> <li>Explore habitats from far away and match living things to their habitat</li> </ul>
6	L17 - Multiplication as equal groups L18 - 2 times tables L19 - 2 times table L20 - 5 times table	Reading carousel - picture inference, grapheme sorter	- What is an information text?  - How will I write facts about a dinosaur using because?				<ul style="list-style-type: none"> <li>To understand micro habitats and the creatures that live in them and whether it would be suitable for a dinosaur.</li> <li>LQ: How can I describe different kinds of micro habitats and what kind of mini-beasts live in them?</li> <li>Which dinosaurs lived in this habitat?</li> </ul>	<ul style="list-style-type: none"> <li>Discussion around designing the perfect dinosaur habitat for a chosen dinosaur based on what we've learnt. Planning and research time in Kagan groups ahead of next week.</li> </ul>
7	End of unit assessment; <ul style="list-style-type: none"> <li>place value</li> <li>Addition / subtraction</li> <li>Multiplication</li> </ul>	Reading carousel - picture inference, grapheme sorter	Creating information text (extract) - focus - using because to explain.				<ul style="list-style-type: none"> <li>How can I design the perfect habitat for a specific dinosaur?</li> <li>How can this help me answer the topic question?</li> </ul>	
End of unit assessment	<ul style="list-style-type: none"> <li>place value</li> <li>Addition / subtraction</li> <li>Multiplication</li> </ul>	Book Band checking with 1:1 reading.	Hot task - Portal Story & Information Text				<ul style="list-style-type: none"> <li>How can I design the perfect habitat for a dinosaur?</li> <li>How can this help me answer the topic question?</li> </ul>	

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	Geography	History	DT	Art	Computing	RE
Prior Learning				<b>Children have learned about sketching in Year 1 and line drawings.</b>	Pupils have gained basic computing skills such as logging in, typing, and using a mouse. Pupils have been exposed to some microsoft office programs (powerpoint). We have explored different types of communication.	<b>Children have been learning about Islam and Judaism.</b>
Pre & post assessments				<b>Comparison of continuous line drawings.</b>		<b>Wk 3 - Recall Quiz - Exploring the Golden Rule?</b>
Unit assessment				<b>Autumn leaves comparison.</b>		
1				Class charter	LQ: What are instructions and how can I give them?  Pupils will be taught the term 'algorithm' and link this to an instruction	<u>LQ What is precious to us? What is precious to Jewish people?</u>  Pupils will learn: That many people have objects in their home that are 'precious' to them and that these can be linked to religion  • To recognise objects that can be found in many Jewish homes

2				<p>LQ: I can see how some artists explore the world around them to help them find inspiration.</p> <p>Introduce children to the idea that artists are often collectors and explorers.</p> <p>Enable children to understand that by exploring our environments with “fresh eyes” and curiosity we can find inspiration for our artwork.</p> <p>Watch video about Laura Crane and how she makes her own brushes from things she finds in nature. Children then use collection of different natural things to make their own marks in their sketchbooks.</p>	<p><b>LQ: How can I programme a robot with an algorithm?</b></p> <p>Pupils will input an algorithm into a bee bot in order to move it from one location to another.</p>	<p><u><a href="#">LQ What is precious to us? What is precious to Jewish people?</a></u></p> <p>Pupils will learn: That many people have objects in their home that are ‘precious’ to them and that these can be linked to religion</p> <ul style="list-style-type: none"> <li>● <b>To recognise objects that can be found in many Jewish homes</b></li> </ul>
3				<p>Continuous line drawing of the things we collected last week.</p> <p>LQ: How can I use careful looking to practise observational drawing and focus for 10 minutes.</p>	<p><b>LQ: How can I create a sprite and background using scratch?</b></p> <p>Pupils will use the coding software scratch to create their own programmable content.</p>	<p><u><a href="#">LQ What does a mezuzah remind Jewish people about?</a></u></p> <p>Pupils will learn: What some of the words inside a mezuzah mean</p> <p>That Jewish people believe in one God</p> <ul style="list-style-type: none"> <li>● <b>Why a mezuzah is put on the doorposts of houses</b></li> </ul>

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4				<p>LQ: How can I explore my local environment and collect things which catch my eye and explore composition by arranging the things I have collected.</p> <p>Children will go outside and collect things to create patterns and shapes on the ground.</p>	<p><b>LQ: How can I programme my sprite with an algorithm?</b></p> <p>Pupils will use the coding software scratch to create an algorithm to move their sprite across their backgrounds.</p>	<p><b>LQ What does a mezuzah remind Jewish people about?</b></p> <p>Pupils will learn: What some of the words inside a mezuzah mean</p> <p>That Jewish people believe in one God</p> <ul style="list-style-type: none"> <li>• <b>Why a mezuzah is put on the doorposts of houses</b></li> </ul>
5				<p>Drawing Autumn leaves</p> <p>LQ: How can I use a pen for an observational drawing of an Autumn leaf?</p>	<p><b>LQ: How can I programme my sprite with an algorithm?</b></p> <p>Pupils will use the coding software scratch to create an algorithm to move their sprite across their backgrounds.</p>	<p><b>LQ How do Jewish people celebrate Shabbat?</b></p> <p>Pupils will learn: Why Jewish people celebrate Shabbat and how they welcome Shabbat on a Friday night.</p> <ul style="list-style-type: none"> <li>• <b>How Jewish people both rest and pray at Shabbat</b></li> <li>• <b>Children to make their own Challah bread.</b></li> </ul>
6				<p>Wax resist Autumn leaves</p> <p>LQ: How can I use wax resist and watercolour my observational drawings?</p>	<p><b>LQ: How can I programme my sprite with an algorithm?</b></p> <p>Pupils will use the coding software scratch to create more increasingly difficult algorithms to move their sprite across their backgrounds.</p>	<p>LQ How and why do Jewish people celebrate Shabbat?</p>

End of Unit assessment				Finish wax resists Autumn leaves and then talk and reflect on unit.  LQ: How can I talk about the work I have made and discuss what was successful and what I would do differently?	<b>Week 2 and week 7 vocabulary assessment in Kagan groups.</b>  <b>Week 6 and 7</b>	Children to recreate Shabbat as a class.
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	<b>Music</b>	<b>PSHE</b>	<b>PE</b>	
			<b>Games</b>	<b>Dance / Gymnastics</b>
Prior Learning	Check understanding on pitch and singing.			
Pre & post assessments				
Unit assessment	Create and perform a piece as a group that clearly represents a		Master basic movements including, running, jumping, throwing, catching, as well as developing agility, balance and coordination,	

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	particular environment.		and begin to apply these in a range of activities.	
1	<ul style="list-style-type: none"> <li><b>LQ:- Can I appraise music and sing with a range of pitch?</b></li> <li>Ch will listen to and learn a well-known song. They will appraise and consider the instruments they can hear.</li> </ul>		<p>The children are going to develop their ready position and stance when they are striking the ball using forehand technique. LQ: What is the ready position and how do we strike the ball using the forehand technique?</p>	<p>LQ: How can I travel and support my own body weight in curled positions?</p>
2	<ul style="list-style-type: none"> <li>They will then perform this along with a live guitar.</li> </ul>		<p>The children are going to further enhance their forehand technique whilst the ball is bouncing towards them. The children will show some degree of accuracy when hitting the ball. <b>LQ: How do we control where the ball is going?</b></p>	<p>LQ: How can I stretch whilst in balance and create a sequence which flows and involves arching and stretching?</p>
3	<p><b>LQ:- Can I invent my own copy-cat rhythms?</b></p> <p>Ch will follow the lead of the teacher to replicate a given rhythm or beat. Ch</p>		<p>The children will be introduced to the technique 'backhand'. They will perform this when the ball is stationary and rolling.</p>	<p><b>LQ:</b> I can create a sequence with seamless transitions between stretches and curls and arch my body?</p>

	<p>will then lead the class, keeping time to a metronome or their own time.</p> <p>Ch will explore how the response rhythm could be different to the call rhythm and work in pairs to create, firstly an interesting copy-cat rhythm for their partner, then a simple call and response rhythms.</p>		<p>LQ: How do you stand when striking the ball with the backhand?</p>	
4	<p><u>LQ:- Can I sing accurately?</u></p> <p>Ch will learn and sing a simple song as a class ensemble (eg Sing a song of Sixpence)</p> <p>This will then be separated into rounds, 2 at most, or certain parts, with each group focussing on accurate singing (tempo, phrasing, clarity)</p> <p>This skill will be applied to the song from last session, with accuracy and quality of singing needing to be shown.</p> <p>Some children may be challenged to sing a Harmony on parts of the song.</p>		<p>The children are going to further develop their backhand technique with some degree of accuracy. The ball will be firstly rolling towards them and then progressing to bouncing.</p> <p><b>LQ: When striking the ball backhand, what must you do?</b></p>	<p>LQ: How can I stretch and curl whilst performing a variety of gymnastic movements and show inversion and counter balance using the apparatus?</p>

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5	<p><u>LQ:- Can I sing accurately?</u></p> <p>Ch will learn and sing a simple song as a class ensemble (eg Sing a song of Sixpence)</p> <p>This will then be separated into rounds, 2 at most, or certain parts, with each group focussing on accurate singing (tempo, phrasing, clarity)</p> <p>This skill will be applied to the song from last session, with accuracy and quality of singing needing to be shown.</p> <p>Some children may be challenged to sing a Harmony on parts of the song.</p>		<p>The children are going develop their awareness of the tennis court and understand where to move in order to return the ball. In pairs they will play one bounce without tennis rackets and then progressing into using them. <b>LQ: When we have returned the ball, what must we do next?</b></p>	<p>LQ: How can I can form front and back supports and demonstrate a variety of ways of travelling into and out of supports?</p>
6	<p><u>LQ:- Can I invent my own copy-cat rhythms?</u></p> <p>Ch will follow the lead of teacher to replicate a given rhythm or beat. Ch will then lead the class, keeping time to a metronome or their own time.</p> <p>Ch will explore how the response rhythm could be different to the call rhythm and work in pairs to create, firstly an interesting copy-cat rhythm for their partner, then a simple call and response rhythms.</p>		<p>The children will play single tennis matches. Making sure they understand the game and rules in order to play the game correctly. <b>LQ: Can you name 3 rules when playing a game of tennis?</b></p>	

End of Unit Assessment	Create and perform a piece as a group that clearly represents a particular environment.		The children should all be able to use forehand and backhand to strike the ball with some degree of accuracy when the ball is rolling and bouncing towards them. The children should also understand how to play the game, including understanding the basic rules of tennis.	
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