

School Theme: **Fantastic Foundations**

Literacy Tree Texts: **Lubna and Pebble**

Week/ Date	Literacy	Numeracy	Science History Geography Computing	Art DT Music	RE PSHE	PE
Week 1 w/c 31/08/26	Inset Days					
Week 2 w/c 07/09/26 'Settling In' / Climate sustainability theme week.	<u>Settling in Week/ Climate sustainability</u>	<u>Settling in Week/ Climate sustainability</u>	<u>Settling in Week</u> As part of settling in week, chn will be exploring our class text 'The night Pirates' and linking their learning to the pirate class theme eg. Learning about famous pirates, trade routes. <u>Computing: Online Safety</u> 'I am kind and responsible' Reporting/ Supporting and Evaluating (See separate eLim planning)	'Welcome to Night Pirates Class' display board. Children create a pirate ship for the centre of the board. Christmas cards. 	<u>PSHE</u> Jigsaw Puzzle 1 – Being Me in my World Piece 1 - My Hopes and Fears for the Year. WALT: Identify some of my fears for this year. WALT: Recognise when I feel worried. WALT: Know who to ask for help. (See separate Jigsaw planning) RE - Rosh Hashannah	<u>PE</u> No class teacher led PE – Settling in week PE – No Inspired PE session this week.
Week 3 w/c 14/09/26 'Settling In' / Climate sustainability theme week.	<u>Settling in Week/ Climate sustainability</u>	<u>Settling in Week/ Climate sustainability</u>	<u>Science/Geography – Caring for our environment</u> Explore how we can care for our classroom, school grounds and planet. Identify litter, habitats and well-maintained areas during a school-grounds walk. Sort waste into paper, plastic, metal and general waste and explain why recycling matters.	<u>Music</u> Kapow unit: Call and response (Animals) Kapow session 1: Going on safari WALT: Create short sequences of sound. (See separate Kapow planning) <u>Art</u>	<u>PSHE</u> Jigsaw Puzzle 1 – Being Me in my World Piece 2 - Rights and Responsibilities WALT: Understand the rights and responsibilities of being a member of a class and school.	<u>PE</u> PE – Inspired Schools - See separate planning Class teacher PE - WALT: Roll a ball accurately towards a target.

				Create posters encouraging others to recycle, tidy shared spaces and care for the school environment. Begin a collaborative environmental display using painted Earths, handprints or promise leaves.	<i>WALT: Recognise when we feel worried and know who to ask for help.</i> (See separate Jigsaw planning) RE What do Jewish people believe about Torah? <i>WALT: Discuss and understand the Torah and 'Giving the Law'.</i> What is the Torah? I wonder which of the Ten Commandments you like the best? I wonder which one is the most important? Torah – Godly Play Children find out more about the Torah and what it is. This lesson includes the 'Giving the Law' Godly Play story about Moses and the Israelite people in the wilderness.	Begin by establishing the rule: when you call "Freeze!", children stop, place their ball on the floor and put their hands on their heads. Warm up with Traffic Lights: children move around the space—green means walk/jog, amber means slow down and red means freeze. Add instructions such as change direction, tiptoe or move sideways. Demonstrate rolling underarm: face the target, step forward with the opposite foot, swing the arm back and release the ball close to the ground. In pairs, children roll a ball through their partner's "goal" made with two cones. Gradually make the goal narrower or increase the distance. Finish with a target challenge, rolling balls towards hoops or between cones to score points. Ask: What helped you aim accurately? Resources: One ball per pair, cones and hoops.
Week 4 w/c 21/09/26 'Settling In' / Climate sustainability theme week.	<u>Settling in Week/ Climate sustainability</u>	<u>Settling in Week/ Climate sustainability</u>	Speaking and Listening <i>WALT: Use active listening strategies to show I am listening to others. Introduce talking partners and explain that everyone will have a turn, but nobody needs to speak for a long time. Model how partners sit facing each other, listen without interrupting and</i>	Music Kapow unit: Call and response (Animals) Kapow session 2: Rhythmic safari <i>WALT: Copy a short rhythm.</i> (See separate Kapow planning.) Art Create a collaborative	PSHE Jigsaw Puzzle 1 – Being Me in my World Piece 3 - Rewards and Consequences <i>WALT: Understand the rights and responsibilities for being a member of my class.</i>	PE PE – Inspired Schools - See separate planning

			encourage quieter partners by smiling, waiting and asking a simple question. Give children easy getting-to-know-you prompts, such as their favourite food, animal or activity. Begin with thinking time, then Partner A speaks while Partner B listens before swapping. Finish by inviting children to share one thing they learned about their partner. allowing quieter children to share alongside their partner if preferred. <u>Science/Geography</u> Compare clean natural environments with places affected by litter and pollution. Identify actions that help or harm the planet and explore how reusing and recycling materials reduces waste. Observe plants, insects and habitats within the school grounds and discuss ways to protect wildlife and care for living things. <u>Poetry day prep</u> <u>Forest school</u> <u>Welly walk Wednesday 23rd</u>	sustainability display entitled <i>Year 2 Care for Our World</i>. Paint or collage a large Earth, create promise leaves and design persuasive posters encouraging recycling, reducing waste and protecting wildlife.	<i>WALT: Help to make my class a safe and fair place.</i> (See separate Jigsaw planning) <u>Rainbow time</u>	
Week 5 w/c 28/09/26 Literacy Tree - Week 1 Poetry day assembly - Friday	Literacy Tree Lubna and Pebble Week 1		<u>Speaking and Listening</u> WALT: Follow complex instructions with two or three parts. Play a listening game using simple two-part instructions, such as “Touch your shoulders, then stand behind your chair,” before progressing to three parts. Children then take turns giving their partner an instruction using first, next and finally. Remind them to listen to the whole instruction before beginning.	<u>Music</u> Kapow unit: Call and response (Animals) Kapow session 3: Call and response WALT: <i>Learn a traditional song from Ghana</i> (See separate Kapow planning) <u>Wow Starter - Art</u> WALT Create a piece of artwork inspired by Wassily Kandinsky	<u>PSHE</u> Jigsaw Puzzle 1 – Being Me in my World Piece 4 – Rewards and consequences WALT: <i>Listen to other people and contribute my own ideas about rewards and consequences.</i> WALT: <i>Help make my class a safe and fair place.</i> (See separate Jigsaw planning)	<u>PE</u> PE – Inspired Schools - See separate planning Class teacher PE - WALT: Throw and catch a ball with increasing control. Warm up with Follow the Leader. Children move around the space copying actions such as marching, jogging, side-stepping and

			Wow starter – Geography Locate and learn to name and locate the world's 7 continents. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Discuss the different places that Bingo Bear could visit. Why would these places be good for him to visit? What would be the barriers? Children to draw Bingo Bear visiting one of the 7 continents. They should then explain why this would be a good place for Bingo to visit. Wow starter – Cultural Awareness Creation Stories from Around the World WALT To explore and compare creation stories from different religions and cultures. Christian – Genesis: God created the world in six days. He created light and darkness, the sky, land and seas, plants, the sun, moon and stars, animals and finally humans. On the seventh day, God rested. Hindu – Brahma and the lotus: The universe began as a dark ocean. Vishnu rested on a great serpent, and a lotus grew from his navel. Brahma appeared from the lotus and created the world and its living things. Hindu traditions often describe creation as a cycle that happens again and again. Traditional Chinese – Pangu: The universe began inside a giant egg. Pangu broke out and separated the sky from the Earth. When he died, parts of his body became the natural world: his eyes became the sun and moon, his	using colour, shape and concentric circles. Introduce children to the artist Wassily Kandinsky, looking closely at examples of his concentric circles artwork. Discuss the colours, shapes and patterns they notice and how artists can use colour to express ideas and feelings. Model how to create concentric circles using different drawing and painting techniques before children design and create their own Kandinsky-inspired artwork. Encourage careful colour choices, neat presentation and experimentation with pattern and overlapping circles. Finish with a class gallery where children share what they like about each other's work and explain the choices they made.	RE What do Jewish people believe about the Torah? WALT: <i>Discuss and understand Simchat Torah traditions</i> What is "The Torah"? Why is reading and obeying "The Torah" so important to Jewish people? Do we have 'laws' that we must obey that tell us what is right and wrong? Children to explore idea that this is the time at the end of the Jewish year, that the Torah will have been read all the way through. Introduce the class to David, the Jewish boy persona doll. David lives you're your school and he starts to tell the children about his family. Encourage the children to ask him questions (through you). This week David has brought Jewish flags and a small Torah scroll in his bag. He has celebrated Simchat Torah. Play and then sing along to "Simchat Torah" (Simchat Torah) Show the class a short video of Simchat Torah being celebrated in synagogue. Enact some of the celebrations.	reaching high and low. On "Freeze", they stop immediately. Demonstrate an underarm throw and a secure catch: watch the ball, hold hands ready and pull the ball gently towards the body. Children begin individually by throwing a beanbag up and catching it. Try throw-clap-catch and throwing from one hand to the other. Move into pairs, standing close together and throwing underarm. After three successful catches, both partners take one step backwards. Finish with Clean Your Room: divide the space in half and give each team an equal number of beanbags. Children throw them underarm into the other half until time is called. Emphasise that they collect one beanbag at a time and must not cross the middle line. Resources: Beanbags or soft balls and cones.
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		breath became the wind, and his body became the mountains and land. Discussion questions Who or what created the world in each story? How are the three stories similar? What is different about them? Which story did you find most interesting and why? Main activity: Drama In small groups, children choose or are given one creation story to act out. Encourage them to: - include the beginning, middle and end; - use a narrator to explain events; - use actions and freeze-frames; - involve everyone in the performance. Groups perform their creation stories to the class. Afterwards, briefly compare the stories and identify similarities and differences. Photos and quotes in foundation assessment book. <u>Wow Starter - History</u> Significant People in History – Neil Armstrong: Introduce Neil Armstrong and discuss why he is remembered as the first person to walk on the Moon. Watch age-appropriate footage of the 1969 Moon landing and explore how Armstrong and the Apollo 11 mission made history. Discuss how people may have felt as they watched the event and why the landing was important for space exploration. Children create a simple fact file about Neil Armstrong, explaining who he was, what he achieved and why he is historically significant.			
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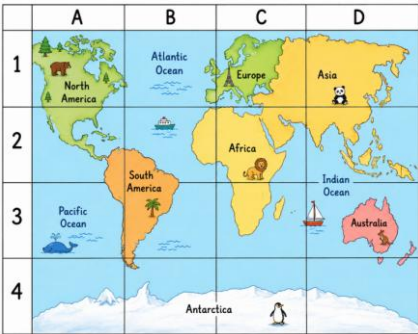
Week 6 w/c 05/10/26 Literacy Tree – Week 2 Friday 9th – Mental health day (Off curriculum)	Literacy Tree Lubna and Pebble Week 2 Friday – Mental Health Day (Off curriculum)		<u>Speaking and Listening</u> WALT: Participate in conversations about topics initiated by others, showing interest and active listening skills. Ask an accessible question such as, “What makes a happy classroom?” Give children thinking time before they discuss it with a partner. Model useful responses such as “I agree because...”, “I would like to add...” and “My idea is...” Each pair agrees on two ideas to share with the class. <u>Geography 1:</u> WALT: Name and locate the seven continents and five oceans on a world map. Begin by recapping what children remember about Planet Earth from the previous lesson. Look at a globe or large world map and discuss that Earth is made up of land (continents) and water (oceans). Introduce the seven continents and five oceans, locating each together. Explain the Equator, North Pole and South Pole in simple terms and identify which parts of the world are generally hot and which are cold. Model how to draw a simple world map using basic continent shapes, labelling all seven continents and five oceans clearly, and marking the Equator, North Pole and South Pole. Children then draw and label their own maps, using the model to help them. Finish by checking maps	<u>Music</u> Kapow unit: Call and response (Animals) Kapow session 4: Rhythmic response WALT: Create rhythms based on call and response. (See separate Kapow planning) <u>DT – Lesson 1</u> Lesson 1 – Constructing the globes WALT: To construct a strong 3D structure using papier-mâché. Explain that the class will work in two teams to design and make two large model globes. Look at globes and discuss their spherical shape and how a balloon can act as a mould. Children will tear newspaper into strips and take turns dipping or brushing them with diluted PVA glue before overlapping and smoothing them onto the balloons. Encourage children to consider how overlapping the pieces and adding several layers will strengthen the structure. Leave a small gap around the balloon knot and place the globes somewhere safe to dry. Discuss which techniques helped to create the smoothest and strongest surface.	<u>PSHE</u> Jigsaw Puzzle 1 – Being Me in my World Piece 5 – Our learning charter WALT: Understand how following the Learning Charter will help me and others learn. WALT: Work cooperatively. (See separate Jigsaw planning) <u>Friday – Mental health day</u>	<u>PE</u> PE – Inspired Schools - See separate planning No class teacher PE (Forest school week)

together and discussing what a good geography map includes: clear labels, neat presentation, all seven continents, all five oceans, and the Equator correctly placed.

Geography 2:

WALT: Use maps and simple grid references to find countries and places.

Recap the seven continents and explain that maps help us find places around the world. Introduce a simple world map with letters (A–D) across the top and numbers (1–4) down the side, modelling how to read a grid reference by finding a country together (e.g. South Africa is in C3). Using a globe, atlas and the class grid map, locate the UK, South Africa and other familiar countries, discussing which continent they are in. Children then use their own grid map to find and label countries, record their grid references and answer simple map-reading questions before finishing with a quick whole-class quiz to identify countries using grid references.



			<u>Forest school</u> WALT: Care for our gardening area and plant seeds and bulbs correctly. Split the children into two groups. One group will go outside with the teacher to weed and tidy the gardening area before planting radish seeds in shallow rows and daffodil bulbs in deeper holes, with the pointed ends facing upwards. Children will cover them carefully with soil, water the area and add plant labels. Meanwhile, the other group will remain indoors with HK to complete the 'All About Gardening' PowerPoint, discussing what plants need to grow and how gardeners care for them. After approximately 15 minutes, the groups will swap so that every child completes both activities. Finish by reminding children that they will continue caring for the gardening area and watching for changes over the coming weeks. Resources: 'All About Gardening' PowerPoint, gardening gloves, child-sized hand forks and trowels, buckets, radish seeds, daffodil bulbs, watering cans and plant labels.:			
Week 7 w/c 12/10/26 Literacy Tree – Week 3 Friday 16th – Parents day	Literacy Tree Lubna and Pebble Week 3		<u>Speaking and Listening</u> WALT: Share my thoughts and ideas through speaking to groups of people I am familiar with. In groups of four, children discuss a simple question such as, "What would make Year 2 a brilliant year?" Give each child a turn to speak and encourage the others to listen and respond. Observe	<u>Music</u> Kapow unit: Call and response (Animals) Kapow session 5: The safari event WALT: Add dynamics to a structure of rhythms. (See separate Kapow planning) <u>DT – Lesson 2</u>	<u>PSHE</u> Jigsaw Puzzle 1 – Being Me in my World Piece 6 – Owning our learning charter WALT: Recognise the choices I make and understand the consequences. (See separate Jigsaw planning)	<u>PE</u> PE – Inspired Schools - See separate planning Class teacher PE - WALT: Control a ball using a racket. Warm up with Beans: children move around the

Assessment Week		whether children speak clearly, listen, take turns, stay on topic and respond to another child's idea. Finish with children identifying one talking skill they have used successfully. <u>Geography</u> WALT: To identify similarities and differences between the UK and Egypt. Recap Lubna and Pebble, focusing on Lubna's journey to a new place, the beach where she finds Pebble and the importance of home, family and friendship. Explain that the book does not tell us exactly which country Lubna comes from, but it is set in a part of the world with links to the Middle East. Locate the UK and Egypt on a world map and compare simple features, including weather, landscapes, rivers, homes, foods, clothing, schools and famous landmarks. Emphasise that Egypt has modern cities, towns and countryside as well as deserts and ancient pyramids. Model sorting several picture cards into a large Venn diagram labelled UK, Both and Egypt, discussing where each image belongs and why. Children then work in pairs to place or stick their own images into a Venn diagram, putting shared features such as beaches, cities, schools, families and playgrounds in the overlapping section. Finish by inviting children to explain one similarity and one difference, linking back to the story by discussing how children in different countries can have different surroundings but share the same needs	WALT: To select and use materials to decorate a model globe. Once the papier-mâché is completely dry, pop and remove the balloons. Revisit the seven continents and five oceans, using an atlas or globe to examine their approximate shapes and positions. Children will paint the papier-mâché spheres blue while others work in smaller teams to draw, cut out and colour simplified continent shapes using card or thick paper. Children should refer to maps, consider the relative sizes of the continents and label each one clearly. Leave the paint and continent pieces to dry before assembling the globes. Children to stick on continents when dry. Photos and quotes for FAB book – consider whether their globe met the design brief - s the structure strong? Are the continents in approximately the correct places? What worked well when working as a team? What would we change if we made another globe?	<u>RE</u> <u>What do Jewish people believe about Torah</u> WALT: Learn the name Adonai and what it means to Jewish people. What is Shabbat? Why must he rest? Why does his family enjoy Shabbat - what makes it special? Children to find out about one aspect of the law or the Torah: Keeping the sabbath holy by resting just as Adonai rested when he created the world. Light the candles and sing "Two Candles Burn" song together. Talk about the meaning of the words. Listen to what the children say about the start of Shabbat (Friday night) on Jewish Way of Life. http://reonline.org.uk/specials/jwol Children to draw a picture of the challah loaves and candles and write why Shabbat is a special day of rest. What do the things Jews do on this day "say" to them about what God is like and the way He wants people to live? Friday – Parents day	space and respond to commands such as runner bean—jog, jumping bean—jump, broad bean—make a wide shape, and frozen bean—freeze. Introduce rackets with the rule that they remain below waist height and are placed flat on the floor when you call "Freeze". Children balance a beanbag on their racket while standing still, then walk carefully around the space. Progress to balancing a ball, rolling the ball around the racket face and gently tapping it upwards a short distance. Finish with a simple obstacle course in which children carry the ball on their racket around cones before rolling it from the racket into a hoop. Focus on careful control rather than speed or competition. Resources: Rackets, beanbags, soft balls, cones and hoops.
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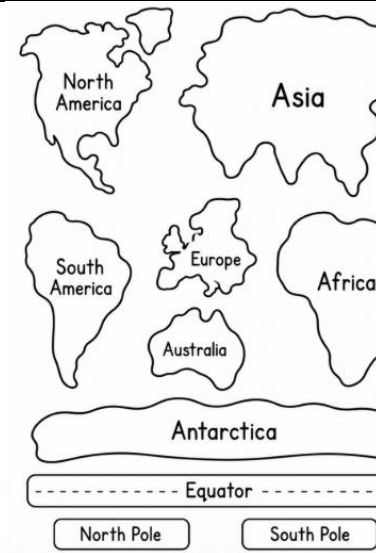
for safety, friendship, family and comfort.

Computing:

WALT: Create a simple stop-motion animation.

Begin by briefly recapping the 1969 Moon landing and watching a very short stop-motion example. Explain that stop motion is created by taking a photograph, moving an object a tiny amount and taking another photograph. Model this clearly with a paper rocket. In small adult-supported groups, children use prepared Moon backgrounds, rockets and astronaut cut-outs to create a short animation showing the rocket travelling down, landing and an astronaut stepping onto the Moon. Finish by watching the animations together and discussing what worked well.

Keep it to one very short scene and aim for around 15–25 photographs per group. I'd have one child move the object, one take the photographs and one check that hands are out of shot, then swap roles.



Week 8 w/c 19/10/26 'Fantastic Foundations' Theme Week	No Literacy (Theme Week)				<u>Rainbow time</u>	<u>PE</u> PE – Inspired Schools - See separate planning
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