



Topic Medium Term Planning

Paddington Bear Class: Year 2

2024/2025: Autumn A

School Theme: Reading for Pleasure

Literacy Tree Texts: **The Last Stop on Market Street/The Journey Home**

Week/ Date	<u>Literacy</u>	<u>Numeracy</u>	<u>Topic: Project Work</u> <u>Science/History</u> <u>Geography/Computing</u>	<u>Art/DT/Music</u>	<u>RE/PSHE</u>	<u>PE</u>
<p>Week 1 4th - 6th September</p> <p>3rd September - Inset Day</p> <p>Theme Week - Settling in/ Reading for Pleasure</p>	<p>Settling in Week/ Reading for Pleasure</p>	<p>Settling in Week/ Reading for Pleasure</p>	<p>Settling in Week/Reading for Pleasure: Settling in games and setting classroom rules. Reading for pleasure activities.</p> <p>See separate planning for details.</p>	<p>Settling in Week/Reading for Pleasure:</p> <p>Class boards - Class reward board. Board to include: Paddington's journey through London to find his jar of marmalade.</p> <p>Children to create artwork relating to Paddington Bear's journey.</p> <p>In groups, children make marmalade jars, Paddington Bear a suitcase, an open top bus and landmarks in London e.g. Big Ben, the London Eye and Buckingham Palace. Children to complete these in groups, encouraging team building. Activities to include drawing/collaging/tissue paper</p>	<p><u>PSHE</u> Jigsaw Puzzle 1 - Being Me (Piece 1) My Hopes and Fears for the Year.</p> <p>WALT: Identify some of my fears for this year.</p> <p>WALT: Recognise when I feel worried.</p> <p>WALT: Know who to ask for help.</p> <p>See separate Jigsaw planning.</p> <p><u>Rainbow time</u></p>	<p><u>PE</u> No class teacher led PE - Settling in week</p> <p>PE - No Inspired PE session this week.</p>

<p>Week 2 9th - 13th September</p> <p>Theme Week - Settling in/ Reading for Pleasure</p> <p>Display to be completed by 13th September - Class reward board.</p>	<p>Settling in Week/ Reading for Pleasure</p>	<p>Settling in Week/ Reading for Pleasure</p>	<p>Settling in Week/Reading for Pleasure: Settling in games and setting classroom rules. Reading for pleasure activities.</p> <p>See separate planning for details.</p> <p>Forest School</p> <p>What do we know about the seasons? Children enter fire circle in a line and sit on next available log. Discuss fire safety, what happens when the whistle blows and role of flags. Explain we are going to think about the seasons. How do we know which season we are in now? Explain we are at the start of Autumn, discuss features of the season and features of the other seasons. Explain children are going to make an Autumn collage of a tree. Children move to tables by shelter. Children create group frames using sticks collected from appropriate pile and string. Remind children of lashing/ tying knots from previous year. Demonstrate lashing / tying knots for revision. Children collect natural materials from wild area, field and adventure playground. They go to tables by shelter, then create group tree collages in frames. Children return to fire circle to drink hot chocolate.</p> <p>Computing: E-Safety 'I am kind and responsible' Reporting/ Supporting and Evaluating</p> <p>See separate eLim planning.</p>	<p>Art Take photo of each child x 2. Children have half of one photo and stick on A5 (or A6) paper, Children draw the other side of face to match and colour using pencil crayons. Other photo printed out wallet size, to be attached to picture.</p> <p>Music Kapow unit: Call and response (Animals)</p> <p>Kapow session 1: Going on safari</p> <p>WALT: Create short sequences of sound.</p> <p>See separate planning.</p>	<p>PSHE Jigsaw Puzzle 1 - Being Me (Piece 2) Rights and Responsibilities</p> <p>WALT: Understand the rights and responsibilities of being a member of a class and school.</p> <p>WALT: Recognise when we feel worried and know who to ask for help.</p> <p>See separate Jigsaw planning</p> <p>RE What do Jewish people believe about Torah?</p> <p>WALT: Discuss and understand the Torah and 'Giving the Law',</p> <p>What is the Torah? I wonder which of the Ten Commandments you like the best? I wonder which one is the most important?</p> <p>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.</p>	<p>PE PE - Inspired Schools - See separate planning</p> <p>Class teacher PE - No PE session - Forest School.</p>
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<p>Week 3 16th - 20th September</p> <p>Literacy Tree - Text 1 - Week 1</p>	<p>Literacy Tree Last Stop on Market Street Week 1</p>		<p>Wow Starter - Monday Culture Awareness linking to British Values</p> <p>Discuss our new story. Explain characters were going on a journey as a family. Have you been on a family journey recently? Where did you go? What did you do? Was it fun? What did you enjoy about it? Explain these are called leisure outings. What else do we do in this country for leisure? Discuss children's ideas. On IWB look at activities that people from other countries may take part in. Explain other countries may have different activities. Discuss diversity and how we are all different in what we like to do. Link to British Values of showing respect to others. Activity - In groups children make mind maps of how we can show respect to others.</p> <p>Wow Starter - Geography</p> <p>Discuss Bingo Bear, where has he come from? Discuss where Peru is looking at world maps. Explain Bingo Bear wants to look at the physical features of places in UK.</p> <p>Discuss what a 'physical feature' is. Look at pictures of, forests, beaches, rivers and caves, discuss what they are and where they are found using maps. Do we have any of these features in school? Children go to field and wild area to look for physical features. Did you find any physical features? Why? Why not? How do you know they were not a physical feature?</p>	<p>Music Kapow unit: Call and response (Animals)</p> <p>Kapow session 2: Rhythmic safari</p> <p>WALT: Copy a short rhythm.</p> <p>See separate planning.</p> <p>Wow Starter - Art/DT</p> <p><u>Watercolour Pictures - Pictures of animals</u></p> <p><u>Science linked to Art/DT</u></p> <p>Recap learning of Animals from Year 1 - naming animals, carnivore/herbivore/omnivore. Children describe external features as sort different pictures into groups. Link what know about animals to: Draw Animals</p> <p>Link to animals in story and use knowledge of external features to create drawings of animals onto card. Adult to model drawing external features. <u>Experiment with watercolours and painting pictures of animals drawn</u></p> <p>Children explore watercolour paints and experiment with colours/ colour mixing. Look at pictures from the story book. Discuss how drawn and painted, using watercolours. Adult models mixing colours to</p>	<p>PHSE Jigsaw Puzzle 1 - Being Me: Piece 3 Rewards and Consequences</p> <p>WALT: Understand the rights and responsibilities for being a member of my class.</p> <p>WALT: Help to make my class a safe and fair place.</p> <p>See separate Jigsaw planning.</p> <p><u>Rainbow time</u></p>	<p>PE PE - Inspired Schools - See separate planning</p> <p>Class teacher PE - Continuing from Inspired PE session.</p>
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<p>Week 4 23rd - 27th September</p>	<p>Literacy Tree Last Stop on Market Street Week 2</p>		<p>Forest School Can I make a dark cave? Children enter fire circle in a line and sit on next available log. Discuss fire safety, role of whistle and flags.</p>	<p>Music Kapow unit: Call and response (Animals) Kapow session 3: Call and</p>	<p>PSHE Jigsaw Puzzle 1 - Being Me: Piece 4 - Rewards and consequences</p>	<p>PE PE - Inspired Schools - See separate planning Class teacher PE -</p>

<p>Literacy Tree - Text 1 - Week 2</p> <p>23rd/24th September - Macmillan Coffee Morning</p>		<p>Introduce Bingo Bear, explain children are going to make group caves to explore question: Which materials would make the best 'cave' for Bingo bear? Explain he visits lots of different countries where they have lots of sunlight. Tell children he cannot sleep unless his room is really dark.</p> <p>Children create group tripod frames using sticks and string, lashing and tying knots. They then test different den making fabrics to find out; Which fabrics make the darkest cave?</p> <p>Children test different fabrics. Which fabric made the cave the darkest? Do you all agree? Why? Why not?</p> <p>Children return to fire circle to drink hot chocolate.</p> <p>Computing: (Data handling/core) Session 1 - Investigate and sort data.</p> <p>Investigate and sort pictures of birds that can be found in the school grounds /gardens.</p> <p>See separate planning.</p> <p>History Significant Individual: Henry Ford Link to DT</p> <p>Children find out about Henry Ford and how he produced cars. How did he do it? What did he do? When did he do it? Where? Look at Power-Point on Henry Ford. Discuss cars through the past.</p>	<p>response</p> <p>WALT: Learn a traditional song from Ghana</p> <p>WALT: Explore call and response using instruments</p> <p>See separate planning.</p> <p>Art / DT DT: Link to History</p> <p>Explore different types of vehicles by looking at toys and pictures. Children look at and observe the different parts, including wheels and axle looking at how they move.</p> <p>Children to then design a car to go on a specific journey. They need to think about which type of vehicle would be suitable for each journey. E.g., jeep for safari, car for a beach trip.</p>	<p>WALT: Listen to other people and contribute my own ideas about rewards and consequences.</p> <p>WALT: Help make my class a safe and fair place.</p> <p>RE What do Jewish people believe about the Torah?</p> <p>Lesson 2 - Simchat Torah</p> <p>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?</p> <p>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.</p> <p>Introduce the class to David, the Jewish boy persona doll. David lives near 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</p>	<p>No PE session - Forest School.</p>
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			How have cars changed over time? Look at how cars have changed from then to now.		and a small Torah scroll in his bag. He has celebrated Simchat Torah. Play and then sing along to "Simchat Torah" from the "Two Candles Burn" cd(www.twocandlesburn.com). Show the class a short video of Simchat Torah being celebrated in synagogue e.g.: Simchat Torah (video.pbs.org) 2.55mins. Now enact it out with the pupils singing the "Simchat Torah" song.	
<p>Week 5 30th September - 4th October</p> <p>Literacy Tree - Text 1 - Week 3</p> <p>Writing assessments</p> <p>2nd October - Harvest Festival Church Assembly</p> <p>3rd October - Parent workshop - Phonics</p>	<p>Literacy Tree Last Stop on Market Street Week 3 Writing assessment 1</p>		<p><u>Science - Animals</u></p> <p>Children to make observations of growth in humans and animals in a story and then extend to other animals and plants that could be in different settings. Children to match offspring to animals including humans.</p> <p><u>Computing: Sorting my birds (Data handling/core)</u> Session 2 - Make a decision tree</p> <p>Talk about and show different types of data. Children to make a decision tree, using a branching database online.</p> <p>See separate planning.</p>	<p><u>Music</u></p> <p>Kapow unit: Call and response (Animals)</p> <p>Kapow session 4: Rhythmic response</p> <p>WALT: Create rhythms based on call and response.</p> <p>See separate planning.</p> <p><u>Art/ DT</u> DT linked to History - significant person/ Henry Ford</p> <p>Investigate different materials and tools needed to create and make the vehicles. Investigate using saws to cut wood, different ways of piercing holes to attach wheels and joining materials together etc.</p>	<p><u>PSHE</u> Jigsaw Puzzle 1 Being Me - Piece 5 - Our learning charter</p> <p>WALT: Understand how following the Learning Charter will help me and others learn.</p> <p>WALT: Work cooperatively.</p> <p>See separate Jigsaw planning.</p> <p><u>Rainbow time</u></p>	<p><u>PE</u> PE - Inspired Schools - See separate planning</p> <p>Class teacher PE - Continuing from Inspired PE session.</p>

<p>Week 6 7th - 11th October</p> <p>Literacy Tree - Text 2 - Week 1</p>	<p>Literacy Tree The Journey Home Week 1</p>		<p><u>Computing: Sorting my birds (Data Handling /core)</u> Session 3 - Ask and answer questions. Generate questions to be answered. Collect, record and present data.</p> <p><u>Forest School</u> Can we find the minibeasts? Children enter fire circle in a line and sit on next available log. Discuss fire safety and role of flags. Explain children are going on a mini-beast hunt.</p> <p>Tell children they will be working in pairs to find as many different types of minibeasts as they can. Each pair has a sheet with pictures and a dry-wipe pen. They go around wild area looking for the minibeasts, then ticking picture when found. Children return to fire circle. Discuss which minibeasts found.</p> <p>Children count number ticked to find out who found the most. Discuss where children found the different creatures. Did you all find them there or other places? Children drink hot chocolate.</p>	<p><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 planning.</p> <p><u>Art/ DT</u> Making a vehicle - Project end piece. Revisit joins and the materials needed to make their own cars. Discuss links to Henry Ford and how our designs are similar/different. Children to begin making/ assembling their cars/vehicles using their own designs.</p>	<p><u>PSHE</u> Jigsaw Puzzle 1 - Being Me - Piece 6 - Owing our learning charter WALT: Recognise the choices I make and understand the consequences. See separate Jigsaw planning.</p> <p><u>RE</u> <u>What do Jewish people believe about Torah</u> Lesson 3 - Shabbat 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.</p>	<p><u>PE</u> PE - Inspired Schools - See separate planning Class teacher PE - No PE session - Forest School.</p>
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					http://reonline.org.uk/specials/jwol Children to draw a picture of the challah loaves and candles and write with them 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?	
Week 7 14 th - 18 th October Literacy Tree - Text 2 - Week 2 14th October - Parent workshop - PSHE 18th October - Parents' Day 14 th October - School sponsored event - Each class to plan their own activity.	Literacy Tree The Journey Home Week 2		<u>Computing: Sorting my birds (Data Handling/core)</u> Session 4 - Present my data Compare different ways of presenting information. See separate planning. <u>Science - Animals</u> Find out about and describe the basic needs of animals including humans, for survival. (Water, food, air) Discuss animals in story. How do they get what they need in each place visited. Children to select an animal linking to the story and record their basic needs and how they are met.	<u>Music</u> Kapow unit: Call and response (Animals) WALT: Perform the call and response composition to other children, playing and saying the rhythm of the words. See separate planning. <u>Art/ DT</u> Making a vehicle - Project end piece. Children to continue making/ assembling their cars/vehicles using their own designs. Children review and evaluate their final piece, suggesting how they could improve their design and what they would do differently if made again.	<u>Rainbow time</u>	<u>PE</u> PE - Inspired Schools - See separate planning Class teacher PE - Continuing from Inspired PE session. Class Sponsored event - to be confirmed
Week 8 21 st - 25 th October	Literacy Tree The Journey Home Week 3		<u>Forest School</u> Can we find the features? Children enter fire circle in a line and sit on next available log. Discuss fire	<u>Music</u> Kapow unit: Call and response (Animals)	<u>Rainbow time</u>	<u>PE</u> PE - Inspired Schools - See separate planning

<p>Literacy Tree - Text 2 - Week 3</p> <p>Assessment Week - Including writing assessments</p> <p>25th October - Inset Day</p>	<p>Writing assessment 2</p>		<p>safety and role of flags. Explain children will be working in groups to match photos to features in forest school and the field. Each group have a set of photographs.</p> <p>Children work together cooperatively, to find the physical features that match the photos and tick them off on a sheet. Children return to fire circle. How many features did you find? Which feature was the hardest to find? Why? Children drink hot chocolate.</p> <p>Science - Animals</p> <p>Compare things in story that are living, dead or have never been alive. Look at the different places in story and identify things under headings. E.g., dead leaves, grass, animals and bags / clothing for never lived.</p> <p>Activity - children build group charts under headings, writing on strips of paper and adding.</p>	<p>WALT: Help to combine sounds and call and response rhythm patterns about animals into an African Safari class composition</p> <p>See separate planning.</p>		<p>Class teacher PE - No PE session - Forest School.</p>
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