

Topic Medium Term Planning

Paddington Bear Class: Year 2

Autumn B 2024/2025

School Theme: **Reading for Pleasure**

Literacy Tree stories: **Lubna and Pebble/Tadpoles Promise**

Week/ Date	<u>Literacy</u>	<u>Numeracy</u>	<u>Topic: Project Work</u> <u>Science/History</u> <u>Geography/Computing</u>	<u>Ongoing curriculum</u> <u>Art/D&T/Music</u>	<u>Ongoing curriculum</u> <u>RE/PSHE</u>	<u>Ongoing curriculum</u> <u>PE</u>
<p>Week 1 4th - 8th November</p> <p>Literacy Tree - Text 1 - Week 1</p> <p>Monday 4th - Bonfire/Carnival Celebration</p> <p>Tuesday 5th - Carnival assembly 10:30am. Parade in</p>	<p>Lubna and Pebble - Week 1</p>	<p>Addition and subtraction - Week 1</p>	<p>Wow Starter Tuesday 5th November</p> <p>Wow starter - Literacy</p> <p>Have children arrive in class to find a selection of different pebbles (ideally one per child). These pebbles need to be large enough for children to draw on. Explain that these pebbles are very special and it is our job to take care of them. On the dot or not: Use on the dot or not with a selection of adjectives of colour, shape and size for children to choose from to describe their pebble, bearing in mind that some may be different to others! Adjectives that could be used to describe the pebble can be positioned inside the circle, those that are not relevant can be positioned outside.</p> <p>Wow starter - Science - Habitats</p>	<p>Bonfire/Carnival Celebration Day</p> <p><u>Firework pictures</u> Discuss the history of bonfire night and why it is celebrated. Share firework pictures with the children. Discuss what they can see. Children to follow the instructions to create their own firework pictures. They will need straws, glitter, paint and black card.</p> <p><u>Bonfire Night Edible Sparklers</u> Ask the children about sparklers. Has anyone ever used one before. How do we stay safe? Explain that we will make our own edible sparklers today. Children will need breadsticks, sprinkles and chocolate. They</p>	<p><u>PSHE</u> Jigsaw Puzzle 2 - Celebrating Differences Piece 1 - Accepting that everyone is different (boys & girls)</p> <p>WALT: Understand that sometimes people make assumptions about boys and girls.</p> <p>See separate Jigsaw planning.</p> <p><u>RE</u> No RE this week.</p> <p><u>Rainbow Time</u></p>	<p><u>Class teacher led PE</u> Multi skills session 1</p> <p><u>PE (Inspired Sports)</u> See separate planning</p>

the
afternoon
to share
what we
have learnt
and made.

Look at world map, where did the whale go? What might they have seen? Discuss different types of habitat around the world and the plants and animals that live in them. Why are they suited to living in that habitat? What needs do the plants/ animals need?
Children sort pictures of animals/ plants into groups according to habitat they think they live in. Why do you think...? How do you know?

Wow starter - Cultural Awareness

How can we look after our planet? What might the whale have seen on his journey? Look at clip on keeping our planet clean for the future. Link to S&L. Following complex instructions. How can we follow instructions effectively? What are the steps to looking after our planet? How can our instructions help people to achieve this? Children create posters - How to keep our planet clean.
Link to British Values - Respecting others.

Wow starter - Literacy

See session 1 of the teaching unit. Have children arrive in class to find a selection of different pebbles (ideally one per child). These pebbles need to be large enough for children to draw on. Explain that these pebbles are very special and it is our job to take care of them. On the dot or not: Use on the dot or not with a selection of adjectives of colour, shape and size for children to choose from to describe their pebble, bearing in mind that some may be different to others!
Adjectives that could be used to describe

will need to melt the chocolate with adult support and then decorate their sprinklers.

Bridgwater carnival activity
(Link to History in local area)

Look at Bridgwater carnival short compilation clip at:
https://www.youtube.com/watch?v=HoOrxxW_OJc

Discuss history of carnival see official Carnival site for information -
<https://www.bridgwatcarnival.org.uk/>

Discuss costumes, dances, music, lights.


Children to make up class dance routine for an 'Under the Sea' carnival float, using Disney song 'Under the Sea'. Children give ideas and add to a whole class dance moves sheet. Children try out moves until dance is created. Children practice completed routine.

DT/ Carnival carts

Remind of vehicles designed and created last half term and techniques used.
In 3 groups, children design and create a carnival cart using cardboard boxes/ cereal boxes, tissue paper and other craft materials with an Under the Sea theme. (link to dance).

Music

Exploring singing skills through Christmas songs.

		<p>the pebble can be positioned inside the circle, those that are not relevant can be positioned outside.</p> <p>Wow starter - Art Artist Focus - Kadinsky: Link to spirals on seashells/pebbles on beach by looking at the art work of Kadinsky. Create a the world of tents using Kadinsky art style.</p>  <p>Computing - E-Safety Autumn Term B 'I am Safe and Secure'. Kindness WALT: Talk about why it is important to be kind and polite online and in real life. WALT: Talk to a trust adult about how I will keep myself saf. See separate planning.</p>	<p>Session 1. See separate planning</p>			
<p>Week 2 11th - 15th November</p> <p>Literacy Tree - Text 1 - Week 2</p> <p>11th November - Remembrance</p>	<p>Lubna and Pebble - Week 2</p>	<p>Addition and subtraction - Week 2</p>	<p>Remembrance Day Link to British Values / History Why do we remember the soldiers/sailors/ pilots? Which symbol do we wear which shows we are aware of what others have done to help us in the past? Watch Remembrance Day clip on https://www.youtube.com/watch?app=desktop&v=jeR5JWaIcpo Discuss the animation. What is happening? What does this tell you? Watch clip https://www.youtube.com/watch?v=kni91fHqi50</p>	<p>Music Exploring singing skills through Christmas songs. Session 2. See separate planning</p>	<p>PSHE Jigsaw Puzzle 2 - Celebrating Differences Piece 2 - Include others when working and playing - Boys and girls</p> <p>WALT: Understand that sometimes people make assumptions about boys and girls.</p> <p>See separate Jigsaw planning</p>	<p>Class teacher led PE No PE - Forest School</p> <p>PE (Inspired Sports) See separate planning</p>

Day/Afternoon
Activities

15th
November
- Children
in need

Do you observe the tradition of wearing a poppy? Why do wear it?
Children make paper poppies to create a class wreath. They each draw a poppy and colour it appropriately. Children stick poppies on to green card circle. Wreath to be attached to classroom door.

Forest School

WALT: Understand water pollution and investigate filtering water.

Children sit around fire circle in usual manner. Explain that they must stay seated. Talk about the rules of forest school including flags, whistle and orange rope/ inner circle. Why do the rules need to be followed carefully? What consequence might happen if the rules aren't followed?

Discuss water pollution. What is it? Why does water get polluted? Use the ppt to explain the key facts surrounding polluted water. Discuss designing a water filter and the need for this. We are trying to turn muddy, dirty water into clean useable water.

Share the resources needed - bottles, mud, gravel, sand, cloth, rubber bands and scissors.

Children to complete the water filter activity in small groups.

History / Computing

Look at important and famous people that advocate for saving the environment. E.g., David Attenborough, Greta Thunberg. Children research these notable figures using Chrome books.

RE Lesson 4 - Synagogue

WALT: Understand why the Torah is so special for Jews.

WALT: Understand the role of the synagogue in Jewish life and worship.

Why is the synagogue a special place for Jewish people? Why is it so important to worship in this way?

Remind children that the Torah, the Jewish special book is read there one part at a time. Explain attending the Synagogue is an important part of the lives of Jewish people and is a way of showing they are obeying God.


<https://www.youtube.com/watch?v=ZgFxp8TfXl8>

Children learn about how Jewish people go to the Synagogue every week. Look inside a synagogue. Here is a seven-minute video.


<http://www.bbc.co.uk/education/clips/z834wmn>

Show Torah scroll.
Remind children they have seen the Torah

			<p style="text-align: center;"><u>Computing - Core</u></p> <p style="text-align: center;">Present my information 1</p> <p>Ask children for suggestions for ways of presenting information. Look at examples of information posters. Discuss using computers to produce work that can be shared electronically or be printed. Children to create and save a text document.</p>		<p>during the previous half term. What do you remember about it?</p> <p>Activity: Draw a picture of a Jewish man reading from the Torah scroll in synagogue wearing a kippah and tallit and using a yad. Write in the names of these things. What else might be in the picture? Why is this so important? What might he be thinking?</p>	
<p>Week 3 18th - 22nd November</p> <p>Literacy Tree - Text 1 - Week 3</p> <p>20th November - World Children's Day</p>	Lubna and Pebble - Week 3	Addition and subtraction - Week 3	<p style="text-align: center;"><u>Computing</u></p> <p style="text-align: center;">Present my information 2</p> <p><u>Develop Keyboard Skills</u></p> <p>Model opening up one of the children's previously saved documents. All children to follow process as modelled. All to make a list of 'How to open a document'. This can be used to support children in subsequent lessons. Discuss this being an algorithm. Link to E-Safety who can see our work now? Discuss difference between Public Drive - Students, and work on a tablet or on the internet/web. Children add text to their documents. - Link to research on notable figures who advocate saving the environment/ habitats.</p> <p style="text-align: center;"><u>Computing</u></p> <p style="text-align: center;">Present my information 3</p> <p><u>Changing the appearance of text</u></p> <p>Look at text created so far. Explain that in next session we will need to include photographs/pictures and captions. Model how to select font needed and make changes. Repeat with size and colour.</p>	<p style="text-align: center;"><u>Music</u></p> <p style="text-align: center;">Exploring singing skills through Christmas songs.</p> <p>Session 3. See separate planning</p> <p style="text-align: center;"><u>Art/DT</u></p> <p style="text-align: center;">Creating Seasons Calendars</p> <p>Look at the artwork of Kandinsky. Children have 4 small squares of A4 white paper. They sketch a tree on each square and colour them brown. Children will need to follow complex instructions with two or three parts to complete this activity successfully. Produce instructions for the children to follow. Using paint, pastels or collage materials and different techniques such as finger painting, brush strokes, collage, children create their individual seasonal trees in the style of Kandinsky. When dry, stick onto black card.</p>	<p style="text-align: center;"><u>PSHE</u></p> <p style="text-align: center;">Jigsaw Puzzle 2 - Celebrating Difference Piece 3 - Why does bullying happen?</p> <p style="text-align: center;">WALT: Understand that bullying is sometimes about difference.</p> <p>See separate Jigsaw planning</p> <p style="text-align: center;"><u>RE</u></p> <p>No RE this week.</p> <p style="text-align: center;"><u>Rainbow Time</u></p>	<p style="text-align: center;">Class teacher led PE Multi skills session 2</p> <p style="text-align: center;">PE (Inspired Sports) See separate planning</p>

			Remind children of who the text is for and need to be able to read it. Children to make sensible choices of colour and font.			
<p>Week 4 25th - 29th November</p> <p>Literacy Tree - Text 2 - Week 1</p> <p>29th November - St Andrews Day Assembly</p>	Tadpole's Promise - Week 1	Addition and subtraction - Week 4	<p>Forest School</p> <p>WALT: Make a sculpture in the style of Kandinsky.</p> <p>Children enter fire circle in a line and sit on next available log. Discuss fire safety, whistle and role of flags. Discuss water pollution in our seas. What kinds of pollution have you learnt about? What can we do to help? Explain children are going to take part in an experiment to see how water can be cleaned. Talk about how water companies' clean water on a large-scale and remove bugs and microorganisms that could harm us and make us ill. Children go to wild area to collect natural resources, then carry out experiment at tables by shelter working in groups. See http://www.wildforestschool.org.uk/wild-activities</p> <p>Discuss results. Children drink hot chocolate sat around fire circle.</p> <p>Computing</p> <p>Present my information 4</p> <p><u>Adding images</u></p> <p>Discuss how we can edit our work to make a finished piece of information text. Explain going to add image to our work. Discuss where we can get the images from, web, clipart, camera... Talk about differences between photos & clipart. Model how to input images into document & resizing image.</p>	<p>Music</p> <p>Exploring singing skills through Christmas songs. Session 4. See separate planning</p> <p>Art / DT</p> <p>Headdresses for Nativity play/ Christmas hats.</p> <p>Children create their headdress for play according to character part given.</p>	<p>PSHE</p> <p>Jigsaw Puzzle 2 - Celebrating Differences Piece 4 - Trying to solve problems.</p> <p>WALT: Recognise what is right and wrong and know how to look after myself.</p> <p>See separate Jigsaw planning</p> <p>RE</p> <p>Lesson 5 - Torah scroll</p> <p>WALT: Understand the Torah itself and its role of the synagogue in Jewish life.</p> <p>How do you learn Hebrew? What questions would you like to ask Jewish people? What does this tell us about what matters most to them?</p> <p>Show the class a miniature Torah scroll. This is written in Hebrew,</p>	<p>Class teacher led PE No PE - Forest School</p> <p>PE (Inspired Sports) See separate planning</p>

			<p>All children to insert images and resize them within their documents.</p> <p>Science - Habitats</p> <p>Discuss how different habitats suit different plants and animals. Investigate an ecosystem, looking at how plants and animals can be co-dependent.</p>		<p>which Jewish people have to learn to read so that they can read from and understand the Torah scroll in Synagogue. What questions might the children want to ask? How do you learn Hebrew? Is it hard? Why is it so important?</p> <p>Look at a video of synagogue worship. This 3-minute BBC introduction to Judaism has a good look inside a synagogue. http://www.bbc.co.uk/education/clips/zctb4j6 Go to this Jewish website and see how children learn Hebrew. Can you join in the Hebrew alphabet song? In what ways is Hebrew different from English? Can you write some of the letters? http://www.rafimetz.com/rmd/learn/read%20A.html</p>	
<p>Week 5 2nd - 6th December</p> <p>Literacy Tree -</p>	<p>Tadpole's Promise - Week 2</p>	<p>Addition and subtraction - Week 5</p>	<p>Science: Habitats</p> <p>Introduce food chains. How do plants & animals get food from one another. Name sources of food & represent in a simple food chain. Link work on food chains to the importance of protecting the environment.</p>	<p>Music</p> <p>Exploring singing skills through Christmas songs. Session 5, See separate planning</p> <p>Art/ DT</p> <p>Carousel activity</p>	<p>PSHE</p> <p>Jigsaw Puzzle 2 - Celebrating Differences Piece 5 - Gender diversity.</p> <p>WALT: Understand that it is OK to be different</p>	<p>Class teacher led PE Multi skills session 3</p> <p>PE (Inspired Sports) See separate planning</p>

<p>Text 1 - Week 3</p> <p>Writing assessment</p> <p>2nd December - Whole School Nativity run through</p> <p>3rd December - Nativity am rehearsals</p> <p>5th November - Nativity dress rehearsal</p> <p>6th December - Christmas decoration day</p>			<p>Computing</p> <p>My News report (Lesson 1)</p> <p>The children will identify the characteristics of a good news report. Children to work in groups of four/ five to present a news report about saving the environment. Discuss working together & being kind to each other reiterating as needed. Children to storyboard their reports, planning how they are going to put it together & create a script to present their news report to others. Storyboards to be simple & clear & based on information children have found out about the topic.</p> <p>History</p> <p>Discuss Charles Darwin. Who is he? Have they heard of him before? Look at Galapagos Island and the theory of evolution. Link to extinction events from the past e.g. dinosaurs and the dodo. Remind children of the people who advocate for the environment e.g. David Attenborough/Greta Thunberg and how they look to make changes for the future.</p>	<p>Activity 1: Kandinsky inspired sea scape</p> <p>Children to create a Kandinsky inspired sea scape poster. This can then be used as part of the news report.</p> <p>Activity 2: Junk modelling</p> <p>Watch a documentary. Children create props for News reports. E.g., microphones, camera, boats etc.</p> <p>Stars for Hall</p> <p>To be created in Rainbow time</p> <p>Children look at different star shapes made using lollypop sticks on smartboard. Children to follow more complex instructions to make their own stars for the hall. Produce a step-by-step guide together and use them to demonstrate creating the outcome. Children lay out choice of shape on table first, then use glue gun with cold melt glue sticks to join lollypop sticks together. (adult support for using glue guns) Children make patterns on stars using pva glue, glitter, paint, sequins etc. They attach string for hanging using double-sided tape.</p> 	<p>from other people and to be friends with them.</p> <p>See separate Jigsaw planning</p> <p>RE</p> <p>No RE this week.</p> <p>Rainbow Time</p>	
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<p>Week 6 9th - 13th December</p> <p>Literacy Tree - Text 2 - Week 2</p> <p>Assessment week</p> <p>9th / 10th December - Nativity</p> <p>11th December - Nativity church performanc e</p> <p>12th December - Christmas jumper day, West End Pantomime and Christmas Lunch Day</p>	<p>Tadpole's Promise - Week 3</p> <p>Assessment writing</p>	<p>Assessment week</p>	<p>Forest School</p> <p>WALT: Use natural materials to make a 3D sculpture.</p> <p>Children enter fire circle in a line and sit on next available log. Discuss fire safety, whistle and role of flags. Explain children are going to make a 'flat' 2D sculpture in the style of Kandinsky. Show children pictures of his work, discussing concentric circles and spirals, linking to spiral shapes on snail's shell in story. Explain children are going to collect natural materials to create their own 'flat' sculpture. Children go to Sensory Garden with their collected materials to create sculptures, working on playground surface. Children look at others' work. What do you like about it? Children return all materials to wild area, putting any that are suitable into the pallet bug hotel. Children return to fire circle to drink hot chocolate.</p> <p>Computing</p> <p>My News Report (Lesson 2)</p> <p>Computing - Children to work in groups. Children to record their news reports using cameras or tablets as available. Discuss how we can work effectively in groups. Discuss roles and the important of this. Children to assign roles with adult support. Children to watch other groups reports on smartboard. Children to be taught how to effectively give feedback following the criteria set.</p>	<p>Music</p> <p>Exploring singing skills through Christmas songs.</p> <p>Session 6.</p> <p>See separate planning</p> <p>Christmas cards</p> <p>Children follow the instructions to create their own Christmas cards. These will be in the style of Kandinsky.</p>	<p>PSHE</p> <p>Jigsaw Puzzle 2 - Celebrating Difference Piece 6 - Celebrating difference and still being friends.</p> <p>WALT: Explain some ways that I am different from my friends.</p> <p>See separate Jigsaw planning</p> <p>RE</p> <p>Lesson 7 - Jewish Wedding</p> <p>WALT: Understand Jewish wedding customs, linking these to obedience to God's Law - Torah.</p> <p>What are the main customs in a Jewish wedding? Why do Jews do these things - what do they mean? How does this link to obeying God's Law - Torah?</p> <p>Begin by asking the children what they know about Jewish wedding traditions. Ask them to think about previous learning e.g. Bar Mitzvah. A wine glass is traditionally broken</p>	<p>Class teacher led PE</p> <p>No PE - Forest School</p> <p>PE (Inspired Sports)</p> <p>See separate planning</p>
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and the congregation say the congratulatory wish of "Mazel Tov!

There are three excellent short cartoon videos explaining what happens at a Jewish wedding here:

<http://www.bimbam.com>

www.youtube.com/watch?v=M6TwhIAWYIE

Activity: Children to re-enact a Jewish wedding in the classroom. Ask the actors what they were doing and how they felt. What does this tell us about what Jews believe about Marriage? What has this to do with the teachings of The Torah? Take photos for the floor book.

<p>Week 7 16th - 20th December</p> <p>Christmas theme week</p>	<p>Christmas theme week - see separate plan.</p>	<p>Christmas theme week. Money themed activities - see separate plan.</p>	<p><u>Forest School</u></p> <p>WALT: Create a mud painting.</p> <p>Children enter fire circle in a line and sit on next available log. Discuss fire safety, whistle & role of flags. Remind children of sculpture made previous session. Working as a team to create 3D sculptures. Explain they are now going to make a 3D sculpture using twigs, leaves and other natural materials including clay for base. How can we be successful within our groups? Remind children of the importance of understanding individual roles and responsibilities within groups. Explain they are now going to make a 3D sculpture using twigs, leaves and other natural materials including clay for base. Children look around wild area, adventure playground and field and collect their resources. Children move to tables by shelter to create their sculptures. Children look at own sculptures. They say what they did well, and what they could do differently to improve it. Children return to fire circle to drink hot chocolate.</p>	<p><u>Music</u></p> <p>Exploring singing skills through Christmas songs. Session 7. See separate planning</p> <p><u>Art/ DT</u></p> <p>Various Christmas crafts including: table decorations,</p>	<p>Jigsaw Puzzle- Looking back over what learnt about difference.</p> <p>Christmas Party Day</p> <p><u>RE</u></p> <p>No RE this week.</p> <p><u>Rainbow Time</u></p>	<p>No class teacher led PE - Forest school</p> <p><u>PE (Inspired Sports)</u></p> <p>See separate planning</p>
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