

Topic Medium Term Planning

Paddington Bear Class: Year 2 (EXP2)

Spring A 2024/2025

School Theme: **Being Resilient**

Literacy Tree: **Rosie Revere Engineer/Iggy Peck Architect**

Week/ Date	<u>Literacy</u>	<u>Numeracy</u>	<u>Topic: Project Work</u> <u>Science/History</u> <u>Geography/Computing</u>	<u>Art/D&amp;T/Music</u>	<u>RE/PSHE</u>	<u>PE</u>
<p><b>Week 1</b> 6<sup>th</sup> - 10<sup>th</sup> January 2025</p> <p>Theme Week Being Resilient</p>	<p>Theme Week Being Resilient</p>	<p>Theme Week Being Resilient</p>	<p>Theme Week - Being Resilient.</p> <p>See separate planning.</p>	<p>Theme Week - Being Resilient.</p> <p>See separate planning.</p> <p><b>Music</b></p> <p>Kapow unit: Instruments (Musical storytelling)</p> <p>Kapow session 1: Listening for dynamics and tempo</p> <p><b>WALT: Explore and analyse a piece of music.</b></p> <p>See separate planning.</p>	<p><b>PHSE</b></p> <p><b>Jigsaw Puzzle 3 - Dreams and Goals</b></p> <p>Piece 1 - Goals to Success.</p> <p><b>WALT: Choose a realistic goal and think about how to achieve it.</b></p> <p>See separate Jigsaw planning.</p> <p><b>No RE</b></p> <p><u>Rainbow time</u></p> <p>Children play board games, draw, write or use construction resources.</p>	<p><b>PE</b></p> <p>Class teacher led PE</p> <p>Gymnastics session 1</p> <p><b>PE (Inspired Sports)</b></p> <p>See separate planning</p>

<p><b>Week 2</b> 13<sup>th</sup> - 17<sup>th</sup> January 2025</p> <p>15<sup>th</sup> January Church Assembly</p> <p>Literacy Tree Text 1 Iggy Peck Architect - Week 1</p>	<p>Literacy Tree Text 1 Iggy Peck Architect. See separate plan.</p>	<p>Multiplication and division week 1. See separate plan.</p>	<p><b>Monday 13<sup>th</sup> January - Wow Starter</b></p> <p><b>Wow Starter</b> <u>Literacy</u></p> <p>Welcome to Iggy Peck's Architecture Academy! Have a sign on the IWB, 'Welcome to Iggy Peck's Architecture Academy! If possible, have some toy tools, rulers, graph/squared paper and books/leaflets about buildings around the classroom. Perhaps have a doll's house on display also if possible. Ask children, what is an architect? Explain that architects are people who design/draw new building before they are built. Every building that has ever been built has had to be drawn and designed first. Can the children name any famous buildings? The architect must also think about the materials used, the measurements and help the builders build the building. Book talk: Introduce children to the book Iggy Peck Architect. What is Iggy doing on the front cover? What kinds of buildings can children see on the front and back covers and what are they made from? Which ones look old and which ones look new? What do children think might happen in this story? Begin reading the text up to the end of the line, 'That's disgusting and nasty! It stinks!'</p> <p>Set up several tables in the classroom with construction materials e.g. junk modelling resources, dry spaghetti and plasticine/playdough, plastic cups and plates, toy food etc. Children could also use Lego and blocks for this session (we are not going to use nappies!). Set groups the challenge of building the tallest, strongest building/tower. Which materials</p>	<p><b>Music</b></p> <p>Kapow unit: Instruments (Musical storytelling)</p> <p>Kapow session 2: Sound effects and dynamics.</p> <p><b>WALT: Explore how music and sound effects tell a story.</b></p> <p>See separate planning.</p> <p><b>Wow Starter</b> <u>Art /DT</u></p> <p><b>Art: Focus artist: Banksy</b></p> <p>Discuss different modern forms of art including Graffiti Art. Explain Graffiti Art can often be found on bridges.</p> <p>Look at a variety of Graffiti art on smart screen. Discuss Banksy. Explain he creates pictures on different surfaces including on buildings &amp; houses. Tell children he sometimes incorporates different objects such as a skip into his pictures. Explain art on buildings or houses is called Urban art &amp; Banksy is an artist whose work originated in Bristol which is a city in the South West.</p> <p>Children to look at examples of his work. They create stencils and graffiti in the style of Banksy.</p> <p><b>Art/DT</b></p>	<p><b>PHSE</b></p> <p><b>Jigsaw Puzzle 3 - Dreams and Goals</b></p> <p>Piece 2 - My Learning Strengths.</p> <p><b>WALT: Carry on trying (persevering) even when I find things difficult.</b></p> <p>See separate Jigsaw planning.</p> <p><b>RE - Salvation</b></p> <p>What do Christians believe about Salvation?</p> <p>Lesson 1 / Lesson 2 Introduction to the Bible &amp; What is the Bible?</p> <p><b>WALT: Know why the Bible is special to Christians.</b></p> <p>How do Christians decide what is right and what is wrong? What does the Bible tell them? Why is the bible so special to them?</p> <p>Show different books from book box. Talk about differences in the books, what are they about? Are they fiction or non-fiction? Show the children a Bible. Ask children What is similar? What is different? Why is the</p>	<p><b>PE</b></p> <p>Class teacher led PE No PE - Forest School</p> <p>PE (Inspired Sports) See separate planning</p>
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work better than others? Which are stronger?

**Wow Starter**

**History: Significant individual**

**Isambard Kingdom Brunel**

On smart screen look at pictures of Clifton Suspension Bridge. Children find out information / facts about the bridge & Brunel. What other iconic designs has he made? Look at the design of Clifton Suspension bridge and materials it is made from. Compare materials with bridges made in 20<sup>th</sup> / 21<sup>st</sup> century. **Model how to use information found on the internet to construct complex sentences that give information to others. How does this help us?**

**Wow Starter**

**Science/ DT - Materials**

Identify which materials would be suitable to make a bridge.  
Children compare different materials to find out which ones would be suitable to build bridges. E.g., Why would bricks work well? Why would paper not be suitable for bridge building?  
Discuss other uses for materials. What else could bricks be used for?  
Talk about which different materials could be used to make bridges e.g., wooden bridges /metal bridges / concrete/ brick bridges.  
Children to find out how the shape of materials can change when weight is added to the bridge (squashing, bending, twisting, bouncing).

**Forest School**

Children to create clay 'Trolls'.  
What does a troll look like? Why do you think that?

Children draw their design for the troll. They then use their design to make a clay troll.

Children each have ball of clay, work it until pliable, then create their own troll.

Bible so important? Discuss children's ideas.

Use this resource to help teach importance of the bible and answer any questions.

<https://request.org.uk/resource/8aa1fbde39c89a382665ce6f2de9e4/>

Children to watch this resource to help them learn about the Bible.

<https://request.org.uk/resource/restart/2015/01/21/the-bible-3/>


Ask children, what is the Bible? Why do Christians read the bible? How do Christians decide on what is right or wrong?

**In Topic books:** Children draw the front cover of the Bible. What might it look like? Do all Bibles look the same? Why not?

Children write sentences about why they think the Bible is special to Christians.

			<p><b>Can we make a bridge to cross the river?</b></p> <p>Children enter fire circle in a line and sit on next available log. Discuss fire safety, role of flags &amp; what to do if whistle blows. Explain children are going to make a bridge to cross the river using crates. Children move to wild area at side of fire circle. Show children rope 'riverbanks,' explain children can use crates to help them. In 3 different groups, children work out how to cross the 'river' using crates. Ask children: How will you use the crates to help you? Explain the children need to pass crates along a line in front of them until all children are stood on a crate, they then need to pass the last crate along the line to the front and all move up a crate. Children continue until all children are over the river. If time allows children make their way back across the 'river.' Can they complete the task faster than before? Children go to log tables to drink hot chocolate. Ask children: why was the task tricky? What could you have done differently?</p> <p><b>Resources:</b> Crates x 33, 2 ropes.</p> <p><a href="#">Online Safety Lesson</a> Spring Term A - I am safe and secure Relationships and Privacy.</p>			
<p><b>Week 3</b> 20<sup>th</sup> - 24<sup>th</sup> January 2025</p> <p>Literacy Tree Text 1 Iggy Peck Architect - Week 2 See separate plan.</p> <p>Literacy Tree Text 1 Iggy Peck</p>	<p>Literacy Tree Text 1 Iggy Peck Architect - Week 2 See separate plan.</p>	<p>Multiplication and division week 2. See separate plan.</p>	<p><b>Science</b></p> <p><b>WALT: Compare uses of everyday materials in different environments.</b></p> <p>In groups children investigate and test different materials they could use to create a waterproof jacket.</p>	<p><b>Music</b></p> <p>Kapow unit: Instruments (Musical storytelling)</p> <p>Kapow session 3: Creating a soundscape.</p>	<p><b>PHSE</b></p> <p><b>Jigsaw Puzzle 3 - Dreams and Goals</b></p> <p>Piece 3 - Learning with others.</p> <p><b>WALT: Recognise who I work well with and who it is more</b></p>	<p><b>PE</b></p> <p>Class teacher led PE Gymnastics session 2</p> <p>PE (Inspired Sports)</p>

<p>Architect - Week 2</p> <p>Writing Assessment 1</p>	<p>Writing Assessment 1.</p>		<p>Children test different materials such as: fabric, paper, tinfoil, plastic &amp; rubber in a water tray to find out if they are waterproof. Children make predictions about each material before they are tested and observations when tested. Ask children: Are plastic / rubber/ tinfoil natural materials or manmade?</p> <p><b>Who made these materials?</b> Children find out about people who have developed useful materials such as <b>Charles Macintosh &amp; John Dunlop</b>. What helpful properties do the materials they have developed, have? Discuss if tinfoil has all the properties needed to make a waterproof coat. Establish although waterproof, it can easily be broken up/ ripped.</p> <p><u>Geography</u> Explore images of the River Parrett. Do the children recognise it? Locate where it starts and where it ends. Show the children a picture of a map to locate it and see how big it is. Research facts e.g. how long it is, how wide, what it is used for. If possible, visit the river with our class bear and carry out observations, record how fast it flows etc.</p>	<p><b>WALT: Explore tempo and dynamics to tell the familiar story of Red Riding Hood.</b></p> <p>See separate planning.</p> <p><u>Art/DT</u> Look at different rivers and bridges around the UK. Focus on local bridges and rivers. Do the children know any? Show children pictures of our class bear visiting Bristol. Children to create observational drawings of the Clifton Suspension Bridge in Bristol. Model shading and using a sketching pencil to add detail.</p>	<p>difficult for me to work with.</p> <p>Explore working alone and working as a team. Look at situations when it is best to work alone and when it is not. Children to discuss and share their thoughts and ideas. Teacher to model this using different scenarios.</p> <p>See separate Jigsaw planning.</p> <p><u>No RE</u></p> <p>Rainbow Time</p>	<p>See separate planning</p>
<p>Week 4 27<sup>th</sup> - 31<sup>st</sup> January 2025</p> <p>National Storytelling Week - Cultural Stories in</p>	<p>Literacy Tree - 2 Rosie Revere Engineer - Week 1. See separate plan.</p>	<p>Multiplication and division week 3. See separate plan.</p>	<p><u>Forest School</u> <b>Can we create a wooden bridge?</b> Children enter fire circle in a line and sit on next available log. Discuss fire safety, role of flags &amp; what to do if whistle blows. Explain children are going to be working in groups to make a bridge that will hold a certain weight. Link back to Brunel. Discuss the shape of the bridge, which shape would be strong enough to hold bricks? Discuss children's ideas. Suggest</p>	<p><u>Music</u> Kapow unit: Instruments (Musical storytelling)</p> <p>Kapow session 4: Using sound to represent events.</p> <p><b>WALT: Plan how to tell the story of Jack and the Beanstalk through music.</b></p>	<p><u>PHSE</u> <b>Jigsaw Puzzle 3 - Dreams and Goals</b></p> <p>Piece 4 - A Group challenge.</p> <p><b>WALT: Work well in a group.</b></p> <p>See separate Jigsaw planning.</p> <p><u>RE</u></p>	<p><u>PE</u> Class teacher led PE No PE - Forest School</p> <p><u>PE (Inspired Sports)</u> See separate planning</p>

<p>assembly slots.</p> <p>29<sup>th</sup> January - Chinese New Year - PM activities - Year of the snake.</p> <p>Literacy Tree - 2 Rosie Revere Engineer - Week 1</p>			<p>an 'A' shape, do you think this shape will be stronger or weaker? Children move to tables by shelter. In groups, children decide on shape to build, then use sticks &amp; string to create their bridge, they tie double knots showing independence. When all groups complete their bridges, test each bridge using up to 3 bricks. Which bridge held the most weight? Why do you think that? Were all the bridges the same shape? Do you think this made a difference? Why? Children return to fire circle to drink hot chocolate.</p> <p><b>Resources:</b> sticks, string, 3 bricks.</p> <p><b>One Lesson: Computing:</b> Light up my Lightbot (programming /core) Children use the program to introduce/ reinforce the use &amp; creation of algorithms, by directing the Light Bot around the course. (Lesson 1)</p> <p><b>Geography - Canals</b> Locate with children on local maps where the Bridgwater &amp; Taunton canal starts &amp; finishes. Using smartboard find out facts about the canal. E.g., How long is it? How long did it take to dig? Discuss &amp; compare canals &amp; rivers. Children to learn differences between the two.</p> <p>Visit the canal by walking to/ past bridge by duck pond.</p>	<p>See separate planning.</p> <p><b>Art / DT</b> <b>Chinese New Year</b> Discuss Chinese New Year. What do we know about it? Children to learn about the Chinese New Year &amp; animal calendar . Children watch BBC Teach video: <a href="https://www.youtube.com/watch?v=7YA9fwm4s8M">https://www.youtube.com/watch?v=7YA9fwm4s8M</a> Discuss video &amp; traditions mentioned.</p> <p>Activity 1: Explain children are going to make &amp; decorate red envelopes. They put chocolate coin inside envelope.</p> <p>Activity 2: Go through the ppt and watch clips of Chinese New Year celebrations Children to work in groups to create their own paper fan snake.</p> 	<p><b>What do Christians believe about Salvation?</b></p> <p>Lesson 3 - What is Easter?</p> <p><b>WALT: Wonder about the Salvation story.</b></p> <p>What do they believe? Why is it important to them? What does this teach us?</p> <p>Children to take part in Godly Play. In a circle, children listen to story as it unfolds, answering the wondering questions.</p> <p>Photos to be taken as well as children's comments to be recorded. Both to be stuck into RE floor book.</p>	
<p><b>Week 5</b> 3<sup>rd</sup> - 7<sup>th</sup> February 2025</p>	<p>Literacy Tree - 2 Rosie Revere Engineer - Week 2. See separate plan.</p>	<p>Multiplication and division week 4. See separate plan.</p>	<p><b>One Lesson: Computing</b> Light up my Lightbot (Programming /core) Use the program to introduce/ reinforce the use &amp; creation of algorithms, to direct the Lightbot around the course - Lesson 2.</p>	<p><b>Music</b> Kapow unit: Instruments (Musical storytelling)  Kapow session 5: Musical story performance.</p>	<p><b>PHSE</b> <b>Jigsaw Puzzle 3 - Dreams &amp; Goals</b>  Piece 5 - Continuing our group challenge.</p>	<p><b>PE</b> Class teacher led PE Gymnastics session 3</p>

<p>3<sup>rd</sup> February - Dress to Express</p> <p>Literacy Tree - 2 Rosie Revere Engineer - Week 2</p>			<p><b>Geography</b></p> <p>Explore basic information on trolls in Scandinavia. What are they? What do people believe? Where do they come from? Explore where Scandinavia is and the reasons behind their theories on trolls. Link to our story and explain that the story originated in Norway. <b>Model how to use information and facts to create questions and answer them about the trolls in Scandinavia. Children to work in pairs to create open-ended 'I wonder' questions and then share and answer them within their group.</b></p> <p><b>Science</b></p> <p>Who lives under the bridge? What is he like? Discuss and describe the important of exercise and hygiene to keep healthy. Talk about digestion and how the body uses food to get what it needs. Discuss the importance of staying healthy. Link this to the cultural awareness lesson. How do we know what is healthy and unhealthy? Label healthy and unhealthy foods and describe why it is important to have a balanced diet.</p>	<p><b>WALT: Perform musical versions of Jack and the Beanstalk.</b></p> <p>See separate planning.</p> <p><b>Art/DT linked to cultural awareness.</b></p> <p>Explore generations and elderly people. Discuss how they may need additional support. Ask children to think about the people in our local community. Link to Troll and loneliness. Identify charities that help and support people who need it. Children to design and create cards for someone in their local community to help them to feel less lonely.</p>	<p><b>WALT: Tell you some ways I worked well with my group.</b></p> <p>See separate Jigsaw planning.</p> <p><b>No RE</b></p> <p><b>Rainbow time</b></p>	<p><b>PE (Inspired Sports)</b></p> <p>See separate planning</p>
<p><b>Week 6</b> 10<sup>th</sup> - 14<sup>th</sup> February 2025</p> <p>11<sup>th</sup> February - Safer Internet Day</p>	<p><b>Literacy Tree - 2</b> <b>Rosie Revere Engineer - Week 3</b> See separate planning.</p> <p><b>Assessment Week including second</b></p>	<p>Assessment Week and Fractions. See separate planning.</p>	<p><b>Forest School</b></p> <p><b>Which graffiti shall we draw?</b></p> <p><b>WALT: create graffiti art in style of the graffiti artist Banksy.</b></p> <p>Children enter fire circle in a line and sit on next available log. Discuss fire safety, role of flags &amp; what to do if whistle blows. Discuss class, focus artist, Banksy. What kind of art does he create? Where does he create it? Explain children are going to work in pairs using playground chalk to</p>	<p><b>Music</b></p> <p><b>No music this week.</b></p> <p><b>Art/DT</b></p> <p>Children to create Valentine's Day cards for a special friend or family member to show them that they are thinking of them.</p> <p><b>Fantastic Finishers Assessments</b></p> <p>Children to complete the planned Fantastic Finisher assessment activities.</p>	<p><b>PHSE</b></p> <p><b>Jigsaw Puzzle 3 - Dreams &amp; Goals</b></p> <p><b>Piece 6 - Celebrating our achievement.</b></p> <p><b>WALT: Know how to share success with other people.</b></p> <p>See separate Jigsaw planning.</p> <p><b>RE - Salvation</b></p>	<p><b>PE</b></p> <p><b>Class teacher led PE</b></p> <p>No PE - Forest School</p> <p><b>PE (Inspired Sports)</b></p> <p>See separate planning</p>

<p>14<sup>th</sup> February - Valentine's Day - Make cards in PM.</p> <p>Literacy Tree - 2 Rosie Revere Engineer - Week 3</p> <p>Assessment Week including second Writing Assessment</p>	<p>Writing Assessment</p>		<p>create their own graffiti art on the large frames &amp; wall in the Sensory Garden. Children move to the Sensory Garden. Children get into 2 /3s &amp; then decide what they are going to draw. Discuss Bridgewater Docks. What does it look like? What kind of buildings are there? Discuss drawing the Docks. Explain their art will stay on the wall for a few days or even weeks then will eventually be washed away by the weather. Children create their artwork. As a class, look at the different pictures. Why do you like it? Children return to sit on logs in the fire circle to drink their hot chocolate.</p> <p><b>Resources:</b> Playground chalk in different colours x 30+ pieces.</p> <p><a href="#">Safer Internet Day</a> See separate planning nearer time.</p>		<p><b>What do Christians believe about Salvation?</b></p> <p>Lesson 4 - Is Easter happy or sad?</p> <p><b>WALT: Sequence the Salvation story.</b></p> <p>Can you identify and reflect upon the happy and sad parts of the Salvation story? (Easter)</p> <p>What is the Easter story about? How does it make you feel? What is important about Easter?</p> <p>Recap previous learning about Easter. Discuss key facts learnt about Good Friday &amp; Easter Day (Sunday) Explain children are going to think about emotions. Show children large, cut out faces of main people involved in the Easter story, displaying different emotions. Can you tell me which emotion is being expressed? Why does he/she feel like that?</p> <p>Explain Christians believe that God made people to be like him &amp; be able to feel &amp; express emotions. Discuss with children things that can make them feel happy or sad. Explain that the story</p>	
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					<p>behind the celebration of Easter is both sad and happy. The sad part on Good Friday and The Happy part on Easter Day.</p> <p>Explain children are going to work in groups to freeze frame their faces in reaction to Good Friday (sad) &amp; Easter Day (happy), parts of the Easter story. Children will freeze frame faces from different perspectives. E.g. God, Mary, the crowd, the disciples.</p> <p>Photos of group freeze frames to be taken, children's comments / reactions to be recorded throughout lesson on post-its, all to be stuck into floor book.</p>	
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