


**Year Two Planning: Night Pirates**  
**School Theme: Food and Farming. Medium Term Planning - Summer B 2024/2025**  
**Literacy Tree - Lubna and Pebble/Tadpole's Promise**

<b>Week/ Date</b>	<b>Literacy</b>	<b>Numeracy</b>	<b>Science/History Geography/Computing</b>	<b>Ongoing Curriculum Art/D&amp;T /Music</b>	<b>Ongoing Curriculum RE/PSHE</b>	<b>Ongoing Curriculum PE</b>
<b>1</b>	Literacy Tree:  Lubna and Pebble   Tadpole Promise	SATs	<b>Wow starter - Literacy</b> 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	<b>Music</b> <u>Leavers Assembly Song - singing skills</u>	<b>PSHE - Changing Me</b> Recognise cycles of life in nature Understand there are some changes that are outside my control and to recognise how I feel about this. Show the PowerPoint of different lifecycle images. Ask the children to think about what life cycles they can see in the pictures. Clarify for the children what a lifecycle is and how things	<b>PE</b> <b>With Miss Gardner</b>  <b>PE:</b> Games Follow simple rules in a game. Work cooperatively with other members of your team. Show good sportsmanship

		<p>outside.</p> <p><b><u>Wow starter - Science - Habitats</u></b>          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?</p> <p><b><u>Wow starter - Cultural Awareness</u></b>          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&amp;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.</p> <p><b><u>Wow starter - Literacy</u></b>          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 the pebble can be positioned inside the circle,</p>		<p>grow and change from a baby to an adult. Ask them to think about how their bodies might change and to share with a partner how this feels e.g. exciting, scary, strange, etc. Share some ideas and reinforce the learning that things around us do change and that is OK. Ask the children to choose one life cycle from the images and to draw the egg/baby/seed/infant and how it changes to become an adult or fully grown. Ask the children to label their pictures and write a sentence to describe the changes.</p> <p><b>Rainbow Time</b></p>	<p><b>when winning or losing.</b>          Warm up: Take children through some simple mobility exercises.          Make circles with thumbs, wrists, arms, hips, ankles.</p> <p>Explain rules of playing capture the flag. Split into two teams, Chn to follow the rules to play a team game.</p> <p>Cool down: letter shapes</p>
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			<p>those that are not relevant can be positioned outside.</p> <p><b>Wow starter - Art</b>  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><b>Computing - E-Safety</b>  Autumn Term B 'I am Safe and Secure'.  Kindness  <b>WALT: Talk about why it is important to be kind and polite online and in real life.</b>  <b>WALT: Talk to a trust adult about how I will keep myself safe.</b> See separate planning.</p>			
<p><b>2</b>  Transition PE Event 09/06  Year 3 Teacher Visits 13/06  Father's Day Cards</p>	<p>Literacy Tree:  Lubna and Pebble  Tadpole Promise</p>	<p><b>Statistics</b></p>	<p><b>History / Computing</b>  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.</p> <p><b>Computing - Core</b>  <b>Present my information 1</b>  Ask children for suggestions for ways of presenting information. Look at examples of information posters. Discuss using computers</p>	<p><b>Music</b>  <b>Leavers Assembly Song - singing skills</b></p> <p><b>Art</b>  <b>Artist Focus - Kadinsky:</b>  Link to spirals on snail shell by looking at the art work of Kadinsky. Create a the world of tents using</p>	<p><b>RE</b>  Understand the concept of Agape.  Know what a parable is.  Listen and ask questions about 'The Unmerciful Servant'.  Understand that Christians believe you should show kindness to everyone.  Understand the meaning of mercy and how it is linked to</p>	<p><b>Forest School</b>  <b>PE With Miss Gardner</b></p>

			<p>to produce work that can be shared electronically or be printed. Children to create and save a text document.</p>	<p>Kadinsky art.</p> <p>Father's Day Cards - Friday PM</p>	<p>forgiveness.</p> <p>Today we are carrying on thinking about love. What is the special word that the Bible uses for love that cares for anyone who needs our help? Agape. Remind children of the unconditional/sacrificial love that Christians believe God showed to all people by sacrificing his son so that people could be forgiven for their sins.</p> <p>Revise what is special about parables? Remind pupils they are stories with special meanings. Listen to parable of 'unmerciful servant'.</p> <p>What was Peters question? (How many times should I forgive?) Why do you think he asked this question? What answer did Jesus story give?</p> <p>What does mercy mean? Can you think of a time in your life mercy was shown? Discuss how mercy is linked to forgiveness.</p> <p>Partner talk: What do you think is the meaning of this parable? Have you ever needed to say sorry? What happened? When do you think people can say they are sorry? If they are really sorry will they try not to do the same thing again? Should they try to be kind to other people and forgive them</p>	
--	--	--	----------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

					when they are upset?  Draw a story map telling of when they did something wrong and were forgiven.	
<p><b>3</b> Y3 Teacher Transition meeting  Transition Tours</p>	<p>Literacy Tree: Lubna and Pebble  Tadpole Promise</p>	<p><b>Statistics</b></p>	<p><u>Science:</u> Seasons - name seasons and observe difference in weather, daylight, changes across the seasons.</p> <p><u>Computing</u> <b>Present my information 2</b> <u>Develop Keyboard Skills</u> 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><u>Computing</u> <b>Present my information 3</b> <u>Changing the appearance of text</u> 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. 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>	<p><u>Music</u> <u>Leavers Assembly Song - singing skills</u></p>	<p><u>PSHE - Changing Me</u> Tell you about the natural process of growing from young to old and understand that this is not in my control Identify people I respect who are older than me. Make the point that change is a natural process as we get older and we have no control over it. We will all become old and all grow from a baby, to a toddler, to a child, to a teenager, to an adult to an old person. Make leaf mobiles. The children return to their tables and are given a card leaf template - A4 size. Invite the children to draw a picture of an older person who is special to them. On the back of the leaf template, invite the children to write two things they respect/like or love about this person.</p> <p><u>Rainbow Time</u></p>	<p><u>PE:</u></p> <p><u>Games</u> WALT take part in team sports WALT keep to the rules of a game Work cooperatively with other members of your team. Show good sportsmanship when winning or losing.</p> <p>Warm up : Shakes and stretches</p> <p>Discuss the importance of warming up before running.</p> <p>Discuss teamwork required when running relay and how to show good sportsmanship - whether you win or lose.</p> <p>Practise running races - both individual and relay. Set up an obstacle course relay.</p> <p>Cool down: Follow the leader.</p> <p><u>PE</u> <u>With Miss Gardner</u></p>

<p style="text-align: center;"><b>4</b></p> <p>TA Interviews</p> <p>NP Somerset heritage workshop. 24/06</p>	<p>Literacy Tree:</p> <p>Lubna and Pebble</p> <p>Tadpole Promise</p>	<p><b>Position and Direction</b></p>	<p style="text-align: center;"><u>Computing</u></p> <p style="text-align: center;"><b>Present my information 4</b></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 &amp; clipart. Model how to input images into document &amp; resizing image.</p> <p>All children to insert images and resize them within their documents.</p> <p style="text-align: center;"><u>Science - Habitats</u></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><u>Music</u></p> <p><u>Leavers Assembly Song - singing skills</u></p>	<p><u>PSHE - Changing Me</u></p> <p>Recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>Feel proud about becoming more independent</p> <p>Set out the labels 'Baby', 'Toddler', 'Child', 'Teenager', 'Adult' to make a timeline on the floor or board. Using the items previously shown from the bag ask the children to sequence where each item 'belongs'. As you do this draw out from the discussion that growing up comes with a wider range of abilities, more freedom, more independence, more responsibilities and more knowledge. Sitting in their places, children create their own timelines using the template provided. Invite each child to consider what they could/ will be able to do at each age and to draw pictures or write this down on the template.</p> <p>e.g. Baby: I couldn't walk or talk; Toddler: I learnt to walk and feed myself; Child: I now go to school and can read; Teenager: I will be able to stay out later with friends; Adult: I might have my own family.</p> <p><u>RE</u></p> <p>Understand the concept of</p>	<p><u>Forest School</u></p> <p><u>PE</u></p> <p><u>With Miss Gardner</u></p>
--------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------	--------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------

					<p>Agape. Know what a parable is. Listen and ask questions about 'Selfish Farmer' parable. Understand the idea of selfless, sacrificial love.</p> <p>Today we are carrying on thinking about love. <b>What is the special word that the Bible uses for love that cares for anyone who needs our help?</b> Agape. This lesson explores Christian beliefs that, just as God gives unconditional forgiveness to them, in the same way they should forgive others.</p> <p><b>How do Christians learn about Agape?</b> Parables in the Bible. <b>What is a parable?</b> They are stories with special meanings</p> <p><b>What does it mean when we say someone is being selfish?</b> Ask chn for examples.</p> <p><b>What would be the opposite of being selfish?</b> Discuss selfless acts, sacrificial love.</p> <p><b>How do Christians believe God showed selfless love to all people?</b> God sacrificed Jesus.</p> <p>Read the parable of the selfish farmer.</p> <p><b>Partner talk;</b> <b>What do you think is the</b></p>	
--	--	--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

					<p>meaning of this parable? The farmer was only thinking about himself. What else could he have done?</p> <p>Chn to make a pledge of selflessness.</p>	
<p><b>5</b></p> <p>Year 2 Trip 01/07</p> <p>Transition Day Academy 02/07</p> <p>Reports Finalised 03/07</p> <p>Live Naturally Workshop 03/07</p> <p>Parents Day 04/07</p>	<p>Literacy Tree:  Lubna and Pebble  Tadpole Promise</p>	<p><b>White Rose Paper</b></p>	<p><u>Computing</u> <b>My News report (Lesson 1)</b></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 &amp; being kind to each other reiterating as needed. Children to storyboard their reports, planning how they are going to put it together &amp; create a script to present their news report to others.</p> <p>Storyboards to be simple &amp; clear &amp; based on information children have found out about the topic.</p> <p><u>History</u> 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><b><u>Fantastic Finishers</u></b></p>	<p><u>Music</u> <b>Leavers Assembly Song - singing skills</b></p>	<p><b><u>PSHE - Changing Me</u></b> Understand there are different types of touch and tell you which ones I like and don't like Be confident to say what I like and don't like and ask for help Share the poem 'What About You?' and ask the children to think about the sort of touches they like. Write any ideas as a list on the board. Ask the children what they should do if they experience a touch that is hurtful or frightening. In their Jigsaw Journals, ask the children to draw two types of touch they like e.g. hug, tickle, hair being brushed, etc.</p>	<p><b><u>PE:</u></b> <u>Games</u> WALT Move safely around a space. Show agility when running in a space. Think strategically when playing a game. Work cooperatively as a team</p> <p>Warm up: Simon says Divide class into 4 teams. Give each child a tag. Explain the rules - chn to try and steal other teams tags without having theirs stolen. If all your team mates are out you lose. Winning teams in each match to play each other. Talk about strategies and allow teams time to discuss.</p> <p>Cool down: stretches</p>

						<b>PE</b> <b>With Miss</b> <b>Gardner</b>
<b>6 Transition Theme Week</b>  <b>Change over day</b> <b>Meet the Teacher Parent eve</b> <b>Sport's Day</b>	Literacy Tree:  Lubna and Pebble  Tadpole Promise	Reasoning	<b>Theme Week</b>  <b>Computing</b> <b>My News Report</b> (Lesson 2) 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.	<b>Music</b> <b>Leavers Assembly Song - singing skills</b>	<b>PSHE - Changing Me</b> identify what I am looking forward to when I move to my next class start thinking about changes I will make in my next year at school and know how to go about this  Explain that the start of a new school year can be a big change. Ask the children to think about what they might be looking forward to in their next school year and to talk to their talking partner about it. Share ideas by passing Jigsaw Jo around the circle and completing the sentence: "One thing I am looking forward to next year is ... Make leaf mobiles. • one thing they like about being who they are • one thing they are looking forward to about getting older • one thing they would like to change for themselves next year and how they will go about it e.g. to get better at reading by practising more often On the other side of the leaf: • to explain how they feel about getting older and	<b>PE</b>  <b>With Miss</b>  <b>Gardner</b>

					<p>facing new changes</p> <p><b>RE</b></p> <p>Understand the concept of Agape. Know what a parable is. Listen and ask questions about 'widow's gift' parable. Understand the idea of selfless, sacrificial love. Understand how Agape can be reflected in charity.</p> <p>Today we are carrying on thinking about love. <b>What is the special word that the Bible uses for love that cares for anyone who needs our help?</b> Agape. This lesson explores Christian beliefs about sharing. <b>How do Christians learn about Agape?</b> Parables in the Bible. <b>What is a parable?</b> They are stories with special meanings</p> <p>Jesus is standing near the collecting box in the Temple that used to be in Jerusalem. Rich people are making a big show of putting lots of money into the charity box. Suddenly, he says "Wow, did you see that?" "As Jesus looked up, he saw the rich putting their gifts into the temple treasury. He also saw a poor widow put in two very small copper coins. 'Truly I tell you,' he said, 'this poor widow has put in more than all the others.</p> <p><b>What do you think he</b></p>	
--	--	--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

					<p><b>meant by this?</b></p> <p>All these people gave their gifts out of their wealth; but she out of her poverty put in all she had to live on." Luke 21:1-4.</p> <p>Jesus was saying that it is not the amount that we give that matters, but whether we are generous in sharing whatever we have.</p> <p>It's not about the size of you donation, but how much you are sacrificing.</p> <p>This story is about sharing money. What other things can we share that will help others? Toys. Kind words. Games. Time ...</p> <p>The Bible says, " God loves a cheerful giver." 2 Corinthians 9:7. It is saying that whenever we share, we should do it gladly not reluctantly. Why?</p> <p><b>What does it mean to give generously?</b>  <b>What has this got to do with Agape love?</b></p> <p>Each pupil could draw a picture of different ways that we can share and give to help others</p>	
<p><b>7</b>  Celebration  Theme Week</p>	<p>Literacy  Tree:  Lubna  and</p>	<p>Reasoning</p>	<p>Theme Week</p>		<p>Rainbow Time</p>	<p><b>PE</b></p> <p>Games  WALT take part in team sports  WALT keep to the</p>

