



Year Two Planning: Night Pirates

School Theme: Words, words, words Medium Term Planning - Spring A 2024/2025

Literacy Tree: Jim and the Beanstalk/ We are Water Protectors

Week/Date	Literacy	Mathematics	Topic: Project Work Science/History Geography/Computing	Ongoing Curriculum Art/D&T /Music	Ongoing Curriculum RE/PSHE	Ongoing Curriculum PE
1			Theme Week - Being Resilient Monday: Team building and friendly competition Tuesday: Healthy body - physical, hygiene, sleep routines, healthy eating (immune system) Wednesday: Mental Health Thursday: Growth Mindset Friday: Proud to be me			
2	Jim and the Beanstalk Sequel Story	Multiplication/Division	WOW STARTER Children enter the classroom to discover a beanstalk, either in the classroom or growing past outside window. Ask children to discuss the following questions: Where do you think beanstalk goes? How did it get there? What is it for? Do you think anyone has climbed it?	Spring A Kapow unit: Instruments (Musical storytelling) Listening for dynamics and tempo Exploring and analysing a piece of music to	PSHE - Dreams and Goals: Choose a realistic goal and think about how to achieve it. Tell you things I have achieved and say how that makes me feel.	Forest School

			<p>Do you know any stories with a beanstalk? Children work in mixed ability groups to write their responses onto sticky notes and attach them to the window or to the beanstalk itself. Discuss similarities to the story of Jack and the Beanstalk. Discuss the key events of the story and then introduce the book Jim and the Beanstalk to children. Explain the idea of sequels and discuss any known to the children already. Explain that they will be writing their own sequels at the end of the planning sequence.</p> <p>Science</p> <p>Discuss that all living things on Earth are either plants or animals. Living things must breathe, eat, drink and grow/move. If something is not doing these things then it is either dead or it was never alive. Go for a winter walk - can you make a list of things which belongs in each of these categories. Discuss what do plants need to survive? (water, light, suitable temp). Make a prediction - what might happen if one or more of these things were missing? How will the plant look different? Plant beans in cotton wool. Plant samples which are lacking some of the conditions needed for growth. Take photo daily to observe changes over time.</p> <p>(Geography/DT/Art/History)</p> <p>Discussion about fruit. A lot of our tropical fruit is imported from other countries with warmer tropical climates. Mexico on the continent of North America. Locate on map and learn more about Mexico. Significant person in history Mexican artist Frieda Kahlo - look at her work recreate fruit drawing in her style. Look at a range of fruits - which</p>	<p>understand how different musical elements, such as instruments, tempo and dynamics, help convey the story of the three bears.</p>	<p>Stay motivated when doing Something challenging. Invite the children in talking partners to share something they have achieved and felt proud about. Once all the children have an idea, pass Jigsaw Jo around the circle and invite each child to share their success and their feelings about it. Summarise by explaining that we can store these proud and positive feelings inside us. Ask the children to imagine they have a treasure chest inside them and they are storing their special feelings inside. Show the list of challenges they can choose from on the PowerPoint slide. Explain to the children they need to think which challenge they would enjoy and which are realistic for them to achieve. Ask the children if they know what realistic means and explain that if we choose challenges that are too easy, they aren't really a challenge. If we choose something very difficult it might take a long time to achieve, or it might end up being too difficult for us. Also explain that challenges are very personal. What one person finds difficult another person might find easy. Can the children think why that might be? Ask each child to decide which realistic challenge they would like to attempt. Then make a note</p>	
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ones do you know? Which ones have you tried?
Which ones are your favourite? Brief
introduction to healthy eating.

Computing: Online Safety

I am safe and secure

Watch Jessie and Friends Playing Games. Ask children if they can remember Mo, Tia and Jessie's power words [Wise, strong, fearless] o Ask what they mean. Why do they think the children chose those words? [They are all positive personal characteristics.] o Explain that in the game Avelzon, players can share power words with their real friends to get more power and to work in a team. Ask: What happened when they shared their power words with someone they didn't know? Hand out Worksheet - Manipulative behaviour matching exercise (page 70). In groups, children cut out the pictures and text.

- Ask children to match the picture to the description. (For children who are not able to independently read the statements, ensure to read out each statement aloud to the class and re-read to individual pupils as necessary.
- Check responses. Do the children recognise these as all ways that Amber tried to trick the three friends into telling her their power words? • Emphasise if someone asks them to keep a secret, they don't have to. They may play games online when they are older where they send messages to other people and other people send them messages. If they get a message online that asks them not to tell anyone else, they should tell a trusted adult straight away.

of which child has chosen
which challenge.

RE:

Understand why the bible is special to Christians.

What do you believe is right and wrong? How do you know?

Sorting activity - sort actions as right or wrong.
Reflect on own wrongs from the past.

Where do Christians find out about how they should live?

Child talk/ Adult observations.

Take a closer look at the bible. Discuss how it is laid out. How is the Torah and the bible different/ the same?

Child talk/ Adult observations.

Discuss what a humanist is. How do you think they decide how to live their lives?

Child talk/ Adult observations.

			<ul style="list-style-type: none"> When should Jessie have told someone about the messages from Amber? When Amber sent the first message as Jessie didn't know who it was from. Reinforce that Jessie did the right thing by telling her dad when Amber spoilt the 			
3	<p>Jim and the Beanstalk</p> <p>Sequel Story</p>	<p>Multiplication/Division</p>	<p>Science</p> <p>Discuss that all living things on Earth are either plants or animals. Living things must breathe, eat, drink and grow. How does each plant start? Discuss germination process. Look at the beans we planted last week- what changes have you noticed? Look at the different parts of a plant and label. What is the function of each part?</p>	<p>Dt/Art</p> <p>fruit bowl</p> <p>Discuss success criteria for a functioning fruit bowl. Chn to make a fruit bowl using MODROC and a balloon.</p> <p>Spring A</p> <p>Kapow unit: Instruments (Musical storytelling)</p> <p>Sound effects and dynamics</p> <p>Exploring how music and sound effects tell a story.</p>	<p>PSHE: Dreams and Goals</p> <p>Carry on trying (persevering) even when I find things difficult. Tell you some of my strengths as a learner</p> <p>Keep trying even when it is difficult. Give each child a ladder template and working together in their groups, they need to identify the steps needed to take in order to achieve their challenge/goal, and write each of these onto the steps of the ladder. Can the children colour in the step/rung of the ladder which they think might be the most difficult? Then ask the children to fill in Jigsaw Jo's speech bubble; what advice would Jigsaw Jo give them to help them to persevere with the most difficult step?</p> <p>Rainbow Time</p>	<p>PE:</p> <p>Dance</p> <p>Warm up: Shakes</p> <p>Main activity:</p> <p>Autumn</p> <p>Discuss the differences between all the seasons. Discuss Autumn in particular, focusing on how the leaves look and move. Explore leaf shapes with the whole body and different body parts. Choose words to describe the actions. <i>Floating, soaring, twisting down, falling, turning, hovering, gliding, flying, rolling, settling, resting.</i> Explore the words through actions. Discuss happens to the leaf as it blown by the wind along the ground. <i>Spinning, rolling, running, tossing and turning.</i> Explore rolling along the ground. Use a percussion instrument e.g. rain stick. When you hear the sound- roll. Alternatively, use voice percussion by making blowing sounds.</p>

						<p>Contrast movements with jumping and travelling actions.</p> <p>Selection, Composition and Development: Create a dance phrase. Choose actions and practise linking the actions together. Allow the children time to practise.</p> <p>Cool down: Arches</p>
4	<p>Jim and the Beanstalk Sequel Story</p>	<p>Multiplication/Division</p>	<p>Computing - tech in our lives.</p> <p>Children will have had the chance to complete a survey of the technology they use. • Set the class up to share their technology surveys in pairs. What is the same? What is different? • As a class make a 'Technology Timeline' of a day for children in year 2. • Present the outcome as a class display or ask the children to use the tools they have experienced in Multimedia 1 to make their own 'Technology Timeline'. • Ask children how technology helps us. What are the good things about technology? Look at slide 2 of Technology around us. In pairs talk about the buildings they can see. What technology will be used in the buildings? • Children work in pairs with a Technology Town Map. Move through slides 3 - 12. Where would you find this technology? What does it do? How does it help us? • Ask the children to think about any other</p>	<p>Dt/Art fruit bowl</p> <p>Paint the whole fruit bowl a base colour. Look at various fruit bowl designs. Create a pattern and recreate on the fruit bowl.</p> <p>Spring A Kapow unit: Instruments (Musical storytelling)</p> <p>Creating a soundscape</p> <p>Exploring tempo and dynamics to tell the familiar story of Red Riding Hood.</p>	<p>PSHE: Dreams and Goals</p> <p>Recognise who I work well with and who it is more difficult for me to work with.</p> <p>Tell you how working with other people helps me learn.</p> <p>Work well with a partner or in a group. Give time for the children to work on their challenge/goal, remind them of the steps they thought about last week. After an appropriate amount of time for the children to have achieved their challenge, children return to the circle and if they want to, can show what they have learnt/produced. As they do this use questions to help the children reflect on the team's contribution to the goal. Is it easier to work towards</p>	<p>Forest School</p>

			<p>technology they could find in any of the buildings in the town. • Which technology is used the most? Which technology would you find in most of the buildings? • Optional: Use skills gained in Handling Data block to show information about the most commonly used technology. • Ask children whether they can tell you about technology in our town / village. What is it used for? Why is it important?</p>		<p>a goal with people you get along with? Why/ why not?</p> <p>RE: Wonder about the Christian salvation story. Know the key events of the Christian salvations story. What do Christians believe about the world? What do humanists believe? Discuss the various parts of the salvation story. (a) his entry into Jerusalem, (b) the Last Supper, (c) his arrest, (d) crucifixion and (e) resurrection. Which parts are happy, which parts are sad? Why do Christians believe this was necessary? How is this different from what humanists believe? Chn to work in small groups to create freeze frames of various parts of the salvation story. Look at the pictures - what do you wonder about the salvation story?</p>	
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<p>5</p>	<p>We are Water Protectors Environmental Campaign</p>	<p>Multiplication/Division</p>	<p>Computing – Do I trust my internet search?</p> <p>'We are going to use the internet to find some information. What is the internet?</p> <ul style="list-style-type: none"> o Where is information on the internet? <p>Show the children the Apple Ant Website • Allow them some time to investigate this website. Once the children have reported back, ask them whether they think apple ants are real? Take examples of sentences on the website that are suspicious. Help children to explain to each other why they think the information is not true. • Look in minibeast/bug information books and use appropriate search engine to look for information about Apple Ants. Is there information anywhere else about this creature? Is there anything that confirms their existence? • Once it has been established that it is not true – ask why this might have happened. Check children know that it is people that make websites. • Make a list of how we check information on a website eg search and look at other websites, check books, use the knowledge we already have, discuss it with a trusted adult.</p> <p>Computing – Do I trust my internet search?</p> <p>Ask the children who they think puts information online. Who adds information to web pages? Where does the information come from that goes on the school website? • Let children have a chance to look at the school website. Talk about who selects the photos to go online. Talk about who adds information.</p>	<p>Spring A Kapow unit: Instruments (Musical storytelling)</p> <p>Using sound to represent events</p> <p>Working in groups, children plan how to tell the story of Jack and the Beanstalk through music, using their understanding of dynamics and tempo.</p>	<p>PSHE: Dreams and Goals</p> <p>Have a positive attitude. Work well in a group. Work with others in a group to solve problems. Help others to achieve their goals. Tell you some ways I worked well with my group. Tell you how I felt about working in my group.</p> <p>Explain to the children that their challenge in groups is to make some imaginary birds for 'A Garden of Dreams and Goals'. In their groups of four, set the children the task of working cooperatively to create an imaginary dream bird that might live in the garden of dreams and goals. Explain that this task is about making the dream bird but also learning about how to work as a team. As the children work on their dream birds for the rest of this lesson and the next, help them to focus on effective group work by asking questions such as:</p> <ul style="list-style-type: none"> • Has everyone on your group got a job? • Is everyone clear in your team clear on the design of your bird? • Is everyone clear in your team what their role is? • Can you stop and think of an idea to use to help your group get on 	<p>PE: Dance</p> <p>Main activity: <u>Winter Ice</u></p> <p>Discuss the changes that happen in winter time. Talk about the colder weather – snow, ice etc. What other ice shapes do we find in winter?</p> <p>In partners, explore and experiment with different shapes you can make. Use twisting and turning to form new shapes. What happens if ice is hit? It shatters. Experiment with partners shattering into spiky and jagged shapes, by parting in quick jerky movements. <i>Keeping warm</i></p> <p>Discuss different actions people do to keep warm. Jumping up and down on the spot, wrapping their arms around their bodies, shivering etc. Explore some of the actions together. What do we wear to keep warm – scarves, gloves and hats. Use these as a source of movement. Extension: Explore dancing with a scarf. Selection, Composition and Development:</p>
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<p>6</p> <p>Safer Internet Day</p> <p>Valentine cards PM</p>	<p>We are Water Protectors Environmental Campaign</p>	<p>Assessment Week/Action</p>	<p>Fantastic Finishers - Foundation Assessment Pieces</p>	<p>Spring A Kapow unit: Instruments (Musical storytelling) Musical story performance Performing musical versions of Jack and the Beanstalk.</p>	<p>PSHE: Dreams and Goals Working hard to achieve their own dreams and goals. Know how to share success with other people. Tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest.</p>	<p>Forest School</p>

					<p>Remind the children about our internal treasure chests where we can store positive feelings. Can they imagine the feelings they have just shared being stored inside their treasure chests?</p> <p>Hand out the treasure chest template for this Piece (lesson) and go through the stem sentences so the children know the type of responses they will need to record. Ask the children to complete the stem sentences to record their thoughts and feelings about the dream bird task. As children are completing the treasure chest templates, the teacher could ask the following questions to extend the children's thinking:</p> <ul style="list-style-type: none">• Did your team have all the skills it needed?• How did you choose who was doing which job?• What worked well in your group? Why was that?• What could have been better?• If there were problems in the group, can you explain why that was?	