### Year Two Planning: Class 8  
#### School Theme: Who am I?  
#### Medium Term Planning - Autumn A  
**TFW: The Three Billy Goats Gruff.**

| Week/Date | Literacy | Numeracy | Science/History  
Geography/Computing | Art/D&T | Music | RE/PSHE | PE |
|-----------|----------|----------|-------------------|---------|-------|--------|----|
| 1         | **Settling in week.**  
See Literacy Medium Term Plan. | **Settling in week.**  
Maths games  
See Numeracy Medium Term Plan. | **Science**  
**Seasonal Change**  
Name the four seasons.  
Identify features of each season.  
Describe seasonal changes.  
Answer questions.  
Notice similarities, differences, and patterns.  
Explore and investigate characteristics.  
Sort in different ways.  
Listen to adults.  
Concentrate and pay attention in groups/whole class.  
Know what ‘good listening’ is.  
Pick up new words quickly and easily.  
What are the four seasons?  
What order do they go in?  
What are the months of the year? Chant them in order.  
Which months are in each season?  
Chn to have the months of the year on individual cards and they have to sort them into which season they fall under.  
Look at the following clip:  
https://www.bbc.co.uk/education/clips/zbdkjx5  
Discuss the changes that take place as we pass through the | **Art**  
**Picture This!**  
No Art this week. | **Music**  
See music teacher’s planning. | **RE**  
What do Jewish people believe about Torah?  
(2 weeks)  
Understand the role of the Torah in Jewish daily life and worship.  
Know that the Torah means ‘teaching’ and is the most important part of Jewish scriptures.  
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 and a small Torah scroll in his bag. He has celebrated Simchat Torah. Explain to the chn that the Torah plays a very important part in Jewish daily life and worship.  
Discuss the following:  
Torah means ‘teaching’;  
It contains the first 5 books of the Hebrew Bible;  
It teaches Jews what God is like and how they should live their lives;  
The Torah is very special for Jews; | **PE**  
(PE (SS))  
Gymnastics  
PE (Mr Wright)  
See separate planning |
Science
Seasonal Change
Name the four seasons.
Identify features of each season.
Describe seasonal changes.
Answer questions.
Notice similarities, differences, and patterns.
Explore and investigate characteristics.
Sort in different ways.
Listen to adults.
Concentrate and pay attention in groups/whole class.
Know what 'good listening' is.
Pick up new words quickly and easily.

Recap on the order of the months of the year and the order of the seasons.
Look at the following clip once again:
https://www.bbc.co.uk/education/clips/zbdkjxs
Discuss the changes that take place as we pass through the seasons.
Chn to draw a picture for each season and write about the changes.

The Torah is read every week in the synagogue;
The end of one cycle is celebrated in Simchat Torah.
This festival celebrates the reading of the final portion and starting again in the morning service. The Torah scrolls are carried round the synagogue in seven circuits as the congregation - especially the children - dance behind them, waving flags and singing.
Play and then sing along to “Simchat Torah”
https://www.youtube.com/watch?v=ITJhIjim6Ro

PSHE
New Beginnings
Know that we belong to a community.
Feel safe and content within our class.
Help to make the class a safe and fair place.
Read the 'New World' story to the chn.
Ask the following questions:
• What is going wrong?
• Do you ever hear things like that in the classroom/playground?
• Do you ever say things like that?
• When? What is happening?
Ask the children to thought-shower some more things that the people might be saying.
Write them up on the whiteboard.
### Geography

**Chembakolli (India)**  
Locate India on a globe and map.  
Understand where Chembakolli is and locate it on a map.  
Discuss weather and climate in Chembakolli.  
Recognise the flag of Chembakolli.  
Discuss the population of Chembakolli.  
Understand the physical features of Chembakolli.

Chn to fill out the 'What I know about India' sheet to elicit prior knowledge.

Show the chn the ppt of Chembakolli to show them where in the world India is and where Chembakolli is located within India. Discuss the population, climate, weather and the flag. Look at the different physical features in Chembakolli. Chn to produce their own fact file of Chembakolli.

### Computing

**E-Safety: I am Kind and Responsible - Reporting/Supporting and Evaluating.**

The children should work in pairs to think of what might be happening for each of the things people might be saying. They might like to show this by acting out a scenario.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Seasonal Change</td>
<td>Observe changes across the four seasons: Autumn, Winter, Spring, Summer. Record changes in seasons. Make detailed observations. Explore and investigate characteristics. Use subject specific vocabulary in a group. Listen to adults. Concentrate and pay attention in groups/whole class. Know what 'good listening' is. Pick up new words quickly and easily. Recap on the order of the months of the year and the order of the seasons. What changes between spring/summer/autumn/winter? Chn to make a seasonal change spinner for each of the four seasons.</td>
</tr>
<tr>
<td>Art</td>
<td>Picture This!</td>
<td>No Art this week.</td>
</tr>
<tr>
<td>Music</td>
<td>See music teacher's planning.</td>
<td></td>
</tr>
<tr>
<td>RE</td>
<td>What do Jewish people believe about Torah? (2 weeks)</td>
<td>Understand the role of the Torah in Jewish daily life and worship. Know that the Torah means 'teaching' and is the most important part of Jewish scriptures. 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 and a small Torah scroll in his bag. He has celebrated Simchat Torah. Explain to the chn that the Torah plays a very important part in Jewish daily life and worship. Discuss the following: The Torah means 'teaching'; It contains the first 5 books of the Hebrew Bible; It teaches Jews what God is like and how they should live their lives; The Torah is very special for Jews; The Torah is read every week in the synagogue; The end of one cycle is celebrated in Simchat Torah. This festival celebrates the reading of the final portion and starting again in the morning service. The Torah scrolls are carried round the synagogue.</td>
</tr>
<tr>
<td>PE (SS)</td>
<td>Gymnastics</td>
<td>See separate planning</td>
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<tr>
<td>PE (Mr Wright)</td>
<td>See separate planning</td>
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</tbody>
</table>
Know what 'good listening' is.
Pick up new words quickly and easily.

What different types of weather can you name? Chn to work in pairs to list as many different weather types as they can.
Watch the following clip:
https://www.youtube.com/watch?v=7mqK2FQVc54
Did they get all the weather types?
Colder weather comes in autumn and winter. Warmer weather comes in spring and summer. Our days of sunlight are longest in the summer and shortest in the winter.
Demonstrate how the tilt of the Earth's axis means that we have more sunlight during the summer than the winter. Children should begin to understand that we have more sunlight in the summer and less in the winter.
Chn to go back to their original list and add new facts and any weather they missed.

Geography
Chembakolli (India)
No Geography this week.

Computing
Multimedia 1: Present my information.
### Science: Seasonal Change
- Talk about changes in weather.
- Begin to understand that the tilt of the earth affects how much sunlight we get in each season.
- Make detailed observations.
- Explain what we know.
- Talk about pattern and relationship.
- Listen to adults.
- Concentrate and pay attention in groups/whole class.
- Know what ‘good listening’ is.
- Pick up new words quickly and easily.
- Remind the chn of how the tilt of the Earth’s axis means that we have more sunlight during the summer than the winter.
- Children should begin to understand that we have more sunlight in the summer and less in the winter.
- Discuss how the weather can change throughout a day/week/season. Talk about how weather forecasts are very important. Think about how some weather conditions are dangerous.
- Chn to produce their own weather forecast.

### Art
- Christmas card designs.
- Design a front cover for a Christmas card.
- Think about appropriate design ideas.
- Use chosen mediums.
- Follow instructions carefully.
- Chn to design their own front cover for a Christmas card.
- See separate instructions from The School Christmas Card project.

### Music
- See music teacher’s planning.

### RE
- What do Jewish people believe about Torah?
- Know that the Torah means ‘teaching’ and is the most important part of Jewish scriptures.
- Know that it contains the first 5 books of the Hebrew Bible.
- Know it teaches Jews what God is like and how they should live their lives.
- Understand how special the Torah is for Jews.
- Remind the chn of the following:
  - Torah means ‘teaching’;
  - It contains the first 5 books of the Hebrew Bible;
  - It teaches Jews what God is like and how they should live their lives;
  - The Torah is very special for Jews;
  - The Torah is read every week in the synagogue;
  - The end of one cycle is celebrated in Simchat Torah.
  - This festival celebrates the reading of the final portion and starting again in the morning service. The Torah scrolls are carried round the synagogue in seven circuits as the congregation - especially the children - dance behind them, waving flags and singing.
  - Read (Exodus 19 & 20) God gives the law to Moses through Godly play.
Science
Seasonal Change
Observe changes in weather across the four seasons.
Answer a range of different questions including how and why.
Make detailed observations.
To identify the need for and use equipment properly.
To perform a simple test, explaining what we have found out and how we found it out.
Gather data and keep records in a range of ways.
Listen to adults.
Concentrate and pay attention in groups/whole class.
Know what 'good listening' is.
Pick up new words quickly and easily.

Talk about how the weather changes over the seasons, particularly when it comes to rain. Discuss how rain affects our lives.
Chn to design a rain gauge and make a list of all the equipment they will need to make it next lesson.

Geography
Chembakoli (India)
Use secondary sources of information.
Identify similarities and differences between places.
Communicate findings.
Show the chn the PPT about village life in Chembakolli and discuss what life might be like there. Discuss the similarities and differences between life there and here. Show the chn

PSHE
New Beginnings
Know some more ways to calm down when we feel scared or upset.
Talk with the children about how they felt when they started school or joined a new group. When we are scared or sad, we often want to cry and find ourselves doing all the things we do when we are upset. Get children to recap on how we feel inside and what we do when we are upset. Ask them what helps them to calm down when they feel like this. The ideas should be pooled and made into a class posters to remind children of the different ways to calm down.
the instructions to the traditional game of Koh Koh and discuss. Chn to onto the field to play the game.

Computing
Multimedia 1: Present my information.

<table>
<thead>
<tr>
<th>Number: Place Value.</th>
<th>Science Seasonal Change</th>
<th>Art Picture This! Record from first hand observations and explore ideas. Frame and record an interesting viewpoint in a drawing and a photograph. Identify similarities and differences between the drawing and the photograph. Ask the children to pretend to be a camera. Give the children viewfinders and ask them to walk around the classroom looking through the viewfinder with one eye closed as though they were looking through a camera's viewfinder. Encourage the children to explore what happens when they move closer to something or further away and when they hold the viewfinder vertically or horizontally. Ask the children to frame something in their viewfinder that interests them. Ask them to make a drawing of this - about the size of a colour print - noticing whether their frame is wider (landscape) or taller (portrait). Ask them to draw everything they see in their frame. Ask them to take a photograph of the same view,</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Three Billy Goats Gruff. Innovation Week Setting Descriptions.</td>
<td></td>
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<tr>
<td>See Literacy Medium Term Plan.</td>
<td>See Numeracy Medium Term Plan.</td>
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<tr>
<td>4</td>
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</tbody>
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RE
What do Jewish people believe about Torah?
Know that the Torah means ‘teaching’ and is the most important part of Jewish scriptures.
Know that it contains the first 5 books of the Hebrew Bible.
Know it teaches Jews what God is like and how they should live their lives.
Understand how special the Torah is for Jews.
Remind the chn of the following:
Torah means ‘teaching’;
It contains the first 5 books of the Hebrew Bible;
It teaches Jews what God is like and how they should live their lives;
The Torah is very special for Jews;
The Torah is read every week in the synagogue;
The end of one cycle is celebrated in Simchat Torah. This festival celebrates the reading of the final portion and starting again in the morning service. The Torah scrolls are carried round the synagogue in seven circuits as the |
Science
Seasonal Change
Record changes in weather.
Record changes in seasons.
Answer a range of different questions including how and why.
Make detailed observations.
To identify the need for and use equipment properly.
To perform a simple test, explaining what we have found out and how we found it out.
Gather data and keep records in a range of ways.
Listen to adults.
Concentrate and pay attention in groups/whole class.
Know what 'good listening' is.
Pick up new words quickly and easily.
Chn to check their rain gauges once more. Then use all the results they have collected so far to record their findings. Chn to choose their own method of recording. It could be a chart, table, diagrams, pictures etc. Then analyse their results and make a conclusion.

Music
See music teacher's planning.

Geography
Chembakolli (India)
No Geography this week.

Computing
Multimedia 1: Present my information.
keeping to exactly the same angle and proportions. Print photos and stick below their drawings. Chn to compare the drawing with the photograph.

congregation - especially the children - dance behind them, waving flags and singing.
Chn to make their own mezuzah, As the pupils make their own mezuzah, talk about what David thinks about as he touches it. Why is it so important to him to be reminded to read and obey what he believes is "Gods Law"? What things are helpful reminders to us? What things do we believe are important? What guides us?

PSHE
New Beginnings
Know how to make someone feel welcome.
Play 'Consider yourself at home' from Oliver and discuss what he might be feeling. In pairs, chn to produce a poster titled 'Welcome to Class 3'. On their poster, chn to write or draw their ideas of how to make someone new feel welcome.
<table>
<thead>
<tr>
<th>Number: Place Value</th>
<th>Science</th>
<th>Art</th>
<th>RE</th>
<th>PE (SS) Gymnastics</th>
</tr>
</thead>
</table>
| See Numeracy Medium Term Plan | Seasonal Change  
Discuss day length as seasons change.  
Answer a range of different questions including how and why.  
Make detailed observations.  
Explain what we know.  
Use subject specific vocabulary in a group.  
Listen to adults.  
Concentrate and pay attention in groups/whole class.  
Know what ‘good listening’ is.  
Pick up new words quickly and easily.  
Remind the chn of how the tilt of the Earth’s axis means that we have more sunlight during the summer than the winter.  
Children should begin to understand that we have more sunlight in the summer and less in the winter.  
Explain that the Earth is lit up by the sun, which is a star. The Earth spins on an invisible line called ‘an axis’. Half of the Earth is always facing the Sun, meaning it is lit up. The other half is in darkness until the planet spins around. That’s why we have day and night!  
During the spring and summer months the days get longer and the nights get shorter, while in the autumn and winter months the days get shorter and the nights get longer. Chn to record this information with pictures and captions. | Picture This!  
No Art this week. | What do Jewish people believe about Torah?  
No RE this week due to Art Curriculum Day. | PE (Mr Wright)  
See separate planning |
Science
Habitats
Name common habitats and the animals that live there (including microhabitats).
There are different kinds of plants and animals in the immediate environment.
Treat animals and the environment with care and sensitivity.
Identify the need for and use equipment appropriately.
Listen to adults.
Concentrate and pay attention in groups/whole class.
Know what 'good listening' is.
Pick up new words quickly and easily.

What is a habitat? What types of habitats might you find in England? What plants and animals might you find there?
Chn to go on a minibeast hunt around the school grounds and record their findings.

Geography
Chembakolli (India)
Use secondary sources of information.
Identify similarities and differences between schooling in Chembakolli and Hamp.
Communicate findings.
Chn to watch the school day PPT and answer various questions about what they think the chn are doing and why. Discuss the similarities and differences between their school day and ours. Chn to make a detailed
<table>
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<th>Computing</th>
<th>Science</th>
<th>Art</th>
<th>RE</th>
<th>PE (SS)</th>
</tr>
</thead>
</table>
See Literacy Medium Term Plan. | Number: Addition and Subtraction.  
See Numeracy Medium Term Plan. | Science Habitats  
Describe how habitats provide for the basic needs of plants and animals.  
Name common habitats and the animals that live there.  
There are differences between habitats.  
Compare different habitats and comment on why the habitat and animal are suited.  
Listen to adults.  
Concentrate and pay attention in groups/whole class.  
Know what 'good listening' is.  
Pick up new words quickly and easily.  
Discuss the following habitats: Ocean, Antarctic, city centre, forest and rainforest. What sort of animals might we find there? Why? How does the habitat match the animal and vice versa? Discuss what the habitat provides for the animals. Briefly discuss adaptations. Chn to match the animal to the | Art Picture This!  
Ask and answer questions about the starting points for their work.  
Comment on differences in the messages given by part of an image compared with messages from the whole image.  
Record from imagination and experience and explore ideas. Visualise the whole of an image from a given part.  
Make drawings and paintings using the visual clues from given images.  
Play a quick guessing game by showing the children a small part of a photograph and asking them to identify what is happening in the picture. Gradually reveal more of the picture by widening the frame around it. Encourage the children to use visual clues, eg shapes, colours, lines, actions, and to explain their reasons for their answers and for changing their answers. Give the children part of an image | What do Jewish people believe about Torah?  
(2 lessons)  
Know that the Torah means ‘teaching’ is the most important part of Jewish scriptures.  
Know that it contains the first 5 books of the Hebrew Bible. It teaches Jews what God is like and how they should live their lives.  
One day a week Jews observe the Sabbath.  
Discuss that one day a week Jews observe the Sabbath: they rest, have a meal on Friday evening with their family. Jews believe that bringing the family together once a week when no one works is important. Today David has brought two challah loaves. They do not fit in his bag! It is Friday and his family is about to celebrate Shabbat. Encourage the children | Gymnastics  
PE (Mr Wright)  
See separate planning |
Science
Habitats
Name common habitats and the animals that live there (including microhabitats).
Compare different habitats.
Name different plants and animals and describe how they are suited to their different habitats.
There are differences between local habitats.
Compare different habitats make predictions about the animals and plants found in different local habitats and to investigate these.
Use drawings to present results and make comparisons saying whether their predictions were supported.
Listen to adults.
Concentrate and pay attention in groups/whole class.
Know what 'good listening' is.
Pick up new words quickly and easily.

Show and discuss what types and habitats different animals and plants live in. Why do they like to live in these places?
Identify habitats in Bridgwater and what plant and animal life you may find there. Choose two contrasting areas in the school eg. Grassy area, paved playground, tree. Chn to predict from a magazine photograph and ask them to fix this to a larger sheet of paper. Ask them to draw what might be outside the given image. Talk about how and why the photograph they have been given might have been ‘cropped’, eg to focus attention on a particular idea or person. Ask the children to give their image a title before and after they make the bigger picture. Compare the two. Ask them to write captions for their images, linking the words they use with the images they have created.

Music
See music teacher's planning.

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See music teacher's planning.

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See music teacher's planning.

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See music teacher's planning.

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See music teacher's planning.

Music
See music teacher's planning.
and then find out what animals and plants they can find in each habitat. Chn must record the differences in plant and animal life between each area by drawing or writing. Chn to speculate why they found different animals in each area and record whether their predictions were accurate. Chn to compare their findings to other habitats.

Geography
Chembakolli (India)
No Geography this week.

Computing
Multimedia 1: Present my information.

PSHE
New Beginnings
Know some ways to solve a problem.
Ask the children to imagine that there is a problem when the 'new child' starts the school. This is the problem:
You like the new girl/boy. But you are part of a very close group of friends who like to practise every break and lunchtime for a football/dancing competition you and your friends have entered. You have told your new friend to come along with you and expect your friends to be pleased. Instead they say, 'he/she can't play - it's only for the people in the competition'.
Your new friend looks very sad and goes to sit by him/herself in the playground.
What do you do? Discuss and use the problem solving techniques to help.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td><strong>Habitats</strong> Describe how animals obtain food from plants and other animals, exploring the use of a food chain. Explore questions making sensible suggestions for how to find out. Explore and investigate characteristics to compare and contrast characteristics. Listen to adults. Concentrate and pay attention in groups/whole class. Know what 'good listening’ is. Pick up new words quickly and easily. Reaffirm with chn that food is an essential requirement for life. Discuss what some animals eat and introduce the concept of carnivores, herbivores and omnivores. Show an example of a food chain eg, greenfly eats leaves, ladybird eats greenfly, blackbird eats ladybird, hawk eats blackbird. Which of these animals are carnivores, herbivores or omnivores? Discuss what might happen if one animal in the food chain disappears, Chn to choose to illustrate and explain a food chain of their choice in their books,</td>
</tr>
<tr>
<td><strong>Art</strong></td>
<td><strong>Picture This!</strong> No Art this week.</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>See music teacher's planning.</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td><strong>What do Jewish people believe about Torah?</strong> (2 lessons) Know that the Torah means teaching’ is the most important part of Jewish scriptures. Know that it contains the first 5 books of the Hebrew Bible. It teaches Jews what God is like and how they should live their lives. One day a week Jews observe the Sabbath. Discuss that one day a week Jews observe the Sabbath: they rest, have a meal on Friday evening with their family. Jews believe that bringing the family together once a week when no one works is important. Today David has brought two challah loaves. They do not fit in his bag! It is Friday and his family is about to celebrate Shabbat. Encourage the children to ask him questions (through you). What is Shabbat? Why must he rest? What does that look like in his home? Why does his family enjoy Shabbat - what makes it special? Lay the table for the start of Shabbat and talk about what these things are as you do. Light the candles and sing &quot;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.</td>
</tr>
<tr>
<td><strong>PE (SS)</strong></td>
<td><strong>Gymnastics</strong> See separate planning</td>
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<td><strong>PE (Mr Wright)</strong></td>
<td>See separate planning</td>
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</table>
Science
Habitats
Name different sources of food.
Describe how animals obtain food from plants and other animals.
Explore questions making sensible suggestions for how to find out.
Explore and investigate characteristics to compare and contrast characteristics.
Listen to adults.
Concentrate and pay attention in groups/whole class.
Know what ‘good listening’ is.
Pick up new words quickly and easily.
Discuss what some animals eat and introduce the concept of carnivores, herbivores and omnivores. Remind the chn of the food chains they looked at.
Watch the following clip: https://www.bbc.co.uk/bitesize/clips/zwfd2p3
Chn to sort animals into the three different categories.

Geography
Chembakoli (India)
Use secondary sources of information.
Identify similarities and differences between homes in Chembakoli and Bridgwater.
Communicate findings.
Show the chn the homes ppt and discuss similarities and differences. Chn to answer various questions related to the

http://reonline.org.uk/specials/j
wo!
Watch this 4-minute BBC video about what happens on Shabbat.
http://www.bbc.co.uk/education/clips/z37s39q
Eat the Challah bread together. Shabbat is a special day - a time for rest, family and worship.
Traditionally Challah is eaten at each of the three meals over Shabbat. This plaited bread is special - sweet and rich. It reminds people of the miracle of the manna that God provided the people of Israel to eat when they were in the desert. What might these things make Jewish people think about as they eat the Challah loaves today? What do they "say" about what God is like? What is a kippah and tallit? They are worn as a sign of respect for God as Jewish men and boys pray. Let the pupils try them on if they wish. Emphasise these are special things.

PSHE
New Beginnings
Know that we belong to a range of communities (class/group).
Feel safe and content within our class.
Feel good about the ways we are similar in the group and the ways we are different.
Feel good about our strengths.
Chn to work in groups of 3/4 and produce an A3 flag for their
homes. Discuss how different the houses look. Chn to make a model of a traditional Chembakolli house discussing, comparing and contrasting homes and life in Chembakolli with life in Bridgwater.

Computing
Multimedia 1: Present my information.

group. Before starting, they discuss: something they like doing at home; somewhere they like to go; something they like doing at school; something they like playing; someone or something they like to be with. Each flag must contain each member’s name, something that is special to them, then some of the above information. Flags must be presented well.

### Assessment Week

<table>
<thead>
<tr>
<th>8</th>
<th>Assessment Week</th>
<th>Number: Addition and Subtraction &amp; Assessment Week. See Literacy Medium Term Plan. See Numeracy Medium Term Plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Science</td>
<td>Science Seasonal Change Name the four seasons. Identify features of each season. Observe changes across the four seasons. Name different weather types. Talk about changes in weather. Observe changes in weather across the four seasons. Record changes in weather. Record changes in seasons. Discuss day length as seasons change. Listen to adults. Concentrate and pay attention in groups/whole class. Know what ‘good listening’ is. Pick up new words quickly and easily. Chn to complete the ‘Seasonal Change’ prove it.</td>
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<tr>
<td></td>
<td>Art</td>
<td>Picture This! No Art this week.</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>See music teacher’s planning.</td>
</tr>
<tr>
<td></td>
<td>RE</td>
<td>What do Jewish people believe about Torah? No RE this week.</td>
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<tr>
<td></td>
<td>PSHE</td>
<td>New Beginnings Know that we belong to a community. Know what we have to do to make the classroom and school a safe and fair place for everyone. Know that it is not OK for other people to make it unsafe or unfair. Help to make the class a safe and fair place. Help to make our class a good place to learn. Ask the children to think back to the story of the ‘learning school’ from Year 1. Drawing on their experience of working on the charter and working on feelings, each child should</td>
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<td>PE (Mr Wright)</td>
<td>See separate planning</td>
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microhabitats). Describe how habitats provide for basic needs of plants and animals. Compare different habitats. Describe how animals obtain food from plants and other animals, exploring the use of a food chain. Name different sources of food. Listen to adults. Concentrate and pay attention in groups/whole class. Know what 'good listening' is. Pick up new words quickly and easily.

Chn to complete the 'Habitats' prove it.

Computing
Multimedia 1: Present my information.

Geography
Chembakali (India)
Use secondary sources of information. Communicate findings. Recognise how places may change. Discuss how the Adivasi people of Chembakoli have had to adapt and change over the years. Discuss how they worked together to promote a positive change. Talk about how they now sell tea for a fair price and show them the 'leaf to tea' ppt. Chn to write a set of instructions for from leaf to tea.