

Eden Primary Medium Term Planning

Shtillim (Year 2)

Spring 2, 2016: 4 weeks

Michael Rosen

Overview and Rationale:

In this project children will learn about the poet Michael Rosen who lives in Muswell Hill. We will be looking at his biography and learning to write our own about him. We will then be looking in detail at some of his most famous poems. We will be looking at the style he uses and then writing our own poems based on this. We will have key questions such as “Do poems have to rhyme?” and looking at whether Michael Rosen is just a poet or whether he has done other work.

Project Launch:

- a) Biography of Michael Rosen

Culminating Projects:

- a) Our own anthology of Michael Rosen inspired poems

Cross Curricular Thematic Learning

Area of Curriculum	Content and Knowledge	Skills
English	Poetry	<ul style="list-style-type: none">• read, respond imaginatively, recommend and collect examples of poems (e.g. humorous poems)• discuss meanings of words and phrases that create sound effects, mood or emotion in poetry, and to classify poems into simple types• recite and listen to favourite poems read aloud• comment on personal preferences in poetry using some specialist terms• talk about own views, the subject matter and possible meanings• comment on which words have most effect, noticing alliteration• build individual word-collections of personal interest, significant words or those linked to particular topics• generate own lists of (and discuss) synonyms and antonyms, their similarities and differences of meaning, and their spelling• experiment with alliteration to create humorous and surprising combinations• make adventurous word choices to describe closely

		<p>observed experiences</p> <ul style="list-style-type: none"> • discuss and share ideas about words and phrases that create effects
Jewish Education	Weekly Parasha	<ul style="list-style-type: none"> • read extracts from and analyse the text the weekly Parsha • Link with how this relates to our everyday lives – moral dilemmas • Acting out the story in small groups – getting a richer understanding of the parasha
RE	Easter Other poets from London	<ul style="list-style-type: none"> • The rule of Law Easter – how is it celebrated in London • Different poets in London from different religions and backgrounds
PSHE	Inspiration	<ul style="list-style-type: none"> • Creative Learning: (Lilmod ul'lamed: to teach and to learn, an important value within Judaism, particularly to children as mentioned in the prayer Shema but for adults too) • Supportive, safe and inspiring learning
Creative Arts	Water colours linked with poetry	<ul style="list-style-type: none"> • Children will be creating water colour illustrations to accompany Michael Rosen's poems and then their own anthologies.
Music	Music appreciation Musical composition – tone, volume	<ul style="list-style-type: none"> • music appreciation – Music from London and by London artists • Musical accompaniment for Michael Rosen poems
Science	Animals	<p>Animals explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other ☐ identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>
Computing and E-Safety	<ul style="list-style-type: none"> • Computing 	<ul style="list-style-type: none"> • Sending and receiving emails

Subject Based Learning

Area of Curriculum	Content and knowledge	Skills
Guided Reading	Guided Reading Groups Class stories	Developing 4 key skills through the use of shared reading and individual reading books: Prediction, summarising, questioning and clarifying . Skills taught through

		referring to the text and giving justifications and explanations for answers. Working towards leading own group discussions focusing on the particular skills.
Handwriting	Daily handwriting sessions focusing on children developing their fluency in cursive writing	<ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters.
Phonics and Spelling	Spelling rules	<p>Words ending –y (/i:/ or /ɪ/)</p> <p>New consonant spellings ph and wh</p> <p>Adding the prefix –un</p> <p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>The possessive apostrophe (singular nouns)</p>
Maths	<p>Measure</p> <p>Fractions</p> <p>Time</p>	<ul style="list-style-type: none"> • choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order mass and record the results using >, < and = • recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity • write simple fractions for example, $\frac{1}{2}$ of 6 = 3 • recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ • tell and write the time to five minutes, including quarter past/to

		<p>the hour and draw the hands on a clock face to show these times</p> <ul style="list-style-type: none"> • know the number of minutes in an hour and the number of hours in a day • compare and sequence intervals of time
Prayer/Tefillah	We will carry on with the Shacharit (morning) service	<p>Focus:</p> <p>She Hakol Mezonot Baruch She'amar</p>
PE	<p>Sports</p> <p>Gymnastics, dance and movement</p>	<p>Tag Rugby – rules and team games</p> <p>Gymnastics - routines</p>