

## **Eden Primary Medium Term Planning : Shtillim (Year 2) : Summer 1**

### **Rainforest**

#### **Overview:**

This half term's topic has a strong science and geography focus. The children will study the Amazon rainforest, focusing on its animal population and in particular considering how different plants and animals are adapted to live together in the rainforest ecosystem. They will learn about food chains and feeding relationships. They will locate the Amazon on atlases, maps and aerial photographs. They will learn about the products of the rainforest and the benefits the rainforest brings, the medicinal plants that grow there and its sheer wealth of biodiversity. Children will also encounter the threats to the rainforest and its species posed by activities such as logging and cattle grazing, and will briefly consider one of the rainforest tribes, the Yanomamo.

Literacy activities are set firmly within this context, based on texts about the habitat and particular animals: *Rainforest* and *Jaguar* by Helen Cowcher, *The Salamander Room* by Anne Mazer and *The Great Kapok Tree* by Lynne Cherry. Children will write questions about what they would like to find out, descriptive passages reflecting the sights, sounds, smells, tastes and feelings of the rainforest, and explanations of how different animals are adapted to live in the different layers of the rainforest. Spelling, grammar and punctuation work will be both incorporated into the theme and revisited in stand-alone exercises. Reading work will focus on developing fluency and comprehension skills including inference. In creative work, art, music and dance we will be reflecting the rainforest in many different ways – through songs, percussion, painting, printing and creating a dance sequence.

The festivals of Yom Ha'atzmaut, Lag B'Omer and Shavuot fall within this term and the children will mark all of them. At Yom Ha'atzmaut, children will look at how the land and climate in Israel support a very different range of life from that of the rainforest and compare the lush, wet rainforest with the dry desert, learning about irrigation.

Maths work will be wide ranging this term covering all aspects of the mathematics curriculum with particular emphasis on arithmetic skills and on problem solving in real life contexts.

**Project Launch:** A journey through the rainforest – immersion day/s in the classroom recreating the colours, sounds, smells and atmosphere of the rainforest, including sensory exploration, research, video, drama, music and storytelling.

**Culminating Project:** A short class assembly to present explanation writing and songs about the animals of the rainforest to the rest of the school.

## Cross Curricular Thematic Learning

Area of Curriculum	Content and Knowledge	Skills
English Writing	<p>Write questions about what you want to learn about the rainforest</p> <p>Descriptions of the rainforest inspired by 'Rainforest' by Helen Cowcher</p> <p>Non-fiction writing explaining how different animals found in the rainforest have adapted to their environment, using <i>Jaguar</i> by Helen Cowcher as a starting point.</p>	<p>Use sentence starters to compose questions moving from simple to more sophisticated thinking</p> <p>Use adjectives and expanded noun phrases to describe and specify</p> <p>Writing in full sentences with correct and varied punctuation</p> <p>Use present and past tense correctly and consistently</p> <p>Use conjunctions to co-ordinate clauses (or / and / but) and some subordinate clauses (when / if / that / because)</p> <p>Use joined up neat handwriting</p> <p>Watch and listen to an oral explanation about an animal</p> <p>Give an oral explanation, using a flow chart or cyclical diagram as a visual aid if appropriate</p> <p>Know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Explore titles of explanation texts and identify that they usually begin with 'how' or 'why'</p> <p>Write general statements to introduce topics being explained e.g. The top predator in the Amazon rainforest is the jaguar.</p> <p>Briefly summarise the main point of a process or explanation</p> <p>Make use of words collected from reading and work in other subjects in own oral and written explanations</p> <p>Explore ways of writing ideas in shortened forms, e.g. notes or lists, to understand that some words are more essential to meaning than others</p> <p>Evaluate the effectiveness of own explanatory texts</p>

<p>English Reading</p>	<p>Use of reference books, internet and photos to obtain information</p> <p>Read an example/s of explanation text</p> <p>Class texts for cross-curricular work:  <i>The Salamander Room</i> by Anne Mazer and <i>The Great Kapok Tree</i> by Lynne Cherry to be used to illustrate and prompt learning in science.</p>	<p>Understand different types and layouts of texts.</p> <p>Briefly summarise the main point of an explanation, flowchart or cyclical diagram  Identify key words, phrases or sentences  Investigate how words and phrases can signal time sequences, e.g. first, then, after, when;  (Grammar for writing Unit 18)</p> <p>Develop comprehension skills around a class text</p> <p>Use the skill of inference</p>
<p>Science</p>	<p>Animals and their habitats</p> <p>Discussion around Yom Ha'atzmaut; weather and seasons</p> <p>Scientific enquiry</p>	<p>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> <p>Compare the climate in the UK, Israel and the Amazon rainforest</p> <p>Asking simple questions and recognising that they can be answered in different ways  Identifying and classifying  Using their observations and ideas to suggest answers to questions  Gathering and recording data to help in answering questions.</p>

Jewish Education	<p>Omer</p> <p>Yom Ha'atzmaut</p> <p>Shavuot</p> <p>Rainforest topic focus – the threatened rainforest and its plants, animals and peoples. Involvement with the Rainforest Alliance and other Rainforest action charities. (Guest speaker to be confirmed.)</p>	<p>Explain the biblical reason for counting the days between Pesach and Shavuot</p> <p>To explain different ways we can celebrate Israel's birthday and how old it is</p> <p>To consider the land of Israel, its climate and habitats, eg dry desert which needs irrigation in contrast to the rainforest.</p> <p>Understand and explain the significance of Matan Torah</p> <p>Talk about the 10 commandments with communal focus</p> <p>To discuss what law related people/organisations exist in Muswell Hill; link to British Values - the rule of law</p> <p>Understand that Jewish people pray for other communities, not just their own, extending their caring for other communities through Tzedakah (charity).</p>
RE and Diversity	Rainforest peoples	Find out about the Yanomamo tribe and their beliefs and customs which are different from our own
Geography	<p>What is a rainforest?</p> <p>Where in the world do you find them and why are they there?</p> <p>What are the layers in the tropical rainforest?</p> <p>Which plants grow there?</p> <p>What animals live there?</p> <p>Life in the rainforest</p> <p>Looking after the rainforest</p>	<p>Develop locational knowledge about rainforests around the world</p> <p>Describe places and features using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment</p> <p>Investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos</p>
Creative Arts including Design Technology	Artwork inspired by the rainforest	<p>Colour mixing – colours of the rainforest</p> <p>Leaf and other printing</p> <p>Flower making</p> <p>Other art activities inspired by the children's own enquiry</p>
Music	Animal songs from the musical <i>Yanomamo</i>	<p>Singing with appropriate phrasing and dynamics</p> <p>Devising some percussion accompaniment</p> <p>Performing the songs to an audience</p>
PSHE (Personal, Social, and Health Education)	Focus on diversity and respect for others prompted by Yom Ha'Shoah	<p>Learning to respect people of other faiths and cultures</p> <p>Respect and celebrate difference in our class and community</p>

British Values	Democracy  Olympic value of <b>equality</b>	Find out about the General Election –which parties are involved? How does it work? Take part in voting on class issues  <b>Inclusion</b> ( <i>Gmilut chasadim</i> : good deeds; <i>Tikkun olam</i> : repairing the world; <i>Or la'goyim</i> : a light unto the nations) <b>Individuality</b> : ( <i>B'tzelem Elohim</i> : in the image of God) <b>Cross communal study of Torah and Judaism</b> ( <i>Shivim Panim L'Torah</i> : 70 faces of the Torah; <i>Elu V'Elu</i> : these <b>and</b> these are the words of the living God, openness to different interpretations)
Computing and e-safety	Data Handling: animals of the rainforest	Select animals that interest you from a given range, cut and paste their photos and add captions/labels Create fact files and data presentations about the animals using a database or spreadsheet Use Google maps and Google earth to locate the habitats of the animals you selected
PE	<u>Dance</u> : life in the rainforest: creating, refining and performing dance sequences	Create a sequence of movement in response to music and percussion sounds or to accompany a song Moving and stretching in different ways in response to the movements of different rainforest animals Creating contrast in the sequence, eg high/low, fast/slow, jerky/smooth Evaluating their own and others' work Refining and performing the sequences

### Subject Based Learning

Area of Curriculum	Content and knowledge	Skills
Handwriting	Development of fluency in cursive writing	Use the diagonal and horizontal strokes needed to join letters Write capital letters and digits of the correct size, orientation and relationship to one another Use spacing between words that reflects the size of the letters
Phonics and spelling	Common exception words Contractions Suffixes	Spell words from the Year 2 common exception words list Spell words accurately in their contracted form Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
Writing	Developing sentence structure and length, vocabulary, connectives, paragraphs, etc.	<ul style="list-style-type: none"> <li>• make simple additions, revisions and corrections to their own writing by:</li> <li>• evaluating their writing with the teacher and other pupils</li> </ul>

		<ul style="list-style-type: none"> <li>• rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>
Reading	Guided reading and comprehension sessions: comprehension skills fast and fluent decoding extended reading over longer texts responding in writing	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>Make inferences on the basis of what is said and done</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Make links between the book they are reading and other books they have read</p>
Maths	Number Calculation	<ul style="list-style-type: none"> <li>• Partition two-digit numbers into different combinations of tens and ones.</li> <li>• Add 2 two-digit numbers within 100 (e.g. 48 + 35) and demonstrate the method using concrete apparatus or pictorial representations.</li> <li>• Use estimation to check that answers to a calculation are reasonable (e.g. knowing that 48 + 35 will be less than 100).</li> </ul>

	<p>Fractions</p> <p>Money Measures</p>	<ul style="list-style-type: none"> <li>• Subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. <math>74 - 33</math>).</li> <li>• Recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. <math>\Delta - 14 = 28</math>).</li> <li>• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing <math>35 \div 5 = 7</math>; sharing 40 cherries between 10 people and writing <math>40 \div 10 = 4</math>; stating the total value of six 5p coins).</li> <li>• Reason about addition (e.g. that the sum of 3 odd numbers will always be odd).</li> <li>• Use multiplication facts to make deductions outside known multiplication facts (e.g. know that multiples of 5 have one digit of 0 or 5 and uses this to reason that <math>18 \times 5</math> cannot be 92 as it is not a multiple of 5).</li> <li>• Work out mental calculations where regrouping is required (e.g. <math>52 - 27</math>; <math>91 - 73</math>).</li> <li>• Solve more complex missing number problems (e.g. <math>14 + - 3 = 17</math>; <math>14 + \Delta = 15 + 27</math>).</li> <li>• Determine remainders given known facts (e.g. given <math>15 \div 5 = 3</math> and has a remainder of 0, recognise that <math>16 \div 5</math> will have a remainder of 1; knowing that <math>2 \times 7 = 14</math> and <math>2 \times 8 = 16</math>, explain that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left).</li> <li>• Solve word problems that involve more than one step</li> <li>• Recognise the relationships between addition and subtraction and rewrite addition statements as simplified multiplication statements (e.g. <math>10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10</math>).</li> <li>• Identify <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> and know that all parts must be equal parts of the whole.</li> <li>• Find and compare fractions of amounts (e.g. 1 4 of £20 = £5 and 1 2 of £8 = £4 so 1 4 of £20 is greater than 1 2 of £8).</li> <li>• Use different coins to make the same amount</li> <li>• Read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers</li> </ul>
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	Shape	<p>on the scale are given</p> <ul style="list-style-type: none"> <li>• Read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.</li> <li>• Read the time on the clock to the nearest 15 minutes then to the nearest 5 minutes.</li> <li>• Describe the properties of 2-D and 3-D shapes</li> <li>• Describe similarities and differences of shape properties</li> </ul>
Prayer/Tefillah	Learning prayers and locating in siddur (daily)	<ul style="list-style-type: none"> <li>• Bezeit yisrael</li> <li>• Etz chaim hi</li> <li>• Friday night kiddush</li> </ul>
PE	<u>Games:</u> Kwik cricket	<ul style="list-style-type: none"> <li>• Warming up and cooling down, focusing on the different parts of the body and on aerobic exercise</li> <li>• Accurate throwing and catching over increasing distances</li> <li>• Learning to bat</li> <li>• Rules of kwik cricket and the organisation of batting and fielding teams</li> <li>• Exploring other bat and ball games</li> <li>• Working as a team, playing by the rules, good sportsmanship</li> </ul>