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

**Bigger and Bigger (the science of growth)**

**Overview:**

This half term we’ll be gardeners and horticulturalists. We’ll also be runners, athletes, cooks and healthy eaters. The children will study plant growth carrying out scientific enquiries in order to learn about what plants need to grow well. We will be taking a trip to Kew Gardens too at the end of this term.

Literacy and creative activities will centre on the text:

*The Minpins* by Roald Dahl

*The Secret Sky Garden* by Linda Sarah and Joanna lumbers

*The Pea and the Princess* by Mini Grey

Spelling, grammar and punctuation work will be incorporated into the theme. Reading work will focus on developing fluency and comprehension skills including inference. We’ll develop art work around the theme of the story and design new characters and settings for our own tale.

We have a lot of things to do on the theme of growing up and moving on. Our sleepover at school will be an opportunity to consider what it will be like moving upstairs to Year 3 and share a fun evening with our classmates and staff, sleeping away from home. At the end of term we will also present our Shacharit service assembly, marking another stage in our development as active members of our Jewish community.

Maths work will be wide ranging this term covering all aspects of the mathematics curriculum, with particular emphasis on fractions, telling time, fluency with the four operations and on problem solving in real life contexts.

**Cross Curricular Thematic Learning**

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| **Area of Curriculum****And Vocabulary** | **Content and Knowledge** | **Skills**  |
| EnglishWriting | ApostropheStory StructureFull stops, capital lettersPresent and past tenseConjunctions | Using apostrophes for possession and contraction.Analysing structure and required components of a storyWriting in full sentences with correct and varied punctuationUse present and past tense correctly and consistently Use conjunctions to co-ordinate clauses (or / and / but) and some subordinate clauses (when / if / that / because) Use joined up, neat handwriting |
| English Reading | *The Minpins* by Roald Dahl*The Secret Sky Garden* by Linda Sarah and Joanna lumbers*The Pea and the Princess* by Mini Grey | Develop comprehension skills around a class textUse the skill of inference |
| ScienceGermination Sprout Respiration oxygen / carbon dioxide Sensitivity environmentlight, heat or sound Reproduction seeds Excretion Nutrition | What plants need to grow wellWeather and seasonsScientific enquiry | Observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.Note the conditions needed to grow certain plants – compare those that can grow in the UK and those that are grown in hotter countriesAsking simple questions and recognising that they can be answered in different waysObserving closely, using simple equipmentPerforming simple comparative testsIdentifying and classifying fruits, seeds, plants, leaves, edible rootsUsing their observations and ideas to suggest answers to questionsGathering and recording data to help in answering questions. |
| Jewish EducationPrayer – TefillahSong/prayer namesSpiritual | Shacharit  | Consolidate all previous knowledge with class siddur and lead Shacharit assembly. |
| RE and DiversitySpiritualBeliefWhy, What, where, whotribes | Spirit animals of the rainforestKnow that there are different remote peoples who have religious and spiritual beliefs that are not part of any if the major world religions | Listen to and retell storiesReflect on parallels with our beliefs and differences between the rainforest peoples’ beliefs and those of other major world religionsConsider the question: what is spiritual about the woods for us? |
| Humanities(Geography and History)Trees, seasons, growth, layers of tree, animal names of local area.  | Features of our immediate environment.My personal history.  | Fieldwork around the school and in Coldfall Woods eg comparing the plants and animals in school grounds and Coldfall Woods.Recount changes in my own life over time (transition to Year 3 work) |
| Creative Arts including Design & Technology | Artwork on the theme of the Kapok Tree | Designing spirit animals, settings and characters.Designing and building animal masks based on the idea of a spirit animal. |
| MusicPitch, Rythm, tempo.  | Singing and performing for the Shacharit Assembly. | Singing together with enthusiasmSinging to accompaniment |
| PSHE(Personal, Social, and Health Education)British ValuesSimilar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vagina | Rights and ResponsibilitiesChristopher Winter Scheme of Differences | Able to:* Know that people and other living things have needs
* Understand the difference between a need and a want
* know about The United Nations Convention on the Rights of the Child (UNCRC) I am aware of some basic rights for children and young people
* Be aware of the need to protect children’s rights in other countries and societies
* Know that childhood looks different for many children in other parts of the world
* Beginning awareness of my responsibilities as a member of the class, my family and the wider community
* Knowing our own bodies and the correct names.
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| Computing and e-safety**Understand and use correctly** **composer** (compose)**performer** (perform)**audience** (listen) | **Coding**Create a simple game based on a sporting event or on plant growth using ScratchUnderstand what algorithms are and how they can be used to create a simple game | Children can explain that an algorithm is a set of instructions. Children can describe the algorithms they created.  Children can explain that for the computer to make something happen, it needs to follow clear instructions.Children can create a computer program that includes different objects types. Children can modify the properties of an object. |

**Subject Based Learning**

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| **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 wordsContractionsSuffixes | Spell words from the Year 2 common exception words listSpell words accurately in their contracted formAdd suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly |
| Writing | Developing sentence structure and length, vocabulary, connectives, paragraphs, etc. | * make simple additions, revisions and corrections to their own writing by:
* evaluating their writing with the teacher and other pupils
* 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
* proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
* read aloud what they have written with appropriate intonation to make the meaning clear
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| Reading | Guided reading and comprehension sessions:comprehension skillsfast and fluent decodingextended reading over longer textsresponding in writing | Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading. Make inferences on the basis of what is said and done Predict what might happen on the basis of what has been read so far Make links between the book they are reading and other books they have read |
| Maths missing number problems left / leftover part whole unknown number sentence equal equally unequal pair group / grouped lots of groups of times array regroup / regrouping addend subtrahend minuend bar model remainder multiple / multipleweigh weight heavy heavier / heavier than light lighter / lighter than lightest balance ruler mass gram kilogrampattern 2-D rectangle / rectangles square / squares circle / circles kite / kites triangle / triangles 3-D cube / cubes cuboid / cuboids pyramid / pyramids cylinder / cylinders sphere / spheres side / sides line straight curved flat open / closed shape corner | Multiplication and divisionMeasuring, mass, capacity and volumeFaces, shapes and patterns, lines and turnsData handling | * recall and use multiplication and division facts for the 3 and 4 multiplication tables (Y3)
* calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
* solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
* show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
* choose and use appropriate standard units to estimate and measure capacity (litres/ml) and temperature (°C) to the nearest appropriate unit, using scales, thermometers and measuring vessels
* compare and order mass and record the results using >, < and =
* identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line
* identify and describe the properties of 3D shapes, including the number of edges, vertices and faces
* identify 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
* compare and sort common 2D and 3D shapes and everyday objects
* order and arrange combinations of mathematical objects in patterns and sequences
* use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)
* Interpret and construct simple pictograms, tally charts, block diagrams and simple tables
* Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
* Ask and answer questions about totalling and comparing categorical data
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| Prayer/Tefillah | Preparing for Shacharit assembly |  |
| PEOpposite Team Rebound Follow Aiming Speed Direction Passing Controlling Shooting Scoring Participate Co-ordination Technique Combinations Rules Tactics Health and fitness – warm up/ cool down | Athletics | Preparing for and taking part in Sports DayRunning, hurdlesRelay racesStanding long jumpRunning long jumpBean bag throw shot putMeasuring and keeping score – partner, team work and sportsmanship |