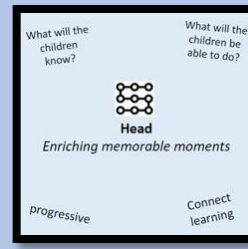








Year: 2 Sum 1

Main theme/ driving subject:



Through this unit of work we are meeting Florence Nightingale, studying Mary Seacole and Edith Cavell so that we can create a museum about nursing in the past

	Week 1 Blue Planet	Week 2	Week 3 (4 days)	Week 4 (4 days)	Week 5 (SATS)	Week 6 (4 days) (SATS)
<b>Reading for Pleasure</b>	The Highland Falcon Thief By M.G Leonard and Sam Sedgeman	The Highland Falcon Thief By M.G Leonard and Sam Sedgeman  Jack and the Beanstalk	The Highland Falcon Thief By M.G Leonard and Sam Sedgeman  The Three Billy Goats Gruff	The Highland Falcon Thief By M.G Leonard and Sam Sedgeman  The Three Little Pigs	The Highland Falcon Thief By M.G Leonard and Sam Sedgeman  Goldilocks and the Three Bears	The Highland Falcon Thief By M.G Leonard and Sam Sedgeman  Adventures on Trains Epic Adventures - Non-Fiction
<b>Reading Lenses</b>	 Feelings	 Characters	 Setting	 Solving Problems	 Impact	 Text Structure and Layout
<b>Phonics/ Spelling/</b>	Assessment	Book 35 /eer/ ear eer -ere -ier /air/ air -are -ear -ere	Book 35 /n/ n -nn kn gn /r/ r -rr wr rh	Book 36 /m/ m mm -mb -mn /k/ c k -ck ch qu -que	Book 36 /or/ or ore -our -oor oar /or/ aw au al -augh ough	Level 5 revision of alternate graphemes  HFW and 'Helpful Words'
<b>Grammar &amp; Punctuation</b>	Apostrophes for contraction	Apostrophes for contraction	Apostrophes for possession	Apostrophes for possession	Revision of word families nouns, verbs, adjectives, adverbs	Revision of sentence types statement, question, command, exclamation
<b>Writing Genre</b>	Non-Chronological Report- Who was Neil Armstrong (2days)  Recount Trip to Blue Planet (2days)	Recount Complete Blue Planet recount	Narrative retelling Jim and the Beanstalk	Non-Chronological Report All About Giants	SATS	SATS
<b>Maths</b>	Money	Length & Height Shape	Mass, Capacity & Temperature	Statistics	SATS	SATS

<b>Science</b>	Living Things & their Life Cycles What is a food chain?	Living Things & their Life Cycles How have animals adapted to their environment?	Living Things & their Life Cycles What is a microhabitat?	Living Things & their Life Cycles How have plants adapted to their environment?	Living Things & their Life Cycles What is light? How do plants create energy?	
<b>History</b>	Nurturing Nurses Why do we remember Florence Nightingale?		Nurturing Nurses Why do we remember Mary Seacole?		Nurturing Nurses Why do we remember Edith Cavell?	
<b>Geography</b>						
<b>Art</b>						
<b>DT</b>	Moving Monsters Pivots, levers and linkages	Moving Monsters Making linkages	Moving Monsters Designing my monster	Moving Monsters Making my monster		
<b>Computing</b>						
<b>Indoor PE</b>	Gymnastics Under the Sea Balancing	Gymnastics Under the Sea Partner Balances	Gymnastics Under the Sea Rolling	Gymnastics Under the Sea Jumping	Gymnastics Under the Sea Building Sequences	Gymnastics Under the Sea Building Sequences
<b>Outdoor PE</b>	Multi-Skills	Multi-Skills	Multi-Skills	Multi-Skills	Multi-Skills	Multi-Skills
<b>Music</b>	Music that Makes You Dance	Music that Makes You Dance	Music that Makes You Dance	Music that Makes You Dance	Music that Makes You Dance	Music that Makes You Dance
<b>RE</b>	Christianity/ Judaism- What does it mean to belong?	Christianity/ Judaism- What does it mean to belong?	Christianity/ Judaism- What does it mean to belong?	Christianity/ Judaism- What do Christians mean by the word church?	Christianity/ Judaism- What do Christians mean by the word church?	Christianity/ Judaism- What do Christians mean by the word church?
<b>Jigsaw</b>	Relationships Families	Relationships Keeping Safe	Relationships Friends and Conflict	Relationships Secrets	Relationships Trust and Appreciation	Relationships Celebrating My Special Relationships

**Assessment- what do the children need to know?**

<p><b>Science:</b> Understand how plants use the sun to make food. Explain and order a simple food chain. Understand how different animals are suited to their environments. Explain what a 'microhabitat' is. <b>RE:</b> Recognise the features of a church building and identify at least 3 artefacts found in a church explaining why they are important to Christians.</p>	<p><b>History:</b> <b>Knowledge</b> Know why we remember people from the past and can name some significant individuals from the past. Know Florence Nightingale made hospitals cleaner for patients in the Crimean War (1853-1856) and set up a school for nurses in 1860. Know Mary Seacole looked after wounded soldiers on the battlefield in the Crimean War and she set up a hospital to look after soldiers. Know Edith Cavell was a nurse in the First World War (1914-1918) and she helped over 200 soldiers escape the German army. Know how nursing in the past and today are the same and different. Explain what different things each of the nurses may have thought about being a nurse. <b>Skills</b> Sequence artefacts closer together in time- check with reference books.</p>	<p><b>Music</b> Demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning. Demonstrate a basic understanding of how feelings can connect with/relate to music. Demonstrate some basic understanding of musical style.</p>	<p><b>DT:</b> Identify the correct terms for levers, linkages and pivots. Analyse popular toys with the correct terminology. Create functional linkages that produce the desired input and output motions. Design monsters suitable for children, which satisfy most of the design criteria. Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design. Select and assemble materials to create their planned monster features.</p>
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<p>Describe at least three things a minister/church leader might do.</p>	<p>Sequence photographs from different periods of their lives.          Discuss reliability of photos/accounts/stories.          Communicate their knowledge through drama, discussion, drawings, writing, using ICT.</p>		<p>Assemble the monster to their linkages without affecting their functionality.</p>
<p><b>Indoor PE:</b>          Create their own shapes on a range of body parts and hold balances still;          Identify which part of a performance may need to be improved;          Work with a partner to create their own matching balance; Perform paired balances on different pieces of equipment; Demonstrate three different types of roll correctly, including a curled side roll;          Show control when performing log, teddy bear and curled side rolls;          Perform at least two types of jumps correctly, showing a clear body shape in the air;          jump off apparatus independently and land safely; Can compose, remember and perform their own sequence containing at least one roll, balance and jump;          Describe what is good about a sequence and identify an area for improvement;          Work with a partner to compose, remember and perform a matching sequence containing at least one roll, balance and jump; Show good control when performing balances, jumps and rolls, and link movements together to make a sequence flow.</p>	<p><b>Outdoor PE:</b>          Change the speed of the ball they are rolling, appropriate to the activity;          Often hit the target with a rolling ball and sometimes when positioned further away;          Have some success when taking part in games that involve rolling, including team games;          Know how to carry out an underarm throw and can do this with good accuracy;          Aim for a stationary target using an underarm throw with good accuracy and success;          Make important contributions to the group when designing a successful underarm throwing game;          Know how to carry out an underarm throw, aiming for a moving target, and can do this with good success and accuracy;          Avoid being hit by a ball by using different techniques, including dodging, swerving and jumping, with good success;          Know how to carry out an underarm throw, aiming for a target, and can do this with good success and accuracy;          Know how to carry out an overarm throw, for distance, and can do this with good success;          Use the different skills they have learnt in a range of different target games, with good success and proficiency;</p>	<p><b>Jigsaw:</b>          Know that everyone's family is different          Know that families function well when there is trust, respect, care, love and co-operation          Know that there are lots of forms of physical contact within a family Know how to stay stop if someone is hurting them          Know some reasons why friends have conflicts          Know that friendships have ups and downs and sometimes change with time          Know how to use the Mending Friendships or Solve-it-together problem-solving methods          Know there are good secrets and worry secrets and why it is important to share worry secrets          Know what trust is</p>	