

**Topic Overview – Where did the birds go?  
Spring Term 1**

Medium term plan- Spring 1 – Where did the birds go

Continuous provision challenges whole class


	<b>Week 1 w/c 6/1</b>	<b>Week 2 w/c 13/1</b>	<b>Week 3 w/c 20/1</b> Big Garden Birdwatch	<b>Week 4 w/c 27/1</b> NSPCC number day Chinese new year (29/1)	<b>Week 5 w/c 3/2</b>	<b>Week 6 w/c 10/2</b>
<b>Wow</b>	<b>HOOK – a tiny letter on our window sills and little bird foot prints- a cold and hungry bird. Indian instruments workshop with Richard Artur</b>					
<b>Maths Y2</b>	Unit 4: Properties of Shape (12 lessons)	Unit 4: Properties of Shape (12 lessons)	Unit 4: Properties of Shape (12 lessons)	Book B Unit 5: Money (10 lessons)	Unit 5: Money (10 lessons)	Unit 6: Multiplication & Division (1) (8 lessons)
<b>English</b>	Find interesting facts about UK birds Magpie, Great tit, Blue Tit, Jackdaw, Chaffinch, Kingfisher, Children to write interesting facts about their favourite bird	Look at the local environment – what animals live/hibernate around Chaddesden? Rats, mice, fox, squirrel, hedgehog, badger, bat, local birds. Focus on 3 – badger, bat, otter Children to write adjectives, expanded noun phrases about a chosen animal. Children will write facts about the animal.	Find out about hibernation of local animals. The Only Way is Badger – Children to make a story board with two characters. Children will write their own animal story.		Introduction to India - Look at some Indian food/landmarks. Compare to non-European country. Discuss where India is on a world map. What continents and oceans would you cross? Children to learn the continents and ocean songs. Learn to Learn - facts about India.	Write a leaflet about visiting India. Compare UK to a non-European Country. Understand the physical and human features.

Letters & Sounds	See LW Planning Little Wandle Bridge to Spelling.					
Handwriting Y2	<p style="text-align: center;"><b>coadgqe</b> inc capiatal</p>		<p style="text-align: center;"><b>nhmrbpk,</b> inc capiatal</p>		<p style="text-align: center;"><b>vw, uy,</b> inc capiatal</p>	<p style="text-align: center;"><b>Sfxz</b> inc capiatal</p>
SPaG Y2	Noun Phrases	Homophones	Forming Adjectives using -full and -less	Questions and Commands	Sentence Writing	Assess and Review
Time for us/ Health and Relationships Year 2	<p>→ I know why it is important to spend time with my family.</p> <p>→ I know that every family is different.</p> <p>→ I know that marriage is important.</p> <p>Through carefully selected books – e.g. All Kinds of Families (Sophy Henn). Talking about the relationships between the animals in the book and extending this to how this relates to families and humans (e.g. single parent families, same sex parents, blended families, extended families)</p> <p>Discuss and explain why some people decide to get married/civil partnership - (man &amp; wife, same sex couples). Discuss – some people decide to get married and they feel it is important to them and their families.</p> <p>***highlighted Blue is Y2 new learning</p>		<p>→ I know how we change from babies to adults. Adult/ baby activities and discussions</p> <p>→ I know about the lifecycles of some animals.</p> <p>Animal pairing/physical changes – lifecycle of a salmon – cross curricular science</p> <p>→ I know how boys and girls are different.</p> <p>Science: animals.</p> <p>Physical attributes of boys and girls are different</p>		<p>→ I know about the dangers online.</p> <p>→ I know who to ask for help if I feel unsafe online.</p> <p>→ I know not to share information online.</p> <p>→ I know how useful the internet can be.</p> <p>→ I know why I can't spend all my time online.</p> <p>→ I know that I can only play games that I am old enough for.</p> <p>→ I know that I should never be unkind to others online.</p>	

<b>Science Y2</b>	<p><b><u>Animals Including Humans</u></b></p> <ul style="list-style-type: none"> <li>→ explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>→ 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.</li> <li>→ identify and name a variety of plants and animals in their habitats, including microhabitats.</li> <li>→ 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.</li> <li>→ notice that animals, including humans, have offspring which grow into adults.</li> <li>→ find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> </ul> <p><b>British Animals</b> – Adder, Bats, Otters, Badger, Salmon, Trout, Common Toad  <b>Non British Animals (Indian)</b> – Bengal tiger, Asian elephant, Rhinoceros, Sloth bear, Leopard, Jackal.          Comparing habitats in India and in other continents.</p> <p>RSPB - Big School's Birdwatch          RSPB – Wildlife Challenge – Habitat explorers          TAPS - Habitat Explorers  <b>Reach Out Reporter</b> – weekly</p>																											
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<p><b><u>Year 2</u></b></p> <p>Pic Collage/ J2E – create a picture using paint, label/write a comment. Using the keyboard, spacebar, enter, backspace, return - 'Technology Zone' Using technology:</p> <ul style="list-style-type: none"> <li>→ I can use technology purposefully to create, organise, store, manipulate and retrieve digital content.)</li> </ul>																												
<b>Computing</b>	<ul style="list-style-type: none"> <li>→ I can use technology safely and respectfully.</li> <li>→ I know about the dangers online.</li> <li>→ I keep personal information private.</li> <li>→ I can identify where to go for help and support when I have concerns about content or contact on the internet or other online technologies.</li> </ul>																											

<p style="text-align: center;"><b>Art</b></p>	<p>-Following step-by-step instructions to draw an animal observing how things are made up of <b>shapes</b>. Like this: How to draw a <a href="#">mouse</a>, Rats, mice, fox, squirrel, hedgehog, badger, bat, local birds.</p> <p>Morning job: Each day draw a butterfly, each day reflect/ peer <b>feedback</b>/ more information. Use '<a href="#">Austins butterfly</a>' to prompt reflection/ discussion.</p>	<p>Paint <b>miniature</b> paintings in circles like Kar <a href="#">Khara</a> Ledonne</p> <p>-Make a recycled butterfly inspired by <a href="#">Michelle Stitzlein</a>.</p>	<p>-Make paper origami animals following instructions.</p> <p>-Draw a bird using pencil/ charcoal rub out areas/ details to create '<b>negative spaces</b>'</p>	<p>-Draw animals like Sophy Henn 'All kinds of families' (author/ <b>illustrator</b>) Animals in a mini sketchbook made by the children. - Photocopy animal literacy writing word to use as a background Use a variety of line including <b>thickness of pen</b>.</p> <p>-Using coil techniques make an Indian clay pot for carrying water. Decorate with <b>relief</b> (added onto) and <b>intaglio</b> (carved into).</p> <p>- Create <b>Pop Art</b> number art work inspired by <a href="#">Jasper Johns</a> number work. (Number day)</p> <p>-Maths day make <b>tessellated</b> shape patterns.</p>	<p>-Make an e-safety poster using various different simple <b>lettering styles/ fonts</b> on.</p> <p>-Paper Mache class <b>large sculpture</b> elephant (Indian animals). Vocab 'form'. Make form with boxes, scrunched newspaper.</p>	<p>-Draw <b>Indian Art patterns</b> on an Indian animal looking at the style of illustrator work: <a href="#">Rosalind Monks</a>.</p> <p>-<b>Monoprinting</b>: Use masking tape/ wax/ wipe off method to stop paint going in certain places. Work in layers: background, blocked out animal, animal patterns, outline. Create a guide so print stages align. - Make an animal print monoprint <b>layering</b> prints on top of each other, and <b>masking</b> out/ wiping off areas not to be printed.</p>
<p style="text-align: center;"><b>D&amp;T</b></p>	<p>DT projects are taught bi-termyly.</p> <p>-.Make a Bird souvenir from felt – <b>overstitch</b> (linked to DT)</p> <p>→ Practise Year 2: DT joining skills:</p> <p>Tabs, fold, glue, weave, tape, hole punch, split pin, paper clips, tie, hinge, bend, slot, roll, coil, fringe, loop, cone, cylinder, curls, stitch</p>					

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Geography</b></p>	<ul style="list-style-type: none"> <li>→ I will name and locate the world’s seven continents and five oceans</li> <li>→ I will use the world maps, atlases and globes to identify the oceans studied at this stage.</li> </ul> <p>Use Google Earth, atlases, globe, songs and maps to map the journey of the bird.</p> <ul style="list-style-type: none"> <li>-Label continents and oceans on a map.</li> <li>-Letter from a magpie – will help identifying continents and oceans.</li> <li>-Top Trumps style fact file.</li> <li>-Locate Derby, China (Chinese New Year) and India on a map, globe, atlas.</li> <li>→ I will understand geographical similarities and differences through studying human and physical geography of a small area in a contrasting non-European country to the United Kingdom.</li> <li>-Chinese New Year-Knowing where China is on a globe and atlas.</li> <li>-Compare <i>animals</i> native to England to animals native to India (locally, nationally and then internationally). Research and retrieve facts. -Twinkl Power Point ‘All About Tigers’ linked to current learning; India</li> <li>-Compare <i>local area</i> to a non-European country – Derby/India</li> <li>-Compare culture and important events -Chinese New year- PowerPoint ‘Chinese New Year’ - Comparing New Year celebrations in UK with New Year celebrations in China.</li> <li>→ I will identify seasonal and daily weather patterns in the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>→ I will use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, sea, ocean, river, soil, forest</li> <li>→ I will use basic geographical vocabulary to refer to human features; city, town, house, port, harbour, village and shop</li> </ul> <p>Write a postcard with this vocab mapping birds journey.</p>					
	<p><b>Who is a Muslim and what do they believe?</b></p> <ul style="list-style-type: none"> <li>→ Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</li> <li>→ Re-tell a story about the life of the Prophet Muhammad (A2).</li> <li>→ Recognise some objects used by Muslims and suggest why they are important (A2).</li> <li>→ Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</li> </ul>					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>RE</b></p>	<p>Share stories that help to show how Muslims think of God (Allah) and how following God shows them ways to behave e.g. ‘Muhammad and the cat’, ‘The story of the two brothers’, ‘The crying camel’.</p>	<p>Look at calligraphy and listen to nasheeds that express ideas about God and the Prophet Muhammad e.g. calligraphy showing some of the 99 names of Allah; I am a Muslim by Zain Bhikha; share the words of the Shahadah, listen to the Call to Prayer.</p>	<p>Give children a way to respond to their own big questions e.g writing a class big questions poem or a ‘Where is God?’ poem. Describe one of the beliefs that Muslims hold about God e.g. tawhid. Share the story of the revelation of the Holy Qur’an – how the Angel Jibril revealed it to Prophet Muhammad on Mount Hira; how Muslims learn Arabic to be able to read and remember it; some teachings from the Holy Qur’an.</p>	<p>Talk to Muslims about what they believe about God. Explore what the concept of God means for the children themselves.</p>	<p>Identify the objects that are most precious to them. Why are they precious? How does it show? Identify objects that are significant to Muslims; if possible, see them being used by a believer, e.g. prayer beads, prayer mat, Qur’an and stand, compass, headscarf. Why are these important?</p>	<p>Share the experiences of a Muslim during the fast of Ramadan and the celebrating of Eid-ul-Fitr. Why do Muslims celebrate?</p>

<b>Construction</b> <b>Small world</b>	Sort animals into local/ worldwide build a habitat/ build buildings we see in Chaddesden and Derby.	design a bird table	Design and make a zoo for the animals
<b>Role play/ explore area</b>	Pet Shop	Birdwatchers	Explorers- magnifying glasses and footprints/ patterns/ small world animals/cuddly toys??
<b>Music</b>	<ul style="list-style-type: none"> <li>→ I can listen with concentration and understanding to a range of high- quality live music. Experience live music making in and out of school. These could include performances by other school ensembles or year groups, or performances provided by other Music Education Hubs partners, which may include local or national ensembles (Richard Artur Indian Instruments)</li> <li>→ I can play untuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch. use topic related vocabulary – bird names. Copy rhythms made by an adult on claves. Read and perform chant rhythm patterns with these words and represent with stick notation. Ext – create their own patterns and perform.</li> <li>→ I can play tuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch. Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer?) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track. Sing short phrases independently within a singing game or short song. Recognise dot notation and match it to 3-note tunes played on tuned percussion, for example:</li> </ul> <div style="text-align: center; margin: 10px 0;">  </div> <ul style="list-style-type: none"> <li>→ Learn to recognise dot notation linked to pitch. Adult to play 3 notes on chime bars / pitched bells, children to identify the pattern played. Link to birds flying at different heights in the sky.</li> </ul>		



## Understand Performance

This unit focuses on developing every child's ability to recognise similarities and differences in performance.



**Dynamic Balance**  
On a Line



**Static Balance**  
Stance

In this unit, the children will develop and apply their dynamic balance on a line and stance through focused skill development sessions, cooperative and competitive games.