

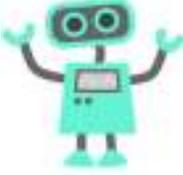
## South Baddesley CE Primary School

### Long Term Plan Cycle B 2015 – 2016 Class 2

<b>Topic: Another Place</b> <b>Lead subject: Geography</b>	<b>Class: 2</b>	<b>Cycle B: 2015-2016 Term: Summer 1</b>
<b>Hook: Think about where you live. What is it like? Tell a friend about your home, your road, your town. If you were to write a story about you in your home town of Lymington, what would you write? Introduce your partner to someone else by telling them about where your friend lives and what he or she does there.</b>		<b>Outcome: Having learnt about the Lymington area and the Isle of Struay, decide which place you would prefer to live in and why. Explain your reasons to the group. Can you make a friend change their mind?</b>
<b>Opportunities for outdoor learning:</b> Outside P.E. Forest School: 	<b>Opportunities for mathematics:</b> I can count to & across 100, forwards & backwards, beginning with 0 or 1, or from any given number (M1N1) I can count, read & write numbers to 50 (M1N2) I can read & write numbers from 1-20 in numerals & words (M1N5) I can (when given a number) identify one more & one less (M1N3) I can identify & represent numbers using objects & pictorial representations including the number line, & use the language of: equal to, more than, less than (fewer), most, least (M1N4) I can count in steps of 2, 5 from 0, & in tens from any number, forward & backward (M2N1) I can recognise the place value of each digit in a two-digit number (tens, ones) (M2N2) I can identify, represent & estimate numbers using different representations, including the number line (M2N3) I can compare & order numbers from 0 up to 100; use >, < & = signs (M2N4) I can read & write numbers to at least 100 in numerals (M2N5) I can use place value & number facts to solve problems (M2N6) I can solve problems with addition & subtraction: using concrete objects & pictorial representations, including those involving numbers, quantities & measures: applying my increasing knowledge of mental & written methods (M2N7) I can solve problems involving multiplication & division, using materials, arrays, repeated addition, repeated subtraction, mental methods, & multiplication/division facts, including problems in contexts (M2N15) Measuring length/height, capacity, 2D & 3D shapes, fractions, time	<b>Opportunities for speaking, listening, reading and writing:</b> I can use capital letters, full stops, exclamation & question marks (E1VGP3) I can use adjectives to describe (E2VGP3) I can use the past and present tense correctly (E2VGP4) I can discuss what I have written with the teacher or other pupils (E1C5) I can read aloud my writing clearly enough to be heard by the teacher and my peers (E1C6) I can evaluate my own writing with the teacher & other pupils (E2C8) I can re-read to check that my writing makes sense & that verbs to indicate time are used correctly & consistently, including verbs in the continuous form (E2C9) We will be learning to write recounts. Recounts can be personal stories, diaries, newspaper reports, experiments of biographies. We will be focussing on stories by the author, Oliver Jeffers.
<b>Whole school events:</b>	<b>Home Learning Links:</b>	
Thurs 14.4.16 – Classes 1 & 2 Enrichment Day Thurs 14.4.16 – Parents Evening Mon 18.4.16 – Parents Evening Mon 16.5.16 – INSET Day Wed 25.5.16 _ Classes 1 & 2 Enrichment Day	Learn to say & write your own address. Find out about where we live in the Lymington area. What is Lymington like? Why do people want to come on holiday here? Which nearby landmarks do you know? Look at local maps together. Can you find where you live? Look at maps of the British Isles. Name the countries and their capital cities. Have you visited Scotland, Wales, Ireland or Northern Ireland? Can you find where we live on the map of the British Isles? Practise counting forwards & backwards to 100. Count in 2s, 3s, 5s, and 10s, forwards & backwards. Share stories by Oliver Jeffers. Please provide a seed tray to make our seashore gardens, ( for Wednesday 27.4.16)	



## South Baddesley Medium Term Plan

P.S.H.E.	Art/DT	Computing	Geography:
<p>I can cooperate with others on a group task. I know how to manage myself in a range of situations including new ones. I have some understanding of the difference between fact and opinion, and can describe the importance of informed choice.</p> <p><b>Taking Charge</b> We will explore personal values &amp; ideas of right &amp; wrong, good &amp; bad. Children will learn to recognise choices &amp; consider options using relevant information. We will recognise how our own choices impact on others.</p>	<p>I can recognise &amp; name primary, secondary and most tertiary colours I can use painting, collage &amp; weaving to develop &amp; share ideas, experiences &amp; imagination I can fix papers &amp; objects together using a limited range of adhesives I can cut a range of basic shapes with increasing accuracy I can mix &amp; match basic colours &amp; make them lighter or darker I can classify materials into colours &amp; surface textures I can weave to create textures &amp; colours</p> <p>We will be finishing our weaving. The children will make 3D maps of the island of Struay. They will design and make their own seashore gardens.</p>	<p>I can understand that a programmable toy can be controlled by inputting a sequence of instructions. I can programme the toy to follow my algorithm.</p> <p>We will learn to use logical reasoning to predict the behaviour of simple programmes.</p> 	<p>I can name, locate and tell you a fact about England, Scotland, Wales &amp; N.Ireland I can name the capital cities of the four UK countries I can find the 4 countries on a map of the UK and I can read the names of the seas around them I can tell you 3 facts about where I live &amp; name 3 landmarks I can talk about geographical features such as: city, town, village, farm, house, office, port, harbour, shop I can talk about the Isle of Struay and compare it to where I live</p> <p>We will be learning about where we live in the Lymington area. We will learn about an island home through the Katie Morag stories. The fictional island of Sturay is based on the real island of Coll.</p>
<p><b>Science: Forest School:</b></p>	<p><b>PE</b></p>	<p><b>RE:</b></p>	<p><b>Music:</b></p>
<p>I can ask simple questions I recognise that the answers can be different I can record my observations I can use simple equipment I can perform simple tests</p> <p>Each week in Forest School: Spring Watch – tree buds</p> 	<p>I can master basic movements including running, jumping, throwing &amp; catching, as well as develop balance, agility &amp; co-ordination, &amp; begin to apply these in a range of activities I can participate in team games, developing simple tactics for attacking &amp; defending</p> <p>In Games, we will be following the Real P.E. programmes. We will try to do P.E. outside as much as possible with better weather. We will also be preparing for Sports Day.</p>	<p>We will be learning about Belonging, baptism &amp; joining the Christian community.</p> <p>We will consider: What does it mean to belong? Signs of belonging. Jesus' baptism. How do children belong in Christianity? Symbols of baptisms. Preparing for a baptism. Baptism role-play/assessment</p> 	<p>We will be continuing to develop listening and concentration skills. We will consolidate rhythm building and learn a new note value, the semibreve. Through listening to recorded music and singing songs we will investigate pitch. Recorded music will include The Nutcracker Suite by Tchaikovsky. Songs include 'What's My Name?' and 'The Giant's Garden'</p> 