

South Baddesley Class 2 Summer 1 Term plan

Topic: Inventors	Lead subject: Science/DT	Term: Summer 1
<p>Hook: What are inventions? Investigate a range of current inventions in real life or pictorial form. How do people become inventors? What are our top twenty inventions in 2015? Why would we not want to be without them?</p>		<p>Outcome: In threes, present a good argument to persuade your friends that they cannot live without a particular invention. The whole class votes for ‘Class 2’s Top 12 Inventions’.</p>
<p>Opportunities for outdoor learning: We will be working outside as much as possible in our new Class 2 Garden. Our Science topic is ‘Mini Worlds’ and we will be looking at everyday things and objects up close and in detail. I can describe my observations I can identify and classify the world around me I can use my observations & ideas to suggest answers to questions I can use a microscope/hand lens correctly</p>	<p>Opportunities for mathematics: I can recognise & use language relating to dates, including days of the week, weeks, months & years (M1M11) I can compare, describe & solve practical problems for time (eg, quicker, slower, earlier, later) (M1M4) I can measure & begin to record time (hours, minutes, seconds) (M1M8) I can sequence events in chronological order using language (eg, before & after, next, first, today, yesterday, tomorrow, morning, afternoon, evening) (M1M10) I can tell the time to the hour & half past the hour & draw the hands on a clock face to show these times (M1M12) I can compare & sequence intervals of time (M2M6) I know the number of minutes in an hour & the number of hours in a day (M2M8) I can tell & write the time to five minutes, including quarter past/to the hour & draw the hands on a clock face to show these times (M2M7) I can describe position, direction & movement, including whole, half, quarter & three-quarter turns (M1G3) I can use mathematical vocabulary to describe position, direction & movement, including movement in a straight line & distinguishing between rotation as a turn & in terms of right angles for quarter, half, & three-quarter turns (clockwise & anti-clockwise) (M2G6)</p>	<p>Opportunities for speaking, listening, reading and writing: 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) I can write for different purposes (E2C4) I can plan or say out loud what I am going to write about (E2C5) I can write down my ideas &/or key words, including new vocabulary (E2C6)</p>
<p>Whole school events</p>	<p>Big Read:</p>	<p>Other:</p>
<p>24.4.15 – Grandparents’ Day</p>	<p>“Treasure Island” By Robert Louis Stevenson</p> 	
		<p>Home-learning links: Practise telling the time. Know own daily routine, eg. what time you wake up, have breakfast/lunch/tea, what time you go to bed, etc Hunt for mini beasts in garden/at park. Use a magnifying glass/binoculars. Think about the inventions we use every day, (eg. car, kettle, central heating, washing machine, etc). What would you do without them?</p>

South Baddesley Topic Term Plan

History/ Geography PoS:	Art/DT PoS	Computing PoS:	Languages PoS
<p>I can use common words & phrases relating to the passing of time I can put people & events in chronological order I can identify seasonal & daily weather patterns in the UK, linked to our work on 'Time' in maths</p> 	<p>I can use a range of materials creatively to design & make products I can design a purposeful, functional & appealing product I can select & use a range of appropriate tools, equipment & materials I can use drawing, painting & sculpture to develop & share ideas, experiences & imagination</p> <p>I can evaluate my product against my original design</p>	<p>I can recognise common uses of technology beyond school (links to work on inventors/inventions)</p>	<p>We will continue to play games, sing songs and follow simple instructions in French. We will learn some sporting vocabulary</p> 
Science PoS	PE PoS:	RE:	Resources needed:
<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 identify & classify the world around me I use my observations & ideas to suggest answers to questions Our 'Mini Worlds' topic will focus on looking up close & in detail at everyday things, with hand lens/microscopes</p>	<p>I can master basic movements including running, jumping, throwing & catching, as well as develop balance, agility & co-ordination, & begin to apply these to a range of activities</p> <p>I can participate in team games, developing simple tactics for attacking & defending</p> <p>I can turn my body a whole, half, quarter & three-quarter turns , (clockwise/anti-clockwise)</p>	<p>Worship & Celebration: ceremonies, the church & the synagogue</p> 	<p>Clocks, watches, timers, books about inventors/inventions, hand lens, microscopes, etc</p> 