






Class 2 South Baddesley Topic Planning

Summer Term 2

Topic: Patterns (& Pirates!)	Lead subject: Maths/Art	Term: Summer 2
Hook: What is a pattern? How can you tell if it is a pattern or a sequence? Look at patterns in nature, in art, in shapes (tessellations) and in number. Why do animals have patterned skin/fur? Which artists use pattern in their designs? Which shapes can tessellate to make patterns? Which number patterns can you recognise? What is the pattern or rule for the number sequence?		Outcome: On our Pirate party Day, solve patterns and clues to find the hidden treasure. You will need to work well with your shipmates!
<p>Opportunities for outdoor learning: We will be working outside as much as possible in our new Class 2 Garden. Our Science topic is 'Little Masterchefs' and we will be finding out about & describing the basic needs of humans for survival (water, food, air). We will be describing the importance for humans of eating the right amounts of different types of food & hygiene. We will caring for our seeds, bulbs & plants as they continue to grow in our Class 2 Garden as well as outside our classroom in the Quiet Area. 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 identify and classify I can gather & record data to help in answering questions</p> 	<p>Opportunities for mathematics: I know my number bonds to 10 for instant recall I can add or subtract one more or one less to any number up to 100 I can add or subtract ten more or ten less to any number up to 50 I know my number bonds to 20 for instant recall I can use my knowledge of number facts to solve missing number problems (M1N9) I know my multiples of ten and can round up or down I can add or subtract one more or one less when working with near multiples of 10 I can use and apply my number bond knowledge to missing number problems I can use my knowledge of number facts to solve missing number problems (M2N6) I can use my number fact knowledge to recognise and make number patterns I can order & arrange combinations of mathematical objects in patterns & sequences (M2G5) I can compare, describe & solve practical problems for: lengths & heights (eg. long/short, longer/shorter, tall/short, double/half) (M1M1) I can compare, describe & solve practical problems for: mass/weight (eg. heavy/light, heavier than, lighter than) (M1M2) I can compare, describe & solve practical problems for: capacity & volume (eg. full/empty, more than/ less than, half, half full, quarter) (M1M5) I can measure & begin to record: lengths & heights (M1M5) I can measure & begin to record: mass/weight (M1M6) I can measure & begin to record: capacity & volume (M1M7) I can choose & use appropriate standard units to estimate & measure length/height in any direction (m/cm): mass (kg/g); temperature (°C): capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers & measuring vessels (M2M3) I can compare & order lengths, mass, volume/capacity & record the results using < > & = (M2M4) I can interpret & construct simple pictograms, tally charts, block diagrams & simple tables (M2S1) I can ask & answer simple questions by counting the number of objects in each category & sorting the categories by quantity (M2S2) I can ask & answer questions about totalling & comparing categorical data (M2S3)</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> 

Whole school events	Assessment week:	Big Read:	Other:	Home-learning links:
Fri 12.6.15 – Sports Day Tues 14.7.15 – Move Up morning Thurs 16.7.15 – Leavers' Service at St.Mary's Tues – 21.7.15 – Celebration Assembly	w/b: 15.6.15	"Treasure Island" By Robert Louis Stevenson 	Thurs 9.7.15 – Class 2 Pirates 'Party Day Wed 8..7.15 – Class 2 Helpers' Tea Party	Look for patterns at home/outside. Draw/colour some of these patterns. Add labels & bring them to school to show. Take photos of the patterns you find around you. Describe what the pattern is. Take part in regular cooking at home. Use measuring scales/jugs with adult support. Draw/take photos of what you made, to share in Class 2

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Cooking & Nutrition PoS:	Art/DT PoS	Computing PoS:	Languages PoS
I can use the basic principles of a healthy & varied diet to prepare dishes I understand where food comes from 	I can select & use a range of appropriate tools, equipment & materials I can use drawing, painting & sculpture to develop & share ideas, experiences & imagination I can develop a wide range of art & design techniques in using colour & pattern I can talk about pointillism painting and the artists who used this technique I can talk about & copy concentric circles in the style of Kandinsky	I can recognise common uses of technology beyond school I can use technology safely & respectfully I can use technology purposefully to create, organise, store, manipulate & retrieve digital content	We will continue to play games, sing songs and follow simple instructions in French. We will learn some food vocabulary 
Science PoS	PE PoS:	RE:	Resources needed:
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	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 I can participate in team games, developing simple tactics for attacking & defending	Worship & Celebration: ceremonies, the church & the synagogue	Pattern making resources, our Class 2 Garden, Ipads, netbooks, cooking ingredients, examples of Pointillism, paint, printing objects 