



Enquiry Question: What will we see at night?				
Cultural Capital Experiences: Visit to the pet shop, visit to the library, possibly having owls coming in, visit to Farmer Brown's				Careers opportunities: Farming
Curriculum drivers: Science, English, DT				
Geography, English Design and Technology Science Music Computing				
Lesson 1: Science Y1 LO: Can you identify or name a variety of common animals including birds and mammals?	Lesson 2: DT LO: Can I identify features of a suitable bird house?  Nocturnal bird	Lesson 3: English LO: Investigate the setting of the story  Looking at how the author describe nighttime, what can you see, hear etc?	Lesson 4: Music LO: Can we identify what we like or don't like about a piece of music?  Songs linking to what we see at night.	Lesson 5: English LO: To write a description about what we can see in the dark
Lesson 6: Science Y2 LO: Why do animals and plants live in different habitats?  Link to nighttime	Lesson 7 Science Y1 LO: To identify and name a variety of common animals including fish, reptiles and amphibians?	Lesson 8 English LO: To plan a diary entry for a nocturnal animal	Lesson 9 Music LO: Can we remember the difference between 'beat' and pulse? Do we understand what a crotchet represents?  Links: Trad. Star Light, Star Bright, First Star I See Tonight.	Lesson 10 English LO: To write a diary entry about being in the dark as a nocturnal animal



<p>Lesson 11 Science Y2 LO: Why do animals and plants live in different habitats?</p>	<p>Lesson 12 Science Y1 LO: Can you investigate an animal asking and answering questions?</p>	<p>Lesson 13 DT LO: Can I explore a range of materials and evaluate the usefulness of their properties for making a bird house?</p>	<p>Lesson 14 Music LO: Can we recognise where tempo changes? What is a tempo change used to convey?  Link: Nocturnal Animals by Banana Slug String Band.</p>	<p>Lesson 15 Guided Reading Nocturnal Animals LO: To retrieval facts about nocturnal animals</p>
<p>Lesson 16 Science Y2 LO: How are animals suited to their specific environment and what would happen if they swapped places?</p>	<p>Lesson 17 English LO: Retelling a story in their own words  Planning a story about being afraid of the dark</p>	<p>Lesson 18 Computing LO: Why did I choose that?  Link, Van Gogh, Starry Sky</p>	<p>Lesson 19 Music LO: Can we improvise our own chants?  Link: Nocturnal Animals by Banana Slug String Band.</p>	<p>Lesson 20 DT LO: Can I create my design and consider the features, measurements, materials and tools that I will need?</p>
<p>Lesson 21 Geography LO: Can I investigate and gain an understanding of physical and human features by categorising the ones I might see at night?</p>	<p>Lesson 22 Science Y1 LO: Can we sort animals by their diet?</p>	<p>Lesson 23 Computing LO: Painting all by myself  Create their own version of Starry Sky, what can they see at night?</p>	<p>Lesson 24 Music LO: Can we identify instruments used in a specific genre and experiment with these?  Links: Hunters in the Night   "Ah-oo~! It's our world!" Trad. Star Light, Star Bright, First Star I See Tonight.</p>	<p>Lesson 25 English LO: To research facts about nocturnal animals</p>
<p>Lesson 26: English LO: To write facts files about nocturnal animals</p>	<p>Lesson 27: Science Y2 LO: How do animals and plants work together?</p>	<p>Lesson 29 Computing LO: Comparing computer art and painting</p>	<p>Lesson 30 Music LO: Can we compose and record a piece of 'night-time' music collaboratively as a group?</p>	<p>Lesson 31: DT LO: Can I evaluate my finished structure against my original design and a given set of Criteria?</p>



		Comparing two different versions that they create of Starry Sky, evaluating the strengths and weaknesses.		
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Maths	<b>Year 2 Shape</b> Step 1 To recognise 2D and 3D shapes Step 2 To count sides on 2D shapes Step 3 To count vertices on 2D shapes Step 4 To draw 2D shapes Step 5 To recognise and find lines of symmetry	<b>Year 2 Shape</b> Step 6 To sort 2D shapes Step 7 To make patterns with 2D shapes Step 8 To count the faces on 3D shapes Step 9 To count the edges on 3D shapes Step 10 To count the vertices on 3D shapes	<b>Year 2 Shape</b> Step 11 To sort 3D shapes Step 12 To make patterns with 3D shapes <b>Year 2 Money</b> Step 1: To count money Step 2: To count money, coins, notes, pounds Step 3: To count money, pounds and pence	<b>Year 2 Money</b> Step 4: To choose notes and coins Step 5: To make the same amount Step 6: To compare amounts of money Step 7: To calculate money Step 8: To make a £1	<b>Year 2 Money</b> Step 9: To find change Step 10: To solve two step problems <b>Year 2 Multiplication and Division</b> Step 1: To recognise equal groups Step 2: To make equal groups Step 3: To add equal groups	<b>Year 2 Multiplication and Division</b> Step 3: To add equal groups Step 4: To recognise the x sign Step 5: To read and write multiplication sentences Step 6: To build and use arrays Step 7: To make equal groups by grouping Step 8: To make equal groups by sharing
	<b>Year 1 Numbers to 20</b> Step 1. Count to 20 Step 2. Understand 10 Step 3. 11, 12 and 13 Step 4. 14, 15 and 16 Step 5. 17, 18 and 19	<b>Year 1 Numbers to 20</b> Step 6. Understand 20 Step 7. 1 more and 1 less Step 8. The number line to 20 Step 9. Label number lines Step 10. Estimate on a number line	<b>Year 1 Numbers to 20</b> Step 11. Compare numbers to 20 Step 12. Order numbers to 20 End of unit check. <b>Year 1 Addition and Subtraction within 20</b> Step 1. Add by counting on within 20	<b>Year 1 Addition and Subtraction within 20</b> Step 3. Find and make number bonds to 20 Step 4. Doubles Step 5. Near doubles Step 6. Subtract ones using number bonds Step 7. Subtraction – count back	<b>Year 1 Addition and Subtraction within 20</b> Step 8. Subtraction – find the difference Step 9. Related facts – fact families Step 10. Missing number problems Step 11. Solve word and picture problems – addition and subtraction	<b>Year 1 Numbers to 50</b> Step 1. Count to 50 Step 2. Numbers to 50 Step 3. 20, 30, 40 and 50 Step 4. Count by making groups of 10s Step 5. Groups of 10s and 1s



			Step 2. Add ones using number bonds		End of Unit Assessment	
PSHE	<p><b>Year 1</b> Can set simple goals Can tell you about a thing I do well.</p> <p><b>Year 2</b> Can choose a realistic goal and think about how to achieve it. Can tell you things I have achieved and say how that makes me feel.</p>	<p><b>Year 1</b> Can set a goal and work out how to achieve it. Can tell you how I learn best.</p> <p><b>Year 2</b> Carry on trying (persevering) even when I find tasks difficult. Can tell you some of my strengths as a learner.</p>	<p><b>Year 1</b> Understand how to work well with a partner. Can celebrate achievement with my partner.</p> <p><b>Year 2</b> Can recognise who I work well with and who it is more difficult for me to work with. Can tell you how working with other people helps me learn.</p>	<p><b>Year 1</b> Can tackle a new challenge and understand this might stretch my learning. Can tell you how I feel when I am faced with a new challenge.</p> <p><b>Year 2</b> Can work well in a group to create an end product. Can work with other people in a group to solve problems.</p>	<p><b>Year 1</b> Can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them. Can explain how I feel when I face obstacles and how I feel when I overcome them.</p> <p><b>Year 2</b> Can explain some of the ways I worked well in my group to create the end product. Can express how I felt to be working as part of this group.</p>	<p><b>Year 1</b> Can tell you how I felt when I succeeded in a new challenge and how I celebrated it. Know how to store the feelings of success in my internal treasure chest.</p> <p><b>Year 2</b> Know how to share success with other people. Know how contributing to the success of a group feels and I am able to store those feelings in my internal treasure chest (proud).</p>
English	<p>To identify the setting To identify the main characters Include feelings of the main character before and after events Describe what happened in detail. Reflects on what was learned about the dark To write consistently in the past tense</p>	<p>Uses descriptive and expressive language. Explain that they will learn to write a diary entry as Plop, reflecting on his adventures and feelings about the dark. Identify the features of a diary entry Plan a diary entry Write a diary entry for Plop</p>	<p>To sequence the key events To recognise the structure of a story Explore similes and noun phrases (Y2) Collect vocabulary Y1 To use subordinating conjunctions To explore positional language/prepositions</p>	<p>To recognise the emotions the characters feel To plan a retelling of the story To orally rehearse their retelling To write their own version of the story</p>	<p>To read information texts To recognise the features of an explanation text To ask relevant questions to expand knowledge To use extended noun phrases To sort different sentence types To write in the present simple tense</p>	<p>To recognise statements and facts. To research information for an explanation text To identify the features they are going to use in their explanation text To evaluate and edit what they write To publish their writing using joins</p>



<b>Music</b>	<p>To identify what we like or don't like about a piece of music:</p> <ul style="list-style-type: none"> <li>Recognise the sounds of the percussion instruments used and identify and name them</li> <li>Listen with increased concentration</li> <li>Recognise and respond to the mood of a piece of music in discussion.</li> <li>Begin to use music terminology when describing how the mood is created</li> </ul>	<p>To remember the difference between 'beat' and 'pulse' and learn what a crotchet represents</p> <ul style="list-style-type: none"> <li>Convey the mood or meaning of the song</li> <li>Use graphics/symbols to portray the sounds they have made</li> <li>Recognise and respond through movement to the different musical characteristics and moods of music</li> </ul>	<p>To recognise where tempo changes and what this change conveys</p> <ul style="list-style-type: none"> <li>Recognise and respond to changes of speed - tempo, volume</li> <li>Become familiar with Notation: Crotchets, quavers and crotchet rests</li> <li>Recognise Pitch - higher or lower sounds</li> <li>Recognise Dynamics - louder, softer, crescendo, decrescendo sounds</li> </ul>	<p>To improvise our own chants</p> <ul style="list-style-type: none"> <li>Speak and chant together</li> <li>Perform an action or a sound (clapping, stamping, etc) to match a beat</li> <li>Sing songs showing increasing vocal control</li> </ul>	<p>To identify instruments used in a specific genre and experiment with these</p> <ul style="list-style-type: none"> <li>Play loudly, quietly, fast, slow</li> <li>Listen to a wide range of musical styles and traditions</li> <li>Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds</li> </ul>	<p>To compose and record a piece of 'night-time' music collaboratively as a group</p> <ul style="list-style-type: none"> <li>Work and perform in smaller groups</li> <li>Demonstrate some confidence in performing as a group and as an individual</li> <li>Play instruments by shaking, scraping, rattling, tapping etc</li> </ul>
<b>Science</b>	<p><b>Year 2</b></p> <p>What are the differences between things that are living, dead, and things that have never been alive?</p>	<p><b>Year 2</b></p> <p>Why do animals and plants live in different habitats?</p>	<p><b>Year 2</b></p> <p>Why do animals and plants live in different habitats?</p>	<p><b>Year 2</b></p> <p>How are animals suited to their specific environment and what would happen if they swapped places?</p>	<p><b>Year 2</b></p> <p>What is a herbivore, a carnivore and an omnivore?</p>	<p><b>Year 2</b></p> <p>How do animals and plants work together?</p>
	<p><b>Year 1</b></p> <p>To identify and name a variety of common animals including birds and mammals</p>	<p><b>Year 1</b></p> <p>To identify and name a variety of common animals including fish, reptiles and amphibians?</p>	<p><b>Year 1</b></p> <p>Can you investigate an animal asking and answering questions?</p>	<p><b>Year 1</b></p> <p>How have trees, leaves and plants changed throughout the winter, in addition to discovering which flowers we can find in different seasons?</p>	<p><b>Year 1</b></p> <p>Can we sort animals by their diet?</p>	<p><b>Year 1</b></p> <p>Recap and retrieval To recall information about different types of animals and their dietary classifications</p>
<b>SPAG</b>	ed suffix no change	er, est suffix no change	ing suffix no change	ly suffix no change	ed, er, est after e	ing after e



<b>DT</b>	Can I identify features of a suitable bird house?	What does the word stable mean? Can I explore different ways to make a structure more stable and strong?	Can I explore a range of materials and evaluate the usefulness of their properties for making a bird house?	Can I create my design and consider the features, measurements, materials and tools that I will need?	Can I use my design and instructions to collect the tools and resources I need and make my bird house?	Can I evaluate my finished structure against my original design and a given set of Criteria?
<b>Geography</b>	Can I locate the UK on a map and identify the four countries within it and surrounding seas?	Can I name the capital cities of countries in the UK?	To understand the different types of weather patterns in the UK and understand the location of hot and cold weathers around the world with regards to the equator.	Can I identify human and physical features around the school?	Can I investigate and gain an understanding of physical and human features by categorising the ones I might see at night?	Can I complete a blank knowledge organiser for assessing what I have learnt in this unit?
<b>Guided Reading</b>	Retrieval questions based on texts read and listened to. To discuss the meaning of the title and events in the book	To develop pleasure when reading To speedily blend words To makes predictions on what has happened so far	To link books to their own experiences To join in with repeated phrases To predict what might happen next	To re-read books to build up confidence To start to read words with taught suffixes To link books to their own experiences	To discuss their views on the texts they read To ask and answer questions on a text	To recognise and read common exception words To read 2 syllable words To start to read words with taught suffixes
<b>Computing</b>	How can we paint using computers?	Using shape and lines	Making careful choices	Why did I choose that?	Painting all by myself	Comparing computer art and painting