

UNIT TITLE: World of Beatrix Potter

Anticipated Weeks: 14



DRIVERS

Opportunities & Hook for Learning

Broadening Horizons	Spirituality Nativity story and Christmas play	Emotional Awareness
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ENGAGE/HOOK: Forest schools		
<p>MATHS New Scheme Place Value Numbers to 20</p> <p>Count objects to 100 by making 10s</p> <p>Recognise tens and ones</p> <p>Use a place value chart</p> <p>Partition numbers to 100</p>	<p>ENGLISH Genre foci: (eg. settings, Recount, type of poetry)</p> <p>Writing Purpose(s): Writing to Entertain Writing to Inform</p> <p>Composition and Text To retell a story (Peter Rabbit) Create a Beatrix Potter style story: (Setting description Character Description) Non Chronological Report Instructions</p>	<p>RE</p> <p>Creation: Recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world. Give at least one example of what Christians do to say thank you to God for the Creation Give at least two examples of what Christians do to look after the world for God. Think, talk and ask questions about living in an amazing world.</p> <p>Incarnation: Recognise that stories of Jesus' life come from the</p>

Write numbers to 100 in words

Flexibly partition numbers to 100

Write numbers to 100 in expanded form

10s on the number line to 100

10s and 1s on the number line to 100

Estimate numbers on a number line

Compare objects

Compare numbers

Order objects and numbers

Count in 2s, 5s and 10s

Count in 3s

Sentence structure

Writing for effect: Sentence types.

Vocabulary & Grammar

Consolidation of year 1 vocab and grammar

Expanded noun phrases

Subordinating clauses (and, but, because)

Punctuation

Capital Letters

Full stops

Commas in a list

Class Novel/s:

Tales of Beatrix Potter

Gospels

Recognise that Incarnation is part of the 'Big Story' of the Bible.

Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth.

Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.

Addition and Subtraction

Bonds to 10

Fact families - addition and subtraction bonds within 20

Related facts

Bonds to 100 (tens)

Add and subtract 1s

Add by making 10

Add three 1-digit numbers

Add to the next 10

Add across a 10

Subtract across 10

Subtract from a 10

Subtract a 1-digit number from a 2-digit number (across a 10)

10 more, 10 less

Add and subtract 10s

Add two 2-digit numbers (not across a 10)

Add two 2-digit numbers (across a 10)

Subtract two 2-digit numbers (not across a 10)

Subtract two 2-digit numbers (across a 10)

Mixed addition and subtraction

Compare number sentences

Missing number problems

ICT	SCIENCE	ART
<p>E-Safety:</p> <ul style="list-style-type: none"> I know the importance of not giving away personal information. (use purple mash email with Mr McGregor) <p>Information Literacy:</p> <ul style="list-style-type: none"> Show and hide objects Change the features of objects. Specify number of steps to take and direction 	<p>Plants</p> <ul style="list-style-type: none"> I can observe how seeds and bulbs grow into plants. I can investigate to find out what plants need to grow. I can classify and sort seeds <p>Understand scientific vocabulary associated with the basic needs of animals including humans.</p> <ul style="list-style-type: none"> I can describe the basic needs of animals and humans. I can describe the importance for humans of eating the right amount of different types of food. I can describe the importance for humans of exercise <p>Habitats:</p> <p>I can talk about what habitats could be found in a garden and which animals these would be for.</p> <p>Skills:</p> <p>Plant a vegetable patch Observe describe and compare using scientific vocabulary. Predict what may happen and compare it to what did.</p>	<p>I can draw lines with increased skill, awareness and control. 3 stages of Peter Rabbit drawing. Evaluate and improve. Drawing: Show different tones by using coloured pencils. Printmaking using vegetables.</p>

<p style="text-align: center;">HISTORY</p> <p>Queen Victoria Beatrix potter</p> <ul style="list-style-type: none"> • I can create a timeline of Beatrix Potter’s life. • Explain what life was like when Beatrix was alive. Compare to today – what has changed? • Look at School or home life over the decades. • I can say who Queen Victoria was and place her on a time line. • I can use specific words and phrases to label a time line. (e.g past, present, older and newer) I can show how life is different from the Victorian era. 	<p style="text-align: center;">GEOGRAPHY</p> <ul style="list-style-type: none"> • I can use fieldwork including maps, plans and graphs to help me describe parts of the UK • I can describe where in the UK Beatrix Potter’s stories based? • I can use simple compass and grid references to plot carrots in Mr McGs garden. • I can use vocabulary to describe the human and physical features of an area of an area of the UK. 	<p style="text-align: center;">PHSE</p> <ul style="list-style-type: none"> • I can describe what makes a good friend. • I can manage an argument • I can describe how to show respect for others. • I can show how my actions can have positive and negative consequences
<p style="text-align: center;">MUSIC</p> <ul style="list-style-type: none"> • I can create a long and short sounds to represent movement. I can use symbols to help me create a performance. • I can take part in singing, accurately following a melody. • I can follow instructions on how and when to sing and preform. 	<p style="text-align: center;">DT</p> <ul style="list-style-type: none"> • Create joins and folds • Design and plan a garden <p>Use scissors to cut paper and card. Use glue, sellotape, paperclips, paper fasteners, staples, treasury tags to join materials together. Evaluate against their design criteria. Make simple judgements of how the product met their design ideas. Suggest how their product could be improved.</p>	<p style="text-align: center;">PE</p> <ul style="list-style-type: none"> • Develop balance, agility and coordination and begin to apply these in a range of activities • Perform dances using simple movement patterns. • Athletics – master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities.

Outdoor Learning Opportunities

Forest schools

Planting in the garden. Growing own flowers outside year 2 Area

Big Projects / Home learning Projects

What was life like....

Make your own Mr MacGregor style garden and write instructions