

Owls Curriculum Plan Cycle A

Class: Owls	Autumn Cycle A	Spring Cycle A	Summer Cycle A
Year/s: 2	Topic Name – Awesome Owls and Wonderful Wolves	Topic Name – Brilliant Books by Anthony Browne	Topic Name – Explore Australia
Maths	Follow Abacus Scheme	Follow Abacus Scheme	Follow Abacus Scheme
English Reading	<p>Read fiction including <i>The Owl who was Afraid of the Dark</i>, poetry and non-fiction books about owls and birds.</p> <p>Read non-fiction texts about wolves including <i>Wolves</i> – Emily Gravett, <i>Walk with a Wolf</i> – J. Howker, <i>My Best Book of Wolves and Wild Dogs</i>, <i>Woodland and Forest Animals</i> and <i>Why do Wolves howl?</i></p> <p>Read traditional fairy tales and re-tellings featuring wolves, particularly versions of Little Red Riding Hood by T. Bradman, T. Ross, T. Blundell, L. Campbell, T. Forward and I. Cohen and Roald Dahl and also The Three Pigs e.g. <i>The 3 Little Wolves and the Big Bad Pig</i> – E. Trivizas and H. Oxenbury, <i>The True story of the 3 little pigs</i> – J. Scieszka and L. Smith and Roald Dahl. Also read stories: <i>Wolf Wont bite!</i> - Emily Gravett, <i>Biggest baddest wolf</i> – N. Ward and <i>The Wolf who cried Boy</i> – J. O'Neill.</p> <p>Read range of fiction and non-fiction in guided reading groups.</p>	<p>Read wide range of Anthony Browne's books as class and in groups. Read, discuss, compare and analyse the books.</p> <p>Practise reading comprehensions.</p> <p>Read range of fiction and non-fiction in guided reading groups.</p>	<p>Read picture books set in Australia e.g. <i>Wombat goes Walkabout</i>, <i>The Koala who could</i>, <i>Window</i>, <i>From the Forest to the Sea</i>, <i>Rainbow Bird</i> and <i>Fox</i>.</p> <p>Read and answer questions about Aboriginal traditional tales about animals e.g. kangaroo, platypus and frog.</p> <p>Read non-fiction books about animals, the Great Barrier Reef and life in Australia today.</p> <p>Practise reading comprehensions.</p> <p>Read range of fiction and non-fiction in guided reading groups.</p>
English Writing	<p>Write non-fiction books about British Owls. Write descriptively about owls and wolves. Write a newspaper report on Little Red Riding Hood. Write own version of part of the story.</p>	<p>Write about Anthony Browne's books reflecting on their likes, dislikes, patterns, puzzles, settings, characters and links between books.</p> <p>Write own version of <i>Goldilocks and the Three Bears</i>.</p>	<p>Write about the settings and characters in the books.</p> <p>Write own version of learnt stories.</p> <p>Write letters and reports.</p> <p>Improve range of sentences.</p>

	<p>Write book reviews about owl and wolf books. Write about story characters. Write report on Fire Service visit. Use coordination and subordination. Use expanded noun phrases. Improve sentence punctuation. Revise and learn set 2 and 3 phonics sounds using RWI scheme.</p>	<p>Write non-fiction book about primates. Revise and learn set 3 phonics sounds using RWI scheme. Start to work on Year 2 words.</p>	<p>Work on description using expanded noun phrases.</p> <p>Continue to work on Year 2 words.</p>
English Spoken	<p>Learn to tell the story of <i>The Red Kite who thought he was a Chicken</i>. Learn to tell the story of <i>Little Red Riding Hood</i>.</p>	<p>Learn to tell story of <i>Goldilocks and the Three bears</i> and then innovate. Learn choice of poem by heart.</p>	<p>Learn the story of <i>Tiddalik the Thirsty Frog</i>. Learn the story of <i>The Rainbow Serpent</i>.</p>
History	<p>Learn about "The Great Fire of London" – when, what, where, why and who. How do we know? Use a timeline.</p>	<p>Learn about famous Victorians – Florence Nightingale and Mary Seacole, Charles Dickens and Beatrix Potter, and Queen Victoria and Prince Albert. Use a timeline.</p>	<p>Use a timeline of human activity in Australia.</p>
Geography	<p>Use maps to locate where owls and wolves live. Recap on location of Oxford and London and other capital cities.</p>	<p>Use maps to locate travels of historical figures around world. Where in the world do wild primates live?</p>	<p>Learn about continents and oceans. Use range of maps to learn about physical and human geography of Australia. Understand geographical terms.</p>
Science	<p>Learn about characteristics of birds, with main focus on Owls - habitats, food chains, life cycles. Super-powers of Owls. See real owls.</p> <p>Learn facts about wolves, their food chains, life cycles and habitats.</p> <p>Identify things that are living, dead and never lived.</p> <p>Identify and name a range of materials. Suggest why a material might or might not be used for a specific job. Explore how shapes can be changed by squashing, bending, twisting and stretching.</p>	<p>Learn about characteristics of mammals with focus on primates.</p> <p>Describe why exercise, a balanced diet and good hygiene are important for humans.</p> <p><u>Investigate impact of different liquids on eggshells, while learning about tooth care.</u></p> <p>Ask simple scientific questions. Use simple equipment to make observations. Carry out simple tests. Identify and classify things. Suggest what I found out. Use simple data to answer questions.</p>	<p>Describe how a specific habitat provides for the basic needs of things living there (plants and animals). Identify and name plants and animals in a range of habitats. Match living things to their habitat. Describe how animals find their food. Name some different sources of food for animals. Explain a simple food chain.</p> <p>Visit to Natural History Museum to look at examples of Australian animals.</p> <p>Describe how seeds and bulbs grow into plants. Describe what plants need in order to grow and stay healthy (water, light & suitable temperature).</p>

	<p><u>Investigate aspects of paper (strength and absorbency).</u> Ask simple scientific questions. Use simple equipment to make observations. Carry out simple tests. Identify and classify things. Suggest what I found out. Use simple data to answer questions.</p> <p>Visit to Pitt Rivers Museum to do materials workshop.</p>		<p><u>Investigate seed germination.</u> <u>Investigate best bird beak.</u> Ask simple scientific questions. Use simple equipment to make observations. Carry out simple tests. Identify and classify things. Suggest what I found out. Use simple data to answer questions.</p>
RSHE Twinkle Scheme	Think Positive Safety First	Digital Wellbeing VIPS	One World Growing Up
RE Diocesan Scheme	Unit 1: Who should you follow? Unit 2: Should you wear religious symbols? NFU Harvest Live Lesson link to plants	Unit 3: Is it important to celebrate the New year? Unit 4: Is Easter important for the church? Visit to St John's Church.	Unit 5: Can stories change people? Unit 6: How should you spend the weekend?
Computing 123 ICT Scheme	KS1 Internet Searching	KS1 Graphics	KS1 ebooks
Art	Owls and wolves - Drawing with pencil, ink and oil pastel. Experiment with printmaking and using collage. Look at and discuss photographs and art works and illustrations of owls and wolves before making own art.	Compare famous artworks with illustrations of Anthony Browne. Explore Surrealism – games, collage, imagination. Create portraits – self, characters, favourite toy.	Observational drawings of plants and animals. Make habitat-related pictures using oil pastel and collage. Make abstract art using symbols and patterns. Look at Aboriginal art from desert and north. Make clay thorny devil.
DT	Make an illustrated book of owls. Make owl decoration and design and decorate an owl bag. Sew a wolf sock puppet.	Make a book of primates. Make worry dolls. Cook porridge and flapjacks. Do Easter cooking/ craft	Make a concertina story book. Sew an Australian animal sock puppet. Make an embroidered bookmark. Prepare and cook potatoes grown at allotment.
Music Charanga –	Exploring Simple Patterns How does music help us to make friends?	Exploring feelings through music How does music make the world a better place?	Music that makes you dance How does music make us happy?

<p>English Model Music Curriculum</p>	<p>Focus on Dynamics and Temp How does Music teach us about the past?</p> <p>London's Burning – sing and use glockenspiel KS1 Harvest and Christmas songs</p>	<p>Inventing a musical story How does music teach us about our neighbourhood?</p>	<p>Exploring improvisation How does music teach us about looking after our planet?</p> <p>Use BBC Tiddalik story music lessons</p>
<p>P.E</p>	<p>Games I can use hitting, kicking and/ or rolling in a game. I can decide the best space to be in during a game. I can use one tactic in a game. I can follow rules.</p> <p>Gymnastics I can plan and perform a sequence of movements. I can improve my sequence based on feedback. I can think of more than one way to create a sequence which follows some rules. I can work on my own and with a partner.</p> <p>Dance I can change rhythm, speed, level and direction in my dance. I can dance with control and coordination. I can make a sequence by linking sections together. I can use dance to show a mood or feeling.</p> <p>General I can copy and remember actions. I can talk about what is different from what I did and what someone else did.</p>	<p>Games I can use hitting, kicking and/ or rolling in a game. I can decide the best space to be in during a game. I can use one tactic in a game. I can follow rules.</p> <p>Gymnastics I can plan and perform a sequence of movements. I can improve my sequence based on feedback. I can think of more than one way to create a sequence which follows some rules. I can work on my own and with a partner.</p> <p>Dance I can change rhythm, speed, level and direction in my dance. I can dance with control and coordination. I can make a sequence by linking sections together. I can use dance to show a mood or feeling.</p> <p>General I can copy and remember actions. I can talk about what is different from what I did and what someone else did.</p>	<p>Games I can use hitting, kicking and/ or rolling in a game. I can decide the best space to be in during a game. I can use one tactic in a game. I can follow rules.</p> <p>Gymnastics I can plan and perform a sequence of movements. I can improve my sequence based on feedback. I can think of more than one way to create a sequence which follows some rules. I can work on my own and with a partner.</p> <p>Dance I can change rhythm, speed, level and direction in my dance. I can dance with control and coordination. I can make a sequence by linking sections together. I can use dance to show a mood or feeling.</p> <p>General I can copy and remember actions. I can talk about what is different from what I did and what someone else did.</p>

Visit to museum or hands on experience at school.