

## Owls Curriculum Plan Cycle B

Class: Owls	Autumn Cycle B	Spring Cycle B	Summer Cycle B
Year/s: 2	Topic Name - Winged Wonders	Topic Name – Wonderful Words – Island Stories	Topic Name – Journeys - Africa
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 fiction books featuring dragons including <i>The Worst Princess</i>, <i>Sir Lilypad</i>, <i>George and the Dragon</i>, <i>Dragon Stoorworm</i>, <i>Dragon Stew</i>, <i>Storm Dragon</i>, <i>The Dream Eater</i>, <i>Tell me a Dragon</i> and poetry about dragons.</p> <p>Read range of fiction and non-fiction in guided reading groups.</p>	<p>Read wide range of stories and poems set on islands as class and in groups. Books include: <i>Katie Morag</i> Stories, <i>Lighthouse Keeper</i> stories, Julia Donaldson - <i>Troll</i>, John Burningham - <i>Come Away from the Water</i>, Maurice Sendak - <i>Where the Wild Things are</i>, Anthony Browne - <i>Willy's Stories</i>, Edward Lear - <i>Owl and Pussy Cat</i>, Sally Gardner – <i>Tindims stories</i>, <i>Mr Tiger</i>, <i>Betsy and the Blue Moon</i>, Michael Morpurgo - <i>The Wreck of the Zanzibar</i>.</p> <p>Practise reading comprehensions. Read range of fiction and non-fiction in guided reading groups.</p>	<p>Read picture books set in Africa: <i>Why elephant has a trunk</i>, <i>Hunter</i>, <i>Lion and rat</i>, <i>Lion inside</i>, <i>Giraffes can't dance</i>, <i>giraffe problems</i>, <i>Honey Hunters</i>, <i>Ugly Five</i>, <i>Little Red</i>, <i>Meerkat Mail</i>, <i>Arlo the Lion who couldn't sleep</i> and <i>Soloman Crocodile</i> and Michael Morpurgo's novel <i>The Butterfly Lion</i>.</p> <p>Read non-fiction books about animals and life in African countries 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 dragons. Write own version of learnt stories. Write own dragon story. Write book reviews about owl and dragon books. Write about story characters. Write report on <b>Fire Service visit</b>. Use coordination and subordination. Improve sentence punctuation. Revise and learn set 2 and 3 phonics sounds using RWI scheme.</p>	<p>Write about the above books, reflecting on their likes, dislikes, patterns, puzzles, settings, characters and comparing the books. Write own version of the learnt island story.</p> <p>Revise and learn set 3 phonics sounds using RWI scheme. Start to work on Year 2 words.</p>	<p>Write about books. Write own version of stories. Write letters. Write non-fiction books about African animals.</p> <p>Improve range of sentences. Add expanded noun phrases.</p> <p>Continue to work on Year 2 words.</p>

English Spoken	Learn to tell the story of <i>The Red Kite who thought he was a Chicken</i> . Learn to tell the story of <i>Baku the Dream Eater</i> or a dragon story.	Learn choice of poem by heart. Learn to tell the story of the <i>Prickly Situation</i> or <i>The Call of the Sea</i> .	Learn story of <i>Honey and Trouble</i> . Learn story of the <i>Blind Man and the Hunter</i> .
History	The Great Fire of London – when, what, where, why and who. How do we know? Timeline. Interview grandparents about food when they were young.	Learn about famous Victorians – Florence Nightingale and Mary Seacole, Charles Dickens and Beatrix Potter, and Queen Victoria and Prince Albert. Use a timeline.	Timeline of human activity in Africa.
Geography	UK geography – where owls live, location of Oxford and London.	World Geography – maps to locate travels of historical figures.	Learn about continents and oceans. Use range of maps to learn about physical and human geography of Africa. Understand geographical terms.
Science	<p>Characteristics of birds, main focus on Owls - habitats, food chains, life cycles. Super-powers of Owls. <b>See real owls.</b></p> <p>Characteristics of reptiles, main focus on Komodo dragon - habitat, food chain, life cycles.</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><u>Investigate aspects of paper.</u> Ask simple scientific questions. Use simple equipment to make observations. Carry out simple tests. Identify and classify things.</p>	<p>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> 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.</p> <p>Describe how animals find their food. Name some different sources of food for animals. Explain a simple food chain. <b>Visit to Natural History Museum to look at African animals.</b></p> <p><u>Plants</u> Describe how seeds and bulbs grow into plants. Describe what plants need in order to grow and stay healthy (water, light &amp; suitable temperature).</p> <p><u>Investigate seed germination investigation.</u> <u>Investigate best bird beak investigation.</u> Ask simple scientific questions. Use simple equipment to make observations. Carry out simple tests. Identify and classify things.</p>

	<p>Suggest what I found out. Use simple data to answer questions.</p> <p><a href="#">Visit to Pitt Rivers Museum to do materials workshop.</a></p> <p><a href="#">NFU Harvest Live Lesson</a> link to plants</p>		<p>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?	Unit 3: Is it important to celebrate the New year? Unit 4: Is Easter important for the church? <a href="#">Visit to St John's Church.</a>	Unit 5: Can stories change people? Unit 6: How should you spend the w.e.?
Computing 123 ICT Scheme	KS1 Internet Searching	KS1 Graphics	KS1 ebooks
Art	<p>Owls - Drawing with pencil, ink and oil pastel.</p> <p>Dragons – use oil pastels, painting and collage.</p> <p>Experiment with printmaking and using collage.</p> <p>Look at and discuss photographs and art works and illustrations of owls and dragons before making own art.</p>	<p>Explore range of landscapes and seascapes and portraits. Artists: Dutch 17<sup>th</sup> century marine paintings, Loutherboung, Alfred Wallis, Wilhelmina Barns-Graham, Joan Eardley and Barbara Hepworth's island inspired sculptures.</p> <p>Paint pictures - improve colour mixing and expressive use of brush marks.</p> <p>Create portraits – self, characters, favourite toy.</p>	<p>Observational drawings of plants and animals.</p> <p>Create abstract art using symbols and patterns inspired by “African” textiles. Look at the art of Yinka Shonibare.</p> <p>Habitat-related pictures using oil pastel and collage.</p> <p>Model a clay animal.</p>
DT	<p>Make an illustrated book of owls.</p> <p>Make owl decoration. Design owl bag.</p> <p>Make a dragon box.</p> <p>Cook porridge and flapjacks.</p>	<p>Make a treasure island map.</p> <p>Do Easter cooking/ craft</p>	<p>Make a concertina story book.</p> <p>Make wire animal.</p> <p>Sew an animal sock puppet.</p> <p>Make an embroidered bookmark.</p> <p>Prepare and cook potatoes grown at allotment.</p>
Music  Charanga – English Model Music Curriculum	<p>Exploring Simple Patterns</p> <p>How does music help us to make friends?</p> <p>Focus on Dynamics and Temp</p>	<p>Exploring feelings through music</p> <p>How does music make the world a better place?</p> <p>Inventing a musical story</p>	<p>Music that makes you dance</p> <p>How does music make us happy?</p> <p>Exploring improvisation</p> <p>How does music teach us about looking after our planet?</p>

	<p>How does Music teach us about the past?</p> <p>London's Burning – sing and use glockenspiel</p> <p>KS1 Harvest and Christmas songs</p>	<p>How does music teach us about our neighbourhood?</p> <p>Learn a sea chanty</p>	
P.E	<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.