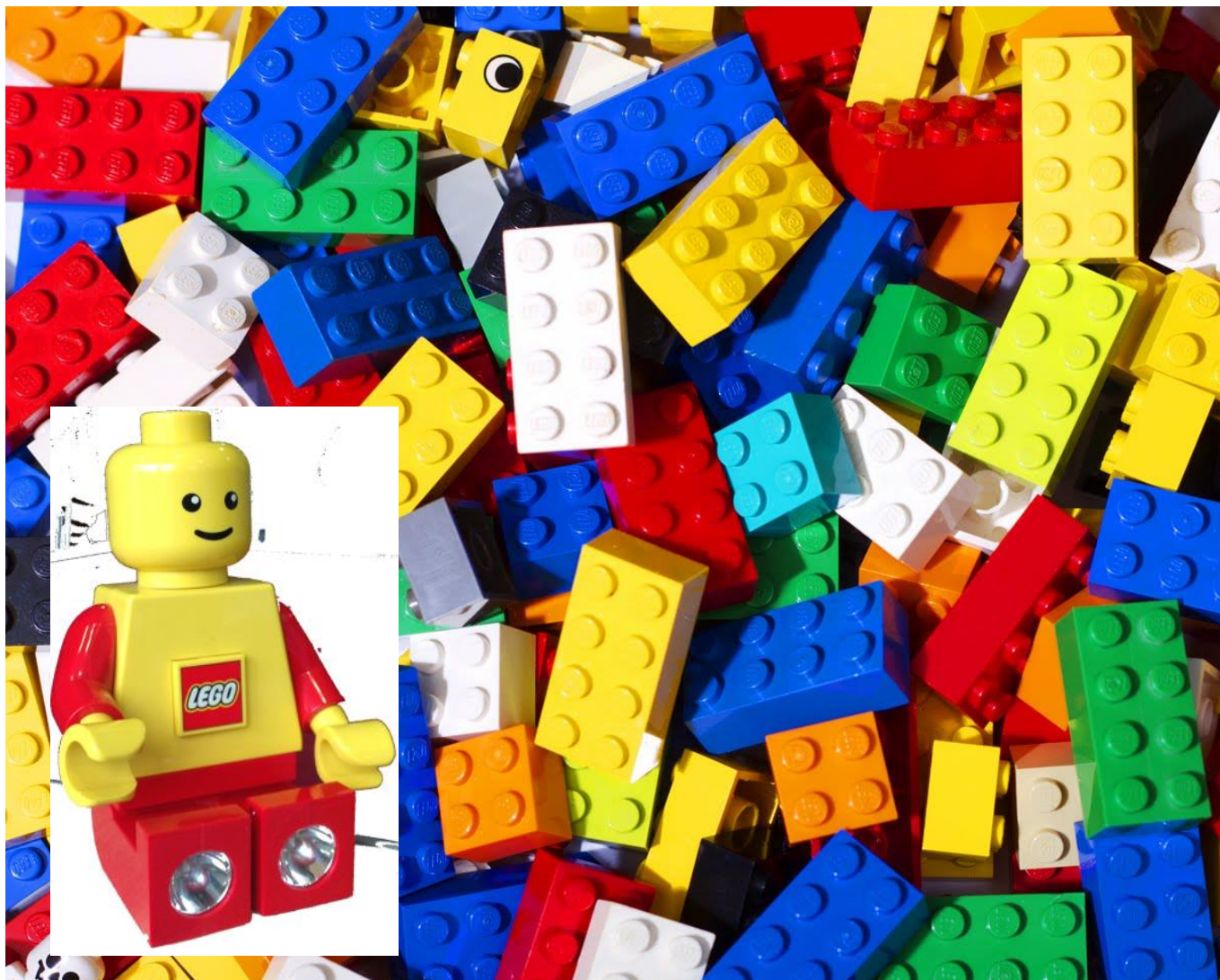




**TOPIC TITLE: THE MAGIC TOYMAKER**



**ENTRY POINT**

The entry point is an activity for children that begins each unit of work and provides an exciting introduction to the work that is to follow. The entry point will introduce the children to the 'magic toymaker's workshop' and encourage the children to start thinking imaginatively about the toys that they like to play with.

**HOME LEARNING**

Year 2 children are expected to complete a short homework task each week in addition to regularly reading at home and practising their spellings. These tasks will be identified on a worksheet and explained clearly to the children each week.

**PARENT ENGAGEMENT**

If you can, talk with your child about the toys and games that you used to play with when you were growing up. If you still have examples of these toys, then show them to your child and talk about how you played with them. Collect and look at old photographs that feature family members playing with toys. Help your child to understand how toys have changed over time.



<b>HISTORY</b>	<b>GEOGRAPHY</b>	<b>SCIENCE</b>	<b>PSHE</b>	<b>PE</b>
<p>Be able to use key words and phrases relating to the passing of time</p> <p>Be able to order events and objects into a sequence</p> <p>Be able to identify differences between their own lives and those of people who have lived in the past</p> <p>Be able to find out about aspects of the past from a range of sources of information</p>	N/A	<p>Be able to pose simple scientific questions</p> <p>Be able to identify ways of finding out about scientific issues</p> <p>Be able, with help, to conduct simple investigations</p> <p>Use equipment, observe what happens, offer explanations, make comparisons and identify patterns</p> <p>Record and communicate their observations</p>	<p>New beginnings</p> <p>Behaviour for learning</p> <p>Safety Education</p> <p>Child Protection</p> <p>SAY NO!</p> <p>Drugs Education:</p> <p>Medicines, legal drugs, Illegal drugs, risk-taking, behaviour, Feeling safe, Anti-bullying, Road Safety</p> <p>Class THRIVE</p>	<p>Be able to perform simple activities with control and coordination</p> <p>Be able to repeat and develop simple actions</p> <p>Be able to apply movements in sequence</p>
<b>DESIGN AND TECHNOLOGY</b>	<b>ART AND DESIGN</b>	<b>LANGUAGES</b>	<b>INTERNATIONAL, NATIONAL, LOCAL COMMUNITY LINKS</b>	<b>TRIPS</b>
<p>Be able to plan what they are going to make</p> <p>Be able to describe their plans in pictures and words</p> <p>Be able to use simple tools and materials to make products</p> <p>Be able to comment on their own plans and products and suggest areas of improvement</p>	<p>Use a range of materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	French	<p>Be able to respect one another's individuality and independence</p> <p>Be able to work with each other where appropriate</p>	<p>St Marys Church Barnstaple – Experience Christmas</p> <p>Tiverton Museum – History of Toys</p>



LEARNING ACROSS THE CURRICULUM (BASIC SKILLS THAT NEED RIGOROUS AND SYSTEMATIC REAPPLICATION)			
ENGLISH	MATHS	E-SAFETY	COMPUTING
<p>See English medium term plan See writing in contexts below</p> <p><b>Key Skills:</b> Be able to read fluently Be able to listen and respond critically to texts of all kinds in order to access ideas and information Be able to talk clearly and confidently about thoughts, opinions and ideas Be able to listen carefully to others Be able to write, present and broadcast a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes Be able to communicate my ideas Be able to analyse, evaluate and criticise a range of uses of language in order to draw out meaning, purpose and effect</p>	<p>See Maths medium term plan</p> <p>Be able to use logical reasoning to find a toy/sequence objects Be able to use dates/time Be able to problem solve (fitting toys in/solving jigsaws) Links to science: Be able to record scientific data Links to DT: Be able to measure accurately</p> <p><b>Key Skills:</b> Be able to use numbers and measurements to support both accurate calculation and an understanding of scale Be able to interpret mathematical data Be able to use mathematics to justify and support decisions communicating using mathematical language, symbols and diagrams Be able to represent and model situations using mathematics</p>	<p>See long term planning grid</p> <p>Be able to use technology safely and respectfully, keeping personal information private Know where to go for help and support when concerns about content or contact on the internet or other online technologies arise.</p>	<p>See long term planning grid</p> <p>Know about some of the applications of computing in everyday life Be able to use computers to present information Be able to enter, save, retrieve and revise information</p>



# WRITING IN CONTEXT

- Finding out and writing about toys
- Fact files/descriptions about toys and materials
- Similarities/differences writing
- Creating a postcard/poster/brochure for a toy museum
- Questions to answer
- Placing materials in a venn diagram/table/quiz
- Writing about data
- Reviewing/evaluating work
- Making lists and mind maps
- Writing instructions about how to play a game/care for a toy
- Rules for a game/toy
- Creating word banks
- Linking text to a picture
- Labels and captions
- Timelines
- Links to toys in stories





<b>Class: Puffin (2)</b>	<b>Term: Autumn 2018</b>
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### **Number – number and place value**

#### **Statutory requirements**

Pupils should be taught to:

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.



### Number – addition and subtraction

#### Statutory requirements

Pupils should be taught to:

- solve problems with addition and subtraction:
  - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
  - applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - a two-digit number and ones
  - a two-digit number and tens
  - two two-digit numbers
  - adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.



Teaching Sequences	Gingerbread Man Pye Corbett	Gingerbread Man Instructions	The Magic Porridge Pot <u>Key learning Outcome</u> Tale of overcoming a magical disaster	How does the Magic Porridge Pot Work? <u>Key learning Outcome</u> Explanation Text
Text/ Outcome	<u>Key learning Outcome</u> Write a simple journey story	<u>Key learning Outcome</u> To write Instructions for Gingerbread		
Phonics/Spelling Pathways	First half of term		Second half of term	
(KS2 15 x 15 min slots a half term as a minimum)	<p>Revisit <b>phase 5</b> ensuring graphemes are secure and chn are able to segment and blend words. Revise decodable, tricky and high frequency words.</p> <p>Work through <b>phase 6</b>.</p> <ul style="list-style-type: none"> <li>Teach the past tense and spelling strategies. Spell polysyllabic words: animals, garden, another, everyone. Spelling common words: keep, last, even, before.</li> <li>Teach how to use the suffix 'ed'. Spelling common words: jumped, cried, stopped, wanted, lived, liked, pulled. Spell polysyllabic words: dragon, morning, granddad, narrator.</li> </ul>		<p>Continue working through <b>phase 6</b>.</p> <ul style="list-style-type: none"> <li>Teach the past tense (irregular verbs). Spell common words: been, must, hard, am, run, red, bed, air. Spell polysyllabic words: classroom, together, grandmother.</li> <li>Teach what happens to the meaning of a verb when they add 'ing'. Spelling common words: something, looking, coming, thing. Spelling polysyllabic words: fishfinger, springboard, clingfilm.</li> <li>Teach how to add the 'ing' suffix. Spelling common words: gran, key, fun, inside, hat, snow, live.</li> <li>Teach how to add the 'er' suffix. Spelling common words: never, next, first, lots, need, fish.</li> </ul> <p>At the end of the term complete phase 5 and 6 assessments.</p>	
Guided Reading	First half of term		Second half of term	
Group 1 – Blue	I read with good expression and fluency, and I understand what I have read.		TBC After half term assessments	
Group 2 – Yellow	I can find where interesting words have been used in the text.		TBC After half term assessments	
Group 3 – Green	I can talk about what I like or dislike when reading, trying to give reasons.		TBC After half term assessments	
Group 4 – Orange	I can talk about some details of a text, such as the names of the characters.		TBC After half term assessments	
Group 5 – Red	I can sound out some parts of a word to help me read words I do not know.		TBC After half term assessments	