

## Topic Planning; Autumn 2017; Y2; Paddington

Week	Objectives	Session 1	Session 2
1	<p>SMSC:</p> <ul style="list-style-type: none"> <li>• To become reflective</li> <li>• To develop curiosity in their learning and as thoughtful, responsible individuals</li> <li>• Take part in social skill activities</li> <li>• To develop awareness of others</li> <li>• To develop and apply understanding of morals</li> </ul> <p><b>ART</b></p> <ul style="list-style-type: none"> <li>- to use a range of materials creatively to design and make products</li> <li>▣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p><b>To learn the story of Paddington bear through media</b></p> <p><b>Watch</b> Paddington Bear stopping at various points to discuss plot and key characters.</p> <p>Children to complete a character profile based on what they have learnt during the film.</p> <p><b>To create class rules</b></p> <p>Discuss why it is important to have class rules</p> <p>In groups discuss 5 rules for the class Whole class choose 5 overall rules Choose a rule and create poster with a sentence for display</p> <p><b>Thankfulness</b></p> <p>Circle time – what does thankfulness mean to you? What are you thankful for?</p> <p>Write answers on post it notes to add to thankful tree.</p>	<p><b>To create a collage of deepest darkest Peru.</b></p> <p>Using mixed media, (tissue paper, paint, oil pastels and colouring pencils) children to choose items from deepest darkest Peru to create the backdrop of the rainforest where Paddington began his adventure.</p> <p>All the children’s individual work to then be used to create year 2 display of deepest darkest Peru.</p> <p>Discuss what it looked like in the film relating to colours and shading.</p> <p><b>To use the technique of collaging to create pictures.</b> (Big London Skyline and individual Paddingtons)</p> <p><b>Explain</b> that we are going to create a skyline of London <b>Elicitation – what is a skyline?</b> Look at the London skyline, <b>what can you see? What colour are the buildings? What colour is the sky?</b> <b>Explain</b> that we are going to create a collage of the skyline as a year group and then individual Paddington Bears. <b>Discuss: how do you create a collage? What items/materials do we need? What techniques do we need?</b></p> <p>Model creating a collage. Activity: small group work completing sections of skyline Individual work: create Paddington collage</p>

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<p>2</p>	<p>Music:</p> <ul style="list-style-type: none"> <li>☑ play tuned and untuned instruments musically</li> <li>☑ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>☑ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p>To create a piece of body percussion for the bath scene</p> <p>Elicitation: What is body percussion?</p> <p>Show ch video of connect it. <a href="http://www.bbc.co.uk/programmes/p02b5cgg">http://www.bbc.co.uk/programmes/p02b5cgg</a></p> <p>What do you think body percussion is now?</p> <p>Model body percussion:</p> <p>Play a game with the pupils, to increase their understanding of body percussion. Count a slow four – 1,2,3,4 – to set the pulse. Then replace these four counts with a sound, have a picture to represent each sound. Introduce each sound one at a time then create mini pieces by pointing at different pictures.</p>	<p>To create a piece of body percussion for the bath scene</p> <p>Recap previous lesson</p> <p>Explain to the children that over the next 2 sessions they will be creating their own piece of music to match the bath scene from the film.</p> <p>Watch the bath scene.</p> <p>Discuss whole class: what happened, what sounds did you hear?</p> <p>Ch to work in topic groups to choose 6 sounds that they could use for the scene.</p> <p>Groups to share their chosen sounds, other ch to guess what representing.</p> <p>Groups to work together to create a piece of music and then share with the class.</p>
<p>3</p>	<p>D&amp;T:</p> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>☑ select from and use a range of tools and equipment to perform practical tasks</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>☑ evaluate their ideas and products against design criteria</li> </ul> <p><b>Computing :</b></p> <ul style="list-style-type: none"> <li>- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>☑ create and debug simple programs</li> <li>☑ use logical reasoning to predict</li> </ul>	<p>D&amp;T Cooking – To use cooking skills to create Paddington rice crispy cakes</p> <p>Look at a picture of the Paddington cupcakes</p> <p><a href="http://www.livinglocurto.com/2014/12/paddington-bear-cupcakes/">http://www.livinglocurto.com/2014/12/paddington-bear-cupcakes/</a></p> <p>As a whole class create a set of instructions including: What I need: Method: Warning:</p> <p>As a whole class create chocolate rice crispy cakes.</p>	<p><b>COMPUTING</b></p> <p>To practice giving instructions to make objects on the screen move when the program starts</p> <p>Espresso Coding – Y2 Starter Unit (L1 &amp; L2) Children to create a code to move objects around the screen</p> <p>Show an example made using Step 5 of this lesson Discuss / Explain what is happening at each stage of the app Recap on vocabulary 'code' - following instructions</p>

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	<p>the behaviour of simple programs                  ☑ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>		
4	<p><b>D&amp;T:</b>  <b>Design</b>                  ☑ design purposeful, functional, appealing products for themselves and other users based on design criteria  <b>Make</b>                  ☑ select from and use a range of tools and equipment to perform practical tasks                  ☑ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  <b>Evaluate</b>                  ☑ evaluate their ideas and products against design criteria</p>	<p>To use a range of tools, materials and equipment to perform practical tasks.</p> <p>Explain to the children that we are going to be making our very own Paddington Bear to practice our D&amp;T skills.</p> <p>Show them the resources needed to make the bear – discuss what they think the items are for and how we use them to create a Paddington Bear.</p> <p>Look at <a href="http://www.redtedart.com/2014/12/02/paddington-bear-craft-using-tp-rolls-of-course/">http://www.redtedart.com/2014/12/02/paddington-bear-craft-using-tp-rolls-of-course/</a></p> <p>Look at and discuss the instructions</p> <p>Discuss which parts do the children think will be using our D&amp;T skills the most? Is there any other equipment we will need? Do we need to change any of the instructions? If so why?</p>	<p>To use a range of tools, materials and equipment to perform practical tasks.                  To evaluate their products against the design criteria</p> <p>Create Paddington Bear</p> <p>Recap instructions of how to make bear – have on IWB</p> <p>Ch to work individually to create their own bear</p> <p>Evaluation: Does the bear look like what you expected? If you were to do it again would you do anything differently? Do you think that you had all the correct equipment and resources to make the bear?</p>

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<p>5</p>	<p>Music:</p> <ul style="list-style-type: none"> <li>☑ play tuned and untuned instruments musically</li> <li>☑ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>☑ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p><b>Music – To use tuned musical instruments to recreate the Paddington theme tune</b></p> <p>Explain that we are going to recreate the Paddingtons' Theme tune using musical instruments</p> <p>Listen to the theme tune  <a href="https://www.youtube.com/watch?v=B2jilytnw10">https://www.youtube.com/watch?v=B2jilytnw10</a></p> <p>Discuss what sounds can you hear? What instruments do you think they are?</p> <p>Show a selection of instruments. As a class name of all of the instruments decide if they string or wood instruments.</p> <p>Recap the vocab pitch. Which instruments have a high / low pitch?</p> <p>As a group select instruments to play.</p>	<p><b>Music – To use tuned musical instruments to recreate the Paddington theme tune</b></p> <p>Recap activity and listen to theme tune.</p> <p>Activity: children to work in topic groups to create part of the theme tune. Decide which part they are going to do.</p> <p>Each group to have an iPad so that they can listen to the tune.</p> <p>Group performance to the class.</p> <p>Discussion: What went well? What could we improve?</p>
<p>6</p>	<p>D&amp;T:</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>☑ design purposeful, functional, appealing products for themselves and other users based on design criteria</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>☑ select from and use a range of tools and equipment to perform practical tasks</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>☑ explore and evaluate a range of existing products</li> <li>☑ evaluate their ideas and products against design criteria</li> </ul> <p>Geog:</p> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>☑ understand geographical similarities and differences through studying the human and physical geography of a small area</li> </ul>	<p><b>Make marmalade sandwiches</b></p> <p>Elicitation:</p> <p>What do you think needs to be in a marmalade sandwiches?          What equipment do we need?          Do you think you'll like marmalade sandwiches like Paddington? What is your favourite sandwich?</p> <p>Discuss instructions</p> <p>Before and after sheet:          What will it smell like? Taste like? Feel like?          Discuss appropriate vocabulary i.e. squishy, tangy, orangey, sweet etc</p> <p>Complete sections before trying and after trying</p>	<p><b>Similarities and Differences between Peru and UK</b></p> <p>Use <b>GoogleEarth</b> to find Peru &amp; UK</p> <p>Discuss if they are on the same side of the world.</p> <p>Look at map versions of countries on <b>IWB</b> and locate towns</p> <p>Discuss which looks bigger</p> <p>Look at fact sheets for both locations, discuss where to gather information from.</p> <p>Activity – fact finding (<b>iPads, Laptops, Atlases</b>)</p> <p>Discuss similarities and differences between them based on findings</p>

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	<p>of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>☐ use basic geographical vocabulary to refer to:</li> <li>☐ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>☐ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>☐ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>		
7	<p>RE:</p> <p>Knowledge skills and understanding in relation to the meaning of key Christian festivals and those of another religion for believers; the way these are celebrated and what children may learn about their own lives from them, through an exploration of the following key question: Why do we celebrate?</p>	<p style="background-color: #FF00FF;">To know about Diwali and Hinduism</p> <p>Elicitation: Has anyone heard of Diwali? What do you know about it? What religion is it linked to?</p> <p>Discuss that Diwali is celebrated by Hindu's.</p> <p>Read Diwali Story <a href="http://resources.hwb.wales.gov.uk/VTC/ngfl/re/b-dag/ngfl-container/re-unit3-en.html">http://resources.hwb.wales.gov.uk/VTC/ngfl/re/b-dag/ngfl-container/re-unit3-en.html</a></p> <p>Discuss questions about Diwali to enhance understanding: <b>Think and discuss section</b></p>	<p style="background-color: #FF00FF;">To know about festivals from other faiths and compare to Christian festivals</p> <p>Recap reasons behind celebrations</p> <p>Discuss how Diwali is celebrated today <a href="http://www.bbc.co.uk/education/clips/zmwmpv4">http://www.bbc.co.uk/education/clips/zmwmpv4</a></p> <p>Answer simple questions: What is Diwali? What does the word Diwali mean? Write down 2 things people do to celebrate Diwali Who is Lakshmi? What is Rangoli? What does the Diwali festival celebrate?</p> <p>Link to Christian festivals – Is Diwali similar to any Christian festivals? How?</p>

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			<p>Is it different or similar to Bonfire night?</p> <p>NB: Edward Wilson holiday project</p>
8	<p>Geog:                  ☐ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	<p><b>To make a compass</b></p> <p>Elicitation what is a compass:                  What are they used for?</p> <p>Watch  <a href="https://www.youtube.com/watch?v=MqCiY7MAT2U">https://www.youtube.com/watch?v=MqCiY7MAT2U</a></p> <p>Discuss NESW</p> <p>Explain that today we are going to make compasses and then use the tomorrow to map the direction Paddington went</p> <p>Watch  <a href="https://www.youtube.com/watch?v=QiSp6pGe0w0">https://www.youtube.com/watch?v=QiSp6pGe0w0</a></p> <p><b>To develop compass skills</b></p> <p>Elicitation: show a picture of a compass. What is it? Why / when are they used? What is their purpose?</p> <p>Explain task that we are going to help Paddington to move in the correct direction across the map using a compass.</p> <p>Discuss the points on a compass (NESW)</p> <p>Activity: write which direction Paddington needs to go in order to get to different locations / people / items</p>	<p><b>To use map skills to navigate from one London underground station to another</b></p> <p>Elicitation: Has anyone been on the London Underground before? Why is it called the underground? Why do you think people use it?</p> <p>Explain that in the Paddington story Paddington has to use the underground and we are going to help him get from one station to the other.</p> <p>Show the London Underground Map – discuss the different colours on the map – these are different lines</p> <p>Activity: children to work in pairs to move around the city, providing 2 routes for every journey</p>

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9	<p>Geog: Locational knowledge</p> <ul style="list-style-type: none"> <li>☐ name and locate the world's seven continents and five oceans</li> <li>☐ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>☐ use world maps, atlases and globes to identify the continents and oceans studied at this key stage</li> <li>☐ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ul> <p>History:</p> <ul style="list-style-type: none"> <li>☐ events beyond living memory that are significant nationally or globally</li> <li>☐ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>☐ significant historical events, people and places in their own locality.</li> </ul>	<p style="background-color: #FF00FF;">To learn about Edward Wilson</p> <p>Discuss with children that they were set the task of finding out about Edward Wilson over the half term.</p> <p>In topic groups, children to share what they have found out and consolidate information etc into a poster, presentation etc (eg: picture of Edward in middle of A3, facts and questions around the outside)</p> <p>Can the children answer the following questions: Was he famous? Why was he famous? (what for?) Where does he fit on our timeline? What is the most interesting fact you found out about him? What else would you like to know about him?</p> <p><a href="http://www.edwardawilson.com/">http://www.edwardawilson.com/</a></p> <p><a href="https://www.theguardian.com/world/video/2017/jun/13/explorer-edward-wilsons-watercolour-painting-discovered-in-antarctica-video">https://www.theguardian.com/world/video/2017/jun/13/explorer-edward-wilsons-watercolour-painting-discovered-in-antarctica-video</a></p>	<p style="background-color: #FF00FF;">To name and locate the oceans and continents</p> <p>Elicitation: What does the words continent and ocean mean? Can you name any?</p> <p>Make a list of all ocean and continents on WB.</p> <p>Show a world map on IWB – can you point any out?</p> <p>Each child to have world map with a picture of Edward Wilson and Paddington on.</p> <p>Discuss where the oceans are, write the first one on together, children to complete rest independently.</p> <p>Repeat for continents.</p> <p>Using you maps can you answer these questions:</p> <p>What continent did Edward Wilson start at? Did he cross any other continents or oceans? What continent did Paddington start on? Did he cross any continents or oceans?</p>
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10	<p><b>ART</b></p> <ul style="list-style-type: none"> <li>- to use a range of materials creatively to design and make products</li> <li>☑ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>☑ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>☑ 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.</li> </ul>	<p style="background-color: #FF00FF; color: black; padding: 2px;">To know about the work of an artist and recreate a piece of work</p> <p>Look at examples of Edward Wilson's art work. What techniques did he use to create his pieces? Are there any themes running through the pieces?</p> <p>Activity 1: Look at a piece of artwork and complete the sentences: I see... I smell ... I feel ... I tastes ... I hear ...</p> <p>Discuss colours and techniques</p> <p>Activity 2: To recreate a piece of work (penguin) using watercolours (paints/pencils)</p> <p>Activity 3: To recreate a piece of work (penguin) using pastels</p>
11	<p>D&amp;T Week – Penguin Theme Card / Cookery / Sewing / Sculpture</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>☑ design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>☑ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>☑ select from and use a range of tools and equipment to perform practical tasks</li> <li>☑ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>☑ evaluate their ideas and products against design criteria</li> </ul> <p><b>ART</b></p> <ul style="list-style-type: none"> <li>- to use a range of materials creatively to design and make products</li> <li>☑ to use drawing, painting and sculpture to develop and share their ideas, experiences</li> </ul>	



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	<p>and imagination                  ☐ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>		
12	<p><b>Science</b>                  - find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>	<p><b>To know about basic survival needs for animals</b></p> <p>Elicitation:                  Name as many animals as you can. (go down the alphabet)                  Do you think that all of the animals need the same things to survive? Why?</p> <p>Look at <a href="http://www.bbc.co.uk/guides/zx38wmn">http://www.bbc.co.uk/guides/zx38wmn</a></p> <p>What does Paddington need to survive in Peru? On his trip to London? When he reaches London? (shelter, food, water etc)</p> <p>In books children to draw and label things Paddington would need to survive at different times and why. i.e. In London Paddington needed to find a home so that he had shelter. On the boat he needed to find a room/boat for shelter and so that he could hide from humans.</p>	<p><b>To know about basic survival needs for humans</b></p> <p>Think about the temperatures on Edward Wilson's exhibition. What do you think he would need to help him to survive and why?</p> <p>Children – write sentences explaining what humans need to survive in different continents / areas of the world with reasoning (why)</p>
13	<p><b>Computing:</b>                  - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions                  ☐ create and debug simple programs                  ☐ use logical reasoning to predict the behaviour of simple programs                  ☐ use technology purposefully to create, organise, store, manipulate and retrieve digital content                  ☐ use technology safely and respectfully, keeping personal information private; identify where to go for help and support</p>	<p><b>To practice using a keypress event to make an object change direction, and continue to use the terms 'algorithm' and 'execute' in a computer programming context</b></p> <p>Espresso Coding – Coding Unit 2a Lesson 4</p> <p>Show an example of an app made using Unit 2a Lesson 3 Step 6, recap activity - control Snow White to move in different directions and stop, so that she could move through the woods</p> <p>Recap algorithms</p> <p>Watch the video for Step 5 and recap using pen and erase tools to create a scene. Explain challenge: to make a program to control a plane to move around the screen and stop</p> <p>Discuss Algorithm: four parts – we need to make the plane go forwards, turn up, turn down and to stop</p> <p>Discuss Code: making the algorithm work</p>	<p><b>To know the Christmas story</b></p> <p>Elicitation:                  Which religion celebrates Christmas?                  Who are the main characters in the story?</p> <p>Read through the Christmas story</p> <p>Children to create a story map of the story</p>

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	<p>when they have concerns about content or contact on the internet or other online technologies</p> <p>RE: Knowledge skills and understanding in relation to the meaning of key Christian festivals and those of another religion for believers; the way these are celebrated and what children may learn about their own lives from them, through an exploration of the following key question: Why do we celebrate?</p>	<p>Ask children to design an app and write the code that makes the algorithm work and solves the challenge</p>	
14	<p>Music</p> <p>☑ use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Production rehearsals</p>	<p>Production rehearsals</p>
15	<p>Music</p> <p>☑ use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Production rehearsals</p>	<p><b>XMAS HOLIDAYS</b></p>