

TEACHER: Miss Riddell	CLASS: Badgers	TERM 2
CONTEXT FOR LEARNING/DAZZLING START Our new term started on the 5 th of November which provided a fabulous opportunity to launch our ‘Shine a light’ topic with a Firework theme. Children enjoyed watching video clips of firework displays to inspire their poetry.	THEME: Shine a Light	CLASS READERS George’s Marvellous Medicine by Roald Dahl
	PROJECTS As SCIENTISTS we will consider the basic needs of animals for survival. They will consider the importance of exercise and nutrition in more depth, including doing surveys of both the food they eat, and the favourite foods of their classmates. They will move on to think about how animals grow up from babies into adults and consider how their needs change. As DESIGNERS we will design a sandwich for Mr Grinling and a new packaging to protect it from those pesky seagulls. As HISTORIANS we will find out about the lives of significant individuals in the past who have contributed to national and international achievements. We will learn about and compare the lives of Mary Seacole, Florence Nightingale and Edith Cavell. As ARTISTS we will draw different styles of poppies and paint a large poppy in aid of remembrance day. This term we will focus on tone. Children will create tonal landscapes of scenes from ‘The lighthouse Keeper’s lunch.’ As DIGITAL USERS we will continue to use multimedia – learning how to insert images and other items into Microsoft word and PowerPoint.	VISIT/VISITOR/OUTDOOR LEARNING Trip to watch a Live nativity (TBC)
CORE CONCEPTS ENGLISH – KEY TEXTS Week 1-2- Firework poetry inspired by ‘Fireworks’ by James Reeves. Week 2-5- The Lighthouse Keeper’s Lunch inspired stories Week 5-7- Persuasion We will begin the term by writing poetry linked to the fireworks. All of our poems will contribute to a firework poetry display. We will focus on the story ‘The Lighthouse Keeper’s Lunch’ by Ronda and David Armitage and write our own ‘losing tale’ using the Talk for Writing approach. We will then write persuasive texts to help sell their designer sandwiches! All of the above pieces of writing will incorporate the grammar, punctuation and grammar required in year 2. Such as: expanded noun phrases, conjunctions and use of exclamation marks, question marks and commas in a list. We will continue to practice using apostrophes and learn about the four different types of sentences. We will focus on subordinating conjunctions: if, when, that and because.		RELIGIOUS EDUCATION We will continue to focus on the unit ‘Where we belong.’ The focus here is on exploring what it means to belong within our families and communities and to consider how others experience belonging within their local communities. It also explores what it means to be part of a faith community and how belief systems influence the ways in which people live their lives.
		MUSIC Children will be learning and singing a wide variety of Christmas songs.
	FRENCH During weekly French lessons with Mrs Beck, Badgers will be learning how to talk about interests and hobbies in French.	
	PHYSICAL EDUCATION Tuesdays- We will continue to learn skills in rugby and football as well as continuing to practice our superhero dances. Thursdays- basketball coaching	
PSHE and SCHOOLVALUE Perseverance Getting on and falling out		

We will also practice handwriting frequently.

READING

We will have guided reading three times a week. Children will participate in discussion about books, taking turns and listening to what others say. They will explain and discuss their understanding of books they have read. They will also be discussing and clarifying the meanings of words, linking new meanings to known vocabulary. They will discuss their favourite words and phrases

PHONICS

We will have daily phonics sessions that will continue to focus on phase 5 sounds. We will be working on embedding these sounds for spelling. These sounds include: ea, wh, ph, ew, oe, au, ey, ay, ow, ie, oy, ir, ue and split diagraphs, a_e, e_e, i_e, o_e and u_e.

SPELLING

We will be using the scheme 'No Nonsense spelling' to help secure spelling rules. Sessions will be daily and will be incorporated into daily phonics lessons. Children will be learning the year 2 common exception words as well as learning several strategies to help them to spell unknown words at the point of writing.

MATHS

Week 1-3: addition and subtraction.

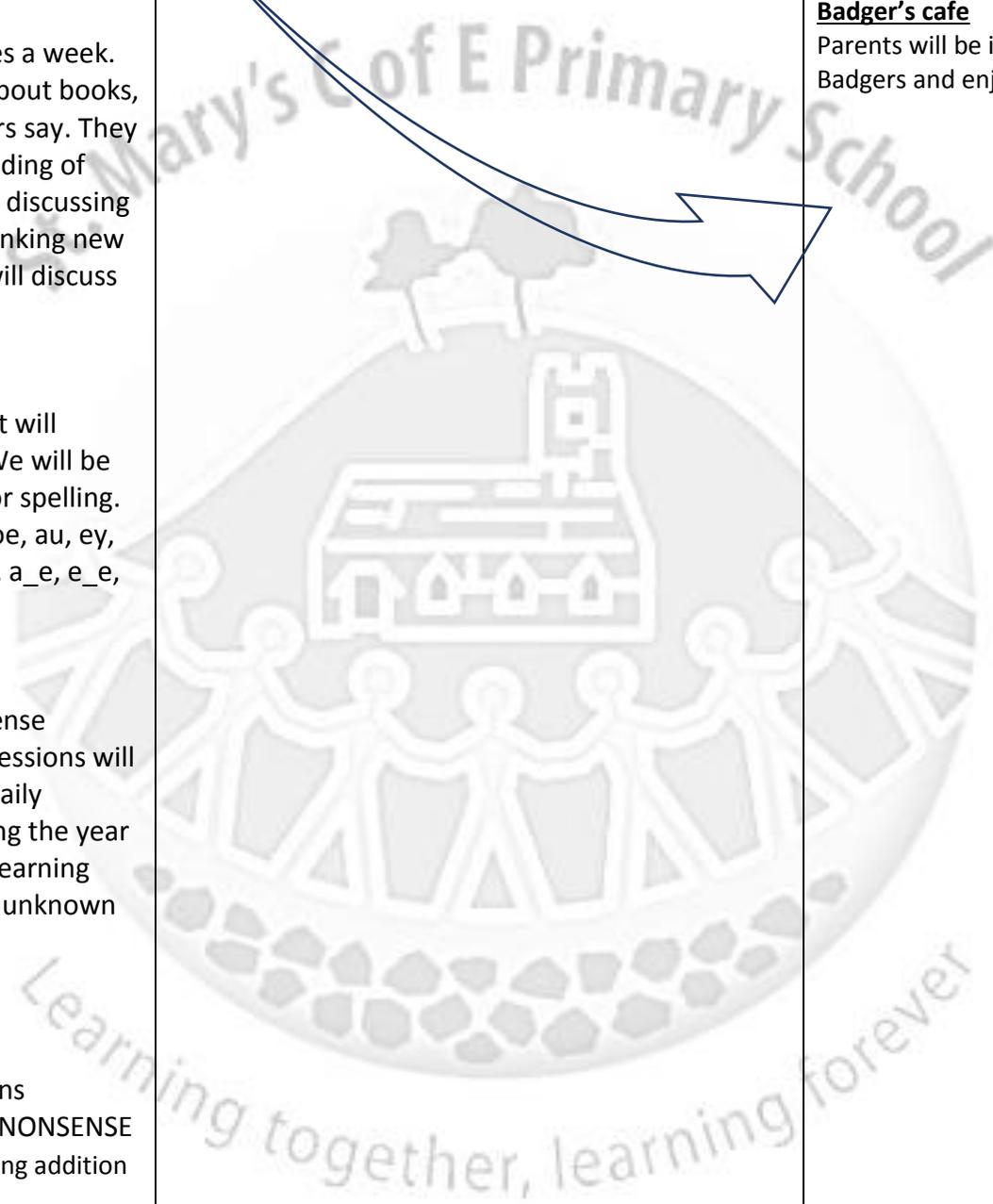
Week 4-7: geometry, shape and fractions

We will also have daily sessions of 'NO NONSENSE MATHS' which will focus on understanding addition and subtraction facts.

PURPOSE FOR LEARNING/FANTASTIC FINALE

Badger's cafe

Parents will be invited to sample sandwiches made by Badgers and enjoy a refreshing drink too.



CURRICULUM DRIVERS – HOW WILL WE BUILD THIS CURRICULUM AROUND....?

CURIOSITY	ENTERPRISE	CITIZENSHIP
<p>Our investigations in history and science will help to foster our curiosity by encouraging us to ask questions.</p>	<p>In design technology, we will be creatively coming up with new ways to protect Mr Grinling's sandwiches! For this we will need creativity and courage in order to bravely try out new ideas.</p>	<p>Our PSHE work will be focusing on 'Getting on and falling out'. We will be discussing ways we can be a good friend to others and aim to complete random acts of kindness as much as possible.</p>



ST MARY'S CE PRIMARY SCHOOL CURRICULUM DRIVERS 2018

Curiosity is a quality related to inquisitive thinking such as exploration, investigation, and learning, evident by observation in humans and other animals.

1. When you are **curious** about something, your mind expects and anticipates new ideas related to it. When the ideas come they will soon be recognized. Without curiosity, the ideas may pass right in front of you and yet you miss them because your mind is not prepared to recognize them. Just think, how many great ideas may have lost due to lack of curiosity?
2. **It opens up new worlds and possibilities**
By being **curious** you will be able to see new worlds and possibilities which are normally not visible. They are hidden behind the surface of normal life, and it takes a curious mind to look beneath the surface and discover these new worlds and possibilities.
3. **It brings excitement into your life**
The life of **curious** people is far from boring. It's neither dull nor routine. There are always new things that attract their attention, there are always new 'toys' to play with. Instead of being bored, curious people

Citizenship is being aware of and understanding the wider world - and their place in it. Good citizens take an active role in their community, they communicate with clarity, reason and respect, working with others to make our planet more equal, fair and sustainable.

An **enterprising** person is one who comes across a pile of scrap metal and sees the making of a wonderful sculpture. An **enterprising** person is one who drives through an old decrepit part of town and sees a new housing development. An **enterprising** person is one who sees opportunity in all areas of life.

To be **enterprising** is to keep your eyes open and your mind active. It's to be skilled enough, confident enough, creative enough and disciplined enough to seize opportunities that present themselves...regardless of the economy.

A person with an **enterprising** attitude says, "Find out what you can before action is taken." Do your homework. Do the research. Be prepared. Be resourceful. Do all you can in preparation of what's to come.

Enterprising people always see the future in the present. **Enterprising** people always find a way to take advantage of a situation, not be burdened by it. And **enterprising** people aren't lazy. They don't wait for opportunities to come to them, they go after the opportunities. **Enterprise** means always finding a way to keep yourself actively working towards your ambition.

Enterprise is two things. The first is **creativity**. You need creativity to see what's out there and to shape it to your advantage. You need creativity to look at the world a little differently. You need creativity to take a different approach, to be different.

What goes hand-in-hand with the creativity of **enterprise** is the second requirement: the **courage** to be creative. You need courage to see things differently, courage to go against the crowd, courage to take a different approach, courage to stand alone if you have to, courage to choose activity over inactivity.

And lastly, being **enterprising** doesn't just relate to the ability to make money. Being **enterprising** also means feeling good enough about yourself, having enough self-worth to want to seek advantages and opportunities that will make a difference in your future. And by doing so you will increase your confidence, your courage, your creativity and your self-worth—your **enterprising** nature. Jim Rohn

ST MARY'S CE PRIMARY SCHOOL CURRICULUM BALANCE

COMMUNICATION	UNDERSTANDING AND CELEBRATING DIVERSITY	APPRECIATION AND ACCESS TO THE ARTS	HEALTH	ASPIRATION	MATHEMATICAL FLUENCY
ENGLISH	HISTORY	MUSIC	SCIENCE	LOCAL AREA – TIMSBURY, BATH AND BRISTOL	MATHS
Speaking			Observing hypothesising, investigating looking for evidence		Understanding, using and applying the number system
Listening					Calculating and reasoning Fluent recall of number facts
Writing – for an audience and a purpose					
Clear Transcription	GEOGRAPHY	ART	SPORT and EXERCISE	UK AND GLOBAL AWARENESS	
Accurate spelling, G&P					
Reading - for purpose and pleasure					
	CULTURAL VISITS/EXHIBITS	DANCE	PLAY and OUTDOOR LEARNING	TECHNOLOGY	COMPUTING
DRAMA	THRIVE/FOOD	LIVE PERFORMANCE	FOOD/THRIVE		
LANGUAGE AND CULTURE		RESIDENTIAL VISITS AND CURRICULUM TRIPS	EXTRA-CURRICULAR ACTIVITIES AND COMMUNITY EVENTS		FUTURES/CAREERS
PERSONAL, SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT LIVING CHRISTIAN VALUES			MAKING CHOICES SRE	RELIGIOUS EDUCATION	