

# Langley Mill Church of England Infant School and Nursery – Fantastic Field Mice (Year Two) Medium Term Plan – Spring 3 2023-24

## Immersion Events

- Class trip to Yorkshire Wildlife Park – 7<sup>th</sup> February

## Parent Partnership Events

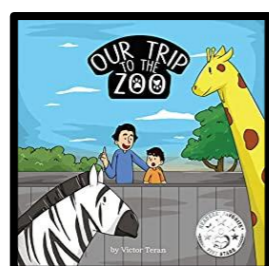
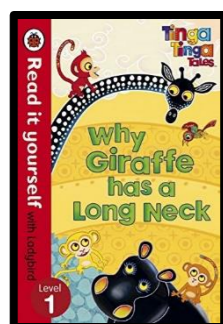
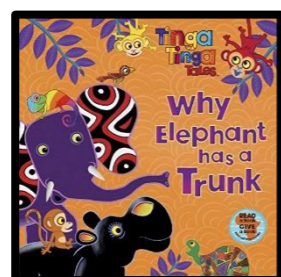
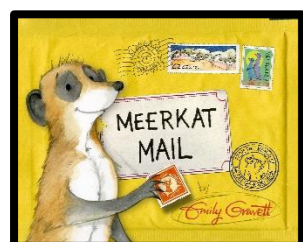
## Reading / Book Events

- Winnie the Pooh Day – 18<sup>th</sup> January
- Nat. Storytelling Week – WC 29.1.24
- International Book Giving Day – 14<sup>th</sup> February

## Additional Events

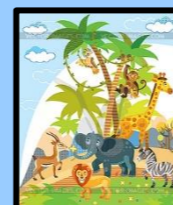
- Time to Talk Day – 1<sup>st</sup> February
- NSPCC Number Day – 2<sup>nd</sup> February
- Safer Internet Day – 6<sup>th</sup> February
- Shrove Tuesday – 13<sup>th</sup> February
- Ash Wednesday – 14<sup>th</sup> February

## Key Texts



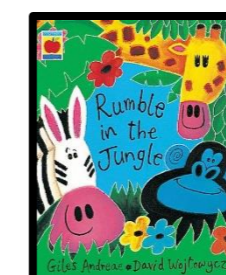
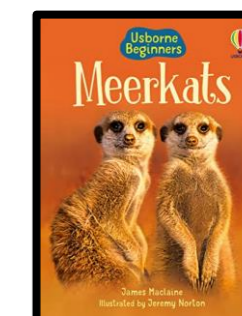
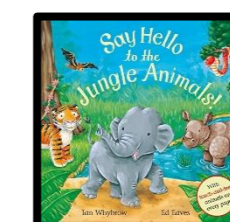
## Animal Magic

This topic was selected to ensure the children have the opportunity to learn about the natural world around them and beyond our countries indigenous animals. It will provide them with information about caring for the environment and people who make this their life's work.



This topic focuses on animals that live in two of the extreme habitats that our world has, from the very hot African savannah to the polar environments and their cold climate. They will learn about how these creatures survive and thrive in their habitats.

## Supporting Texts



## Home Learning Home Learning

### Reading:

- To ensure success, all children are expected to read **at least 5 times per week** at home.
- Home reading needs to be recorded by an adult in the blue reading diary.
- Entries will be counted Thursday to Thursday in order to earn a stamp on the church tower reward chart. Once your child has filled their chart they will be rewarded in Friday's Celebration Worship. You will be invited to this if your child has won an award (Thursday evening via Seesaw Families App).
- Remember your child will be given **two books**, one to read **to** you and one to read **with** you. This is indicated by stickers inside.
- Once they have completed the phonics code books they will just have one coloured book, once your child is at this stage you will receive a separate letter explaining this.

## Information

### Staffing:

- The teacher is Miss Jones.
- The main teaching assistants will be Mrs Clarke and Miss Lomas
- Mr Pritchett will teach alongside Mrs Clarke and Miss Lomas every Tuesday.

## Important Reminders

### Water bottles:

- Please send your child to school with an empty, capped, named water bottle each Monday morning.
- This will be returned every Friday for washing over the weekend.

### Uniform / Clothing:

- All children **must** wear the correct active uniform (plain white t-shirt/polo shirt, plain royal blue sweatshirt/cardigan/jumper/ fleece, plain black joggers/ skort/leggings, plain black shoes / trainers – **no colours or logos except the school badge**).
- WE DO NOT ALLOW THE CHILDREN TO WEAR JEWELLERY, INCLUDING THE WEARING OF **EARRINGS**.
- Please only send flat book bags. Rucksacks do not fit on the children's pegs and cause slipping and tripping hazards in corridors.
- Every child needs a pair of named wellies on their peg in a plastic bag to make the most of our wonderful school grounds in all weather.
- Please send your child with an old shirt that they can keep in school to put over their clothes when we are painting etc.

### Class Dojo

- We will continue to use our new communication system for messages and updates about what is happening in school.
- The children will be awarded points for showing each of our four school values; Aspire, Learn, Respect and Serve each day. Every week the child with the most points will join Mrs Gardner for a special hot chocolate treat.

## Prior Learning

- In nursery, the children learnt all about the world around them and the animals that they would see in the school grounds, their gardens and their homes as pets. They thought about what animals make good pets and what we need to do to look after them, including taking them to the vets. They thought about how animals grow from babies to adults and how they change as they grow.
- In reception, the children learnt all about animals that live on farms and the different types of animals that they would see on a working farm. They thought about what jobs farmers do to care for their animals and how they grow and change. They investigated the life cycles of the animals that would live in a farm.
- In year one, the children learnt all about zoos and animals that would be seen using a zoo visit. They investigated the habitats of the animals that live in zoos and how they are matched to the real-world environments that the animals originate from. They investigated the types of animals that they would see and their common features.

CORE SUBJECTS



As **communicators**, the children will share their ideas in all subjects. They will learn and use new vocabulary related to the topic being covered such as continent, environment, habitat, producer and consumer. They will regularly speak to their talk partner, building on the ideas of others to help them plan their own work. Speaking and listening activities will be carried out throughout all lessons to help the children clarify their thinking as well as organise their ideas for writing.

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As **readers**, the children will continue developing their word reading, fluency and comprehension skills. As in previous years, they will receive a daily Sounds-Write lesson which will focus on the Extended Code units 47-50. Within these units the children will learn the sounds /t/, /z/ and /ear/ and the different spellings for these sounds. They will also be supported with reading individually and in a guided group each week by the class staff. The children will hear, share and discuss a range of texts to help develop their reading skills and to learn more about the animals in our topic, this will include stories such as Meerkat Mail and non-fiction texts about the environments we are learning about.

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As **writers**, the children will write an account of their wildlife park experience using lots of subject specific words to describe what we done and learnt. They will use the story Meerkat Mail to retell and sequence stories as well as writing postcards and diary entries in the style of Sunny the Meerkat. There will also be lots of writing across other subjects such as labelling food chains and habitat diagrams, comparing different places around the world and finding out about stories from the religion of Islam.



As **scientists**, the children will investigate animals, including humans and what they need to survive and thrive in their environments. They will find out about living things and their habitats, looking closely at how habitats provide for the animals that live there. The children will become familiar with food chains and how these sustain life in different places around the world.

They will start to learn about the different stages of a food chain and the correct vocabulary to describe what happens and the different types of animals.



As **mathematicians**, the children will learn about the money system that we use. They will build on their knowledge of the different coins and notes that are in circulation and use this to count amounts, make amounts using different combinations of coins and notes as well as solve problems using the four mathematical operations. They will become very familiar with how to pay for things using coins and notes and how to work the change should receive if they pay with a greater amount than is needed.

The children will also begin their unit on multiplication and division this term, making sure that they understand the unique relationship that the two operations have. They will find out about the two, five- and ten-times table and how multiplication and division facts are the inverse of each other, they will use their knowledge of the times tables to solve problems and reason about different ways to solve them.



As **theologians**, the children will learn more about different aspects of the Islamic religion, building on their topic in the Autumn term. They will find out about signs and symbols, places of worship and different celebrations important to Muslims. The children will also find out about stories that are important to Muslims that teach them about the Prophet.

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The children will continue to join in with our various school prayers which are said at key points of the day and attend whole school daily Collective Worship in the hall which this term focusses on our four Langley Mill Foundations: Aspire, Learn, Respect and Serve and the time of Epiphany in the Christian calendar. Some of the children will be selected to be part of the Collective Worship Team, taking an active role in planning, organising, delivering and evaluating daily worship.

## FOUNDATION SUBJECTS



As **artists**, the children will learn about the traditional patterns and prints that can be found in different African countries, they will use these as inspiration for designing and making their own piece of fabric using the Batik wax resist method.



As **historians**, the children will research significant historical figures who have played a part in us finding out about the world we live in. They will find out about Sir David Attenborough and his prolific work as a conservationist as well as explorers such as Scott, Wilson and Shackleton who have explored some of the extreme environments on our planet.

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As **geographers**, the children will look in detail at villages in Africa which are within or close to the Kalahari Desert, they will compare them to what we know about our own village of Langley Mill. They will look at the environment and the human features in both places to look for similarities and differences.



As **young citizens**, the children will build on what it means to be a Bucket Filler to ensure that we continue to be a bucket filling school full of positivity and kindness.

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The children will also follow Derbyshire's PSHE Matters Scheme and the unit of work titled 'Growing Up'. Through this they will think about how they change as they grow up, thinking about what they needed when they were a baby compared to now. They will look at how their body changes and know the correct names for different parts of their bodies.



As **gymnasts**, the children will follow the **Do Think Feel** scheme. Through this they will perform different rolls, travel along different pathways, show different levels and shapes in their movements and practise weight on hand movements both on the floor and using apparatus. They will use these skills to devise a sequence. They will evaluate their own and peers 'performances' and learn how to get out and put away apparatus safely.

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As **athletes**, the children will follow the **Do Think Feel PE** scheme to develop their Dodgeball game playing skills. They will practise following the rules of this particular game and using different tactics to evade the ball and also to catch opponents out.



As **technologists**, the children will follow the Teach Computing scheme, Making Music unit. They will learn that different apps and programs can be used to create music and musical patterns. They will learn how to create and manipulate their own sounds and pieces of music using Chrome Music Lab.

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Through Computing lessons, the children will continue to learn how to use IT equipment and the internet safely, focusing particularly on Safer Internet Day.



As **musicians**, the children will follow the 'I wanna be in a band' Unit of the Charanga scheme. This unit is focused around some classic rock songs by various artists including Chuck Berry and Queen. The children will listen and appraise the songs that celebrate rock music then take part in a range of musical activities to build on their knowledge and understanding about the interrelated dimensions of music. Throughout the unit they will sing the song, play instruments with the songs, improvise with the songs, compose with the song and perform the songs.