



Sully School - PS2 PLANNING- YEAR 2/3 and 3– WC 09/05/22

Four Purposes - ACL - Communicate effectively in different forms. HCI - Form positive relationships built on trust and mutual respect.

Languages, Literacy and Communication - Mathematics and Numeracy - Science and Technology - Humanities - Health and Well-Being - Expressive Arts

9:15-9:30

Y2/3 - phonic groups. Main group with teacher and other group with LSA. Y3 - Guided reading and RWI group with LSA

WEEKLY READING AND PHONICS

DoL: LLC-PS2 I can use a range of strategies to read with increasing fluency.

CCS: PS2 I can blend phonemes together automatically and silently

JE OPEN DAY WEDNESDAY PM

LITERACY 1 - Introduction to biographies - changing the first person to the third person.

DoL: LLC WM3

CCS: PS2

LO: To identify features of a biography

A biography is a detailed third person account of another person's life story. It contains basic information about the subject's life—like their place of birth, education, and interests. A biography may also chronicle relationships with family members, as well as major events in the subject's childhood and how those influenced their upbringing. A biography details the various accomplishments and life events of a real person, but it's more than facts and figures—it comes to life with great stories told from beginning to middle to end. Biographies' focus on the questions of 'when? why? where? who? and how? about a person' life. [Exploring biographies - English - Learning with BBC Bitesize](#) use the link to introduce some of the features of a biography to the children. Watch the videos on Marie Curie and Stephan Hawkings. Show the children on the board another example of a biography on Florence Nightingale Y2 Information Text Biography Example Text.pdf

Focus- children to create **mini biographies** of each other- making sure to use third person, past tense and chronological order. They will have the headings- Early life, main achievements (children choose two achievements of their friends e.g. John's main achievement was winning the school sports day egg and spoon three years in a row - Where are they now? e.g. John is currently a year 3 student in Sully Primary school where he continues to learn and grow.

children are paired with another child they have to gather the information off before they begin their task. Template for Biography

1 chilli- work with LSA

2 chilli - 1 achievement

3 chilli- 2 achievements

EP: Missions

CP: Lexia

Literacy 2 - grammar/punctuation:full stops questions exclamation

DoL: LLC WM3 I can use familiar punctuation.

CCS: PS2 I can use familiar punctuation, including capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for omission.

LO: To use full stops, exclamation and question marks correctly.

Use powerpoint to go through when you would use a ? or an ! and fullstop. (powerpoint focuses more on ? and ! teacher to inform about use of .)

P T-L-51708-Types-of-Sentences-The-Difference-Between-Questions-and-Exclamations-PowerPoint.ppt use the next PPT as a plenary before children complete the task.

P t2-e-443-using-a-full-stop-question-mark-or-exclamation-mark-to-punctuate-a-sentence-spag-power_ver_2.ppt **!** ?! or ..pdf

Focus: To punctuate the sentences correctly.

1 chilli- work with LSA

2 chilli- 2 star sheet

3 chilli- 3 star sheet

EP: Missions

CP: Lexia

NUMERACY 1 - Perimeter

DoL: MD-PS2-WM3 - I have explored measuring, using counting, measuring equipment and calculating, and I can choose the most appropriate method to measure.

LNF: I can progress to use standard units of measure: length: I can measure on a ruler to the nearest 0.5cm. I can discuss the properties of two-dimensional and three-dimensional shapes that I use in my everyday learning.

LO: I am learning to calculate the perimeter of shapes.

Introduce what perimeter is by showing the following PPT: **P** Introduction-to-perimeter powerpoint.ppt Then use examples on the following PPT where chn can work on whiteboards in pairs to calculate the perimeter: **P** Calculate-perimeter-interactive-powerpoint.ppt Explain to the chn that with shapes that are square or rectangular they can use their number doubles to help them solve the calculations. If needed, chn can check their totals on a calculator.

Focus: Chn to complete tasks to calculate perimeter of a variety of shapes.

1 chilli - calculate the perimeter of as many shapes on the 1 star challenge sheet- **!** Perimeter-differentiated-activity-sheets.pdf

2 chilli - calculate the perimeter of as many shapes on the 2 star challenge sheet

3 chilli - calculate the perimeter of as many shapes on the 3 star challenge sheet

Outdoor: Children to find the perimeter of the 100 square, netball court, playground, using trundle wheels to find the length to the nearest metre and adding the totals of each side together.

CP- Missions

EP- Abacus Active Learn

Numeracy 2 - Perimeter

DoL: MD-PS2-WM3 - I have explored measuring, using counting, measuring equipment and calculating, and I can choose the most appropriate method to measure.

LNF: I can progress to use standard units of measure: length: I can measure on a ruler to the nearest 0.5cm. I can discuss the properties of two-dimensional and three-dimensional shapes that I use in my everyday learning.

LO: I am learning to calculate the perimeter of shapes.

Recap what we learnt in our previous perimeter lesson. Children continue to focus on calculating the perimeter of different shapes.

1 chilli - complete p. 67 of Ab Txbk 3 - chn to draw the shapes into their maths books using a ruler and counting the squares on their page carefully.

2 chilli - complete p. 68 of Ab Txbk 3 - chn to draw the shapes into their maths books using a ruler and counting the squares on their page carefully.

3 chilli - complete p. 68-69 of Ab Txbk 3 - chn to draw the shapes into their maths books using a ruler and counting the squares on their page carefully. Chn can then draw their own shapes, record the length of each side and calculate the perimeter.

Outdoor: **!** Out-to-the-playground-shape-and-measure-teaching-ideas.pdf

Numeracy 3- Big Maths/ Number bonds/Times Tables session

DoL: MD-PS2-WM1-I am beginning to estimate and check the accuracy of my answers, using *inverse* operations when appropriate.

CCS: LNF: I can select appropriate mathematics and techniques to use.

LO: To consolidate number skills

Focus: Children will complete differentiated questions from the Big Maths Scheme including some timed activities based on number bonds and times tables.

ashtonvaleprimary.weebly.com/uploads/5/3/6/7/5367191/bmbt_clc_tests.pdf

See Week 16 L1/L2/L3 CLIC test.

www.mathematicshed.com/uploads/1/2/5/7/12572836/bmbt_learn_its_tests.pdf

1 chilli - Week 16 Y1

2 chilli - Week 16 Y2

3 chilli - Week 16 Y3

CP: Children can access active learn software.

Topic:

DoL:ST WM2 PS2

CCS: PS2 I can extract and interpret information presented in charts, timetables, diagrams and graphs.

LO: To collate from order forms

Chn will collect order forms and collate information to make orders. Teacher creates a whole class order form on google drive. From the class order form we can make predictions about what profits we will make from our enterprise with orders received. If children have forgotten their order form they can bring them in by THURSDAY 12th May. Children will sort the orders into different categories- based on colour/ letters ordered. The Children do not need to bring in order form for cupcake designed bags as they will sell them for £5 each.

Focus - Children will read the information and sort order forms. Children will use

Topic:Enterprise project

DoL:ST WM2 PS2 I can make design decisions, using my *knowledge* of materials and existing products, and suggest design improvements.

CCS:I can deduce ideas and information by linking explicit statements, e.g. cause and effect, sequence

LO: To make enterprise products

Children will use the order forms that their parents/guardians have completed and begin making the product to the specification. Stencils will need to be held (by adult for the less able chn) when traced around.

INDOOR PE - Jasmine - Unit 5 - Physical skills

DoL: **HWB-PS2-WM1-I can use and improve basic movement skills in familiar and unfamiliar situations. HWB-PS2-WM1-I have the confidence and motivation to persevere when faced with physical challenges.**

CCS: LNF- I can listen to, understand and respond to a range of questions and multi-step instructions in a variety of familiar and unfamiliar contexts.

LO: To perform and repeat longer sequences with clear shapes and controlled movement.

See Unit 5 'Physical', lesson 3 in the link below:

[PE Y3 U5 Lesson 2 - Jasmine \(jasmineactive.com\)](http://jasmineactive.com)

Focus - Warm up - Continuous Relay. Skill-Reaction/Response-Yellow level- See video - Using a large ball - Starting one metre away, I can catch a ball dropped from shoulder height after two bounces. I can complete the same challenge from 2-3 metres away. I can complete the challenges after one bounce. Adopt a ready position 1 metre away from your partner who holds out 2 balls at shoulder height. As soon as they drop a ball, react and catch it after 1 bounce. **Green level - See video - Using a tennis ball - From a distance of 1, 2 and 3 metres -** I can react quickly and catch a tennis ball dropped from shoulder height after one bounce. **Skill Application - Copy your Partner-** Work in a group of 3, with 1 'dropper' and 2

'catchers'. 'Catchers' take turns as 'leader' and 'follower'. As the dropper holds the ball(s) out at shoulder width and drops it/them the leader starts, moves and catches it/them in different ways. The follower has to try and copy what the leader has done.

Tricky: Use a large ball. Allow two bounces before catching. Use a standing start position. Run forward to catch the ball. Use two large balls.

Start close to the dropper. **Trickier:** Use a small ball. Allow one bounce before catching. Use a kneeling or seated start position. Move forward by hopping, galloping, sidestepping or skipping. Use two small balls. Move further away from dropper. **Trickiest:** Use a lying start position. Move in more complex ways - hop scotch, sidesteps with pivots, zigzags. Include a rotation/turn. Catch across the body. Catch and balance on one leg. Move even further away from dropper. **Cool down - Review method - Comfort, Stretch, Panic.** In front of you are coloured cones spaced out in a curve to represent: Comfort (amber) = This is too easy and I've done it already. Stretch (green) = I'm enjoying this and it's good fun. Panic (red) = I don't like this at all. It's too hard and embarrassing. How can I get out of doing it? Listen to the different tasks you might be asked to undertake or tasks you have already started and, as they are called out, move around the curve and take the position that best reflects how you feel or felt about it.

OUTDOOR PE - Tennis - We are a Team

DoL: **HWB-WM1-I can use and improve basic movement skills in familiar and unfamiliar situations. HWB-WM1-I have the confidence and motivation to persevere when faced with physical challenges.**

LNF: I can listen to, understand and respond to a range of questions and multi-step instructions in a variety of familiar and unfamiliar contexts.

LO: **To understand the flight of the ball**

See lesson 3 'Understanding the flight of the ball' of planning doc below:

[Tennis-plans.pdf](#)

Try to use the field for some lessons if it suggests using a grass area

PSHE -JIGSAW - Relationships

DoL: **HWB-WM5 - I can communicate my needs and feelings in my relationships, and notice the needs and feelings of others. HWB-WM5 - I can make friends and try to resolve disagreements, seeking support when needed.**

CCS: LNF- I can listen to others with growing attention.

Year 2 - Puzzle Piece 3 'Friends and Conflict'

LO: **To identify some of the things that cause conflict with my friends. To demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.**

See pages 45-53 of SOW below:

[UK 6-7 5-RL Pieces 1-6.pdf](#)

Year 3 - Puzzle Piece 3 'Keeping Myself Safe Online'

LO: **To know and use some strategies for keeping myself safe online. To know who to ask for help if I am worried or concerned about anything online**

See pages 51-57of SOW below:

[UK 7-8 5-RL Pieces 1-6.pdf](#)

ICT - Hwb - j2code

DoL: **ST-WM6-PS2- I can create simple algorithms and am beginning to explain errors. ST-WM6-I can follow algorithms to determine their purpose and predict outcomes.**

DCF: PS2- I can change instructions to achieve a different outcome. DCF-I can detect and correct mistakes which cause instructions (a solution) to fail (debug).

Year 2

LO: **To understand how block coding works. To program a simple algorithm using block coding.**

See lesson plan 3 of year 1-2 coding: [Y1lesson3](#) for all of the resources and lesson structure.

Show learners the example [Y1 Template 3](#) and follow the Introduction on the lesson plan above. Then move onto the Main Activity and challenge.

Year 3

LO: **To use co-ordinates including negative numbers to correctly place a sprite. To test co-ordinates using "if do else".**

See lesson plan 3 of year 3-4 coding: [Y3lesson3](#) Introduce the idea of an "if" test. Compare this to everyday use of the word e.g. "if I let go of the cup it will drop on the floor" and explain that, in the same way, a program can do different things if certain conditions are met. Go through the video as a class if needed-<https://www.i2e.com/help/videos/Y3video3> which takes learners through lesson step by step. Load the template (Y3Template3) <https://www.i2e.com/code/template/Y3template3?edit>

Mandarin:

Lesson from an external teacher Miss Sun.