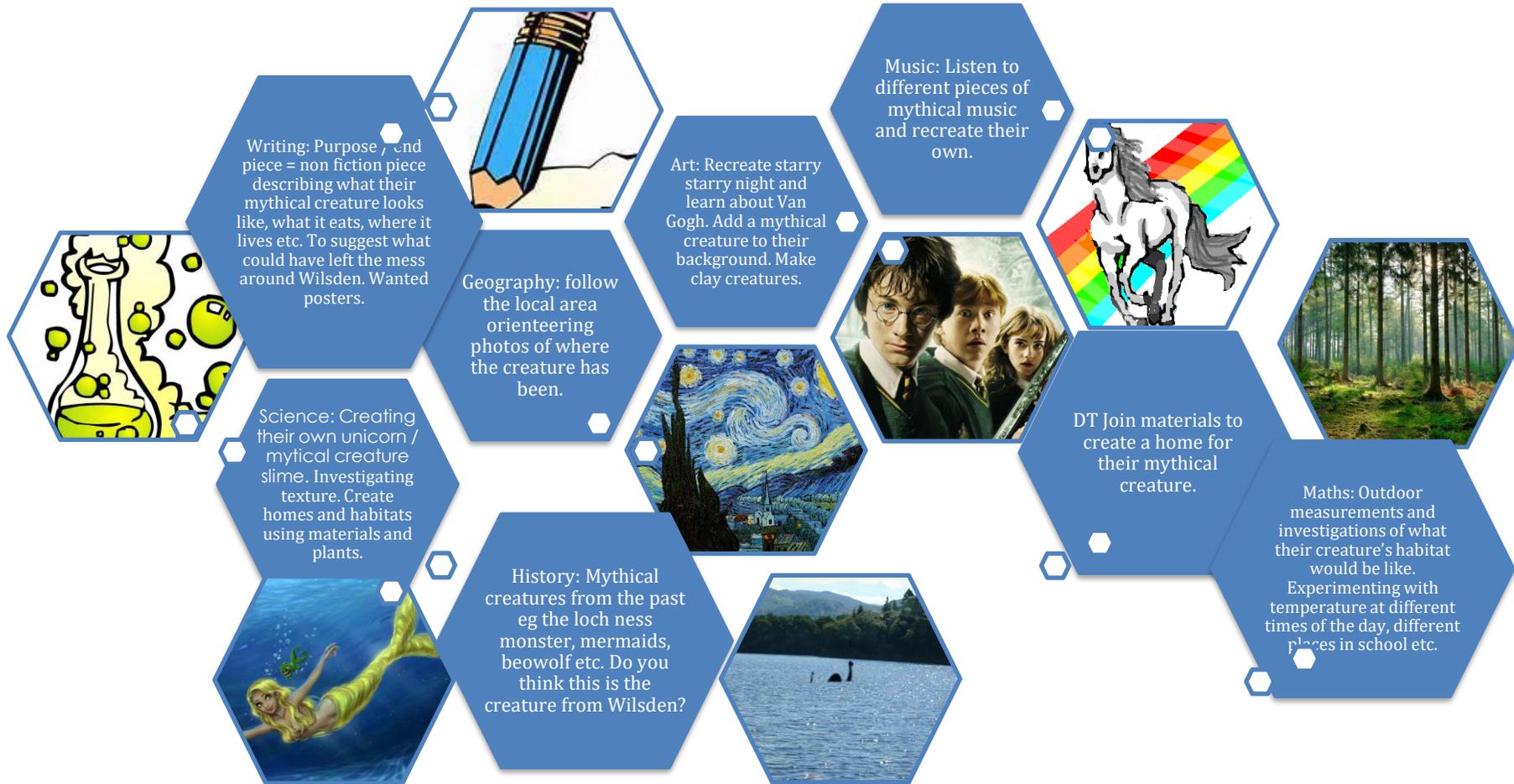


Topic planning



Year 2 Summer

Topic overview: Are mythical creatures real or not?



Subject	Objectives (if a subject is within your curriculum but an objective won't fit, put (D) in brackets)	Discrete?
Reading	<p>Research different settings of stories and how they are similar in different mythical creature stories. What setting would they give if they created their own story about the creature in Wilsden? Non-fiction texts to examine different mythical creatures.</p>	<p>I can find the setting or time in books or stories. I can discuss the setting or time in books I decide how useful a non-fiction book is to find the information I need.</p>
Writing (GPS)	<p>Purpose / end piece = non-fiction piece describing what their mythical creature looks like, what it eats, where it lives etc. To suggest what could have left the mess around Wilsden. Wanted posters. Instructions- 'how to catch a...' Hook- unicorn/mythical glittery slime in school grounds. Letter from local MP saying St Ives and Wilsden is being taken over by something mysterious. Can they investigate? Measure the foot prints, re-create the slime, look at the clues, predict the creature, research creatures from the past etc.</p>	<p>I make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of my writing. I proof-read to check for errors in spelling, grammar and punctuation. I use present and past tenses correctly and consistently including the progressive form. I use adjectives, adverbs and expanded noun phrases to add detail and specify. I use sentences with different forms: statements, questions, exclamations and commands.</p>
Sp&L	<p>New report for the creature and the slime it has left in Wilsden.</p>	<p>I ask question to get more information and clarify meaning. I hold the attention of people I am speaking to by adapting the way I talk. I understand how to speak for different purposes and audiences (beginning).</p>
Maths	<p>Outdoor measurements and investigations of what their creature's habitat would be like. Experimenting with temperature at different times of the day, different places in school etc.</p>	<p>I choose and use appropriate standard units to estimate and measure: temperature (°C); capacity (l/ml) to the nearest appropriate unit, using thermometers and measuring vessels. I choose and use appropriate standard units to estimate and measure: length/height in any direction (m/cm); mass (kg/g) to the nearest appropriate unit, using rulers and scales.</p>

Science	<p>Mythical creature leaving footprints all over school, Wilsden and St Ives.</p> <p>Investigate the slime and how it has been left all over Wilsden.</p> <p>Create a home for the mythical creature.</p> <p>Create a habitat.</p>	<p>I explore how shapes can be changed by squashing, bending, twisting and stretching.</p> <p>Investigate the slime.</p> <p>I identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.</p> <p>I suggest why a material might or might not be used for a specific job.</p> <p>I describe how seeds and bulbs grow into plants.</p> <p>I describe what plants need in order to grow and stay healthy (water, light & suitable temperature).</p>	
History	<p>Mythical creatures from the past eg the loch ness monster, mermaids, beowolf etc. Do you think this is the creature from Wilsden?</p>	<p>I answer questions using books and the internet.</p> <p>I find out things about the past by talking to an older person.</p> <p>I give examples of things that were different when my grandparents were children.</p> <p>I explain what an object from the past might have been used for.</p>	
Geography	<p>Local area links: follow the local area orienteering photos of where the creature has been.</p>	<p>I use the directional vocabulary: near; far; left; right to explain where a location is.</p>	
Art	<p>Create a clay image of their mythical creature.</p> <p>Starry Starry Night by Van Gogh. Add a mythical creature.</p>	<p>I make a clay pot.</p> <p>I join two clay finger pots together.</p> <p>I create a printed piece of art by pressing, rolling, rubbing and stamping.</p> <p>I use a viewfinder to focus on a specific part of an artefact before drawing it.</p>	
DT	<p>Create a home for the mythical creature.</p> <p>Create a habitat.</p>	<p>I think of an idea and plan what to do next.</p>	

	Create mythical creature cupcakes.	<p>I choose tools and materials and explain why I have chosen them.</p> <p>I join materials and components in different ways.</p> <p>I explain what went well with my work.</p> <p>I explain why I have chosen specific textiles.</p> <p>I measure materials to use in a model or structure.</p> <p>I describe the ingredients I am using.</p>	
Music	Listen to different pieces of mythical music and recreate their own.	<p>I order sounds to create a beginning, middle and an end.</p> <p>I create music in response to different starting points.</p> <p>I choose sounds which create an effect.</p> <p>I use symbols to represent sounds.</p> <p>I make connections between notations and musical sounds.</p> <p>I listen out for particular things when listening to music.</p> <p>I improve my own work.</p>	
PE (D)		<p>I use hitting, kicking and/or rolling in a game.</p> <p>I decide the best space to be in during a game.</p> <p>I use a tactic in a game.</p> <p>I follow rules.</p>	x
Computing		<p>I organise digital content.</p> <p>I retrieve and manipulate digital content.</p>	x

(D)		I can navigate the web to complete simple searches.	
RE (D)		What do believers do to show what they believe? Christianity Islam Hinduism	x
PSHCE (D)		That they belong to different groups and communities such as family and school What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).	x
Forest area	Hook – outdoor in the forest area looking at the mythical slime. Following the clues to see where else the creature has been in Wilsden. (Empty Classroom Day).	Trip to St Ives.	