



Author: Roald Dahl
First published: 1966
Number of pages: 40
Genres: Fantasy · Picture book
Characters: Mr. Gregg · Phillip · William · The girl with the magical finger · Mrs. Gregg

The Gregg family loves hunting, but their eight-year-old neighbour can't stand it. After countless pleas for them to stop are ignored she sees red and puts the magic finger on them. Now the Greggs are a family of birds, and like it or not, they're going to find out how it feels to be on the other end of the gun.

The Big Ideas:

Hunting - Right or wrong?
 Anti-hunting information - <http://www.league.org.uk/content/323/What-s-Wrong-with-Hunting->
 Anti-shooting information - <http://www.league.org.uk/content/327/What-s-Wrong-with-Shooting->

Memorable Experiences:

Visit to the countryside

Subject: English

Topic: Fantasy - is a genre of fiction that commonly uses magic and other supernatural phenomena as a primary plot element, theme, or setting. Many works within the genre take place in imaginary worlds where magic and magical creatures are common.

National Objectives:

Writing:

- Obj 45** - Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional)
- Obj 48**- Develop positive attitudes towards and stamina for writing by writing for different purposes
- Obj 49** - Planning or saying out loud what they are going to write about
- Obj 53**- Make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

Reading:

- Obj 25** - Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Obj 26** - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
- Obj 16**-Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.

Written outcome: Fantasy stories/Traditional Tales – Creation Myths (3 weeks)

Fantasy stories. Write a traditional tale based on a creation myth e.g. how the zebra got his stripes

Written outcome : Instruction – (2 weeks)

Purpose: To tell someone how to do or make something.
 Write a series of fiction-based instructions (i.e. 'How to trap an ogre'), including diagrams.

Spelling:

ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a-e		made, came, same, take, safe
e-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole

Grammar:

Areas of SPaG covered:

- W1** Formation of nouns using suffixes such as –ness, –er, est and by compounding.
- P1** Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- S3** How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.

- P3** Apostrophes to mark where letters are missing in spelling.
S2 Expanded noun phrases for description and specification.
W4 The use of **-ly** in Standard English to turn adjectives into adverbs.

Handwriting:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters

Subject: Maths**Topic: Number and Place Value****National Objectives:**

Obj 2- Recognise the place value of each digit in a two-digit number (tens, ones)

Obj 4- Compare and order numbers from 0 up to 100; use <, > and = signs

Obj 6- Use place value and number facts to solve problems.

Recording subtraction in columns supports place value and prepares for formal written methods with larger numbers.

Topic: Addition and Subtraction

- **National Objectives:**

Obj 8- Solve problems with addition and subtraction:

- using concrete objects and pictorial representation, including those involving numbers, **quantities and measures**.
- applying their increasing knowledge of mental and written methods.

Obj 10 - Add and subtract numbers using concrete objects, pictorial representations and **mentally**:

- Adding three one-digit numbers
- a two-digit number and tens
- Two two-digit numbers

Obj 12- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and **solve missing number problems**.

Topic: Multiplication and division**National Objectives:**

Obj 14- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs

Obj 15- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

Obj 16- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Topic: Fractions**National Objectives:**

Obj 17 -Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a lengths, shape, and set of objects or quantity.

Obj 18- Write simple fractions e.g. $\frac{1}{2}$ of 6 =3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Topic: Statistic**National Objectives:**

Obj 34 - Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

Obj 35- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

Obj 36- Ask and answer questions about totalling and comparing categorical data.

Topic: Position and Movement**National Objectives:**

Obj 28- Identify and describe the properties of 2D shapes including the number of sides and line symmetry in a vertical line.

Obj 29- Identify and describe the properties of 3D shapes including the number of edges, vertices and faces.

Obj 33- Use mathematical vocabulary to describe, position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

Subject :Science**Topic: Plants**

Children observe inside seeds and bulbs and describe how they grow into mature plants. They find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Find seeds in the local environment.

National Objectives:

Obj16 - Observe and describe how seeds and bulbs grow into mature plants

Obj17- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Pupils might work scientifically by :

Obj 1 - Ask simple questions and recognise that they can be answered in different way

Obj 2 - Observe closely, using simple equipment s

Obj 3 - Perform simple tests

Obj 4 - Identify and classify

Obj 5 - Use their observations and ideas to suggest answers to questions

Obj 6 - Gather and record data to help in answering questions.

Subject: Humanities

Unit : Geography

Topic: Countryside

National Objective: Human and Physical Geography

Use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Coverage of Big Idea: Hunting -Is it right or wrong?

The national curriculum for geography aims to ensure that all pupils: develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

There are different types of rural area, depending on how accessible they are to urban areas. Rural areas are subject to changes caused by economic, environmental and social factors.

Subject :The Arts

Topic : Art

National Objective:

- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Use a range of materials creatively to design and make products

Provide art and design lessons that will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.

Outcome: All about nature. Six weeks making leaves, birds, trees and flowers.

- Prepare a collage surface to create leaves.
- Manipulate materials to make a leaf.
- Manipulate materials to make a 3D shape of a bird.

Subject: Computing

National Objective: Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Unit 2.4 We are researchers

About this unit

Software: Free Mind, Bitly, Google Custom Search, web browser, Microsoft PowerPoint®

Apps: iThoughts HD, Safari, Keynote

Hardware: Laptop or desktop computers or tablets, internet connection

Outcome: Mind maps and a two-minute multimedia presentation for a specific audience

This unit will enable the children to:

- Develop collaboration skills through working as part of a group
- Develop research skills through searching for information on the internet
- Improve note-taking skills through the use of mind mapping
- Develop presentation skills through creating and delivering a short multimedia presentation.

The children research a topic – safely, effectively and efficiently – using a structured approach (mind mapping). They share their findings with others through a short multimedia presentation.

Learning to Live Together

Article of the fortnight

Subject :RE

Topic: Christianity (In accordance with HMI/QCA encouragement for SACREs/Agreed Syllabus)

Learning about religion includes enquiry into, and investigation of, the nature of religion, its beliefs, teachings and ways of life, sources, practices and forms of expression. It includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary

Experience and opportunities

Religious education provides opportunities to promote spiritual development through:

_ discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth

Religious education provides opportunities to promote moral development through:

_ enhancing the values identified within the National Curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust.

Religious education provides opportunities to promote social development through:

_ investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions

Religious education provides opportunities to promote cultural development through:

_ considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices

Subject: PE

Topics: Dance Year 2 Introduction

There are three units (18 lessons in total) that make up the Year 2 dance scheme of work.

Across the units children explore basic body actions, *e.g. jumping, shapes and travel*, and use different parts of their body to make movements. They create and repeat short dances inspired by themes. Children will think how to use movement to communicate ideas, moods and feelings.

Unit 1: Communicating mood, feelings and ideas (Forests)

Unit 2: Using dynamics (Machines)

Unit 3: Performing a style of dance (Salsa)

National Curriculum Reference:

In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. They create and repeat short dances inspired by a range of ideas and use language associated with movement to evaluate and improve their dances.

This unit lays the foundations for future dance units, in which children will explore shape and develop spatial awareness.

They will build on their understanding of how dynamic and rhythmic qualities can be used to express moods, ideas and feelings.

They will also develop their ability to work with a partner and in a small group.

In other year 2 units children focus on the expressive qualities of a style of dance and learn to perform set steps with technical accompaniments.