

Medium Term Plan – Spring 1–Year 2

Core Text: *The Story Thief*

Topic: Creepy Crawlies

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<u>Maths Teaching and Learning</u>	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer questions about totalling and comparing categorical data.	Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	Consolidate – SATs consolidation using AfL
<u>Writing Text Type Outcome</u>	Non chron	Non chron	Non chron	Recount of visitor	Instructions to create a bug house	Assessment
<u>Reading Progression Skills</u>	To develop the skill of discussing and clarifying the meanings of words, linking new meanings to known vocabulary (1a) To know how to explain why a character thinks/feels/behaves in a specific way (based on an event within the text). (1b)	To understand how to find a word in a sentence or page that has the same meaning as a given word or phrase (1a) To know how to retrieve and record information from fiction and non-fiction (1b) To understand how to make simple inferences about the character's actions from the text, based on a specific event - including 'How...?' and 'Why...?' questions. (1d)	To retrieve and record information from fiction and non-fiction (1b) To develop the skill of making inferences from the text (1d) To know how to identify specific words or phrases (e.g. alliteration) that they find interesting, explaining their opinions for their choices	To understand simple cause and effect in texts, where the link is clearly stated or suggested. (1b) To understand how to identify and explain the sequence of events in texts (1c) To develop the skill of making simple inferences about the character's actions from the text, based on a specific event - including 'How...?' and 'Why...?' questions. (1d)	To identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (1b) To develop the skill of drawing on what they already know or on background information and vocabulary provided by the teacher (1d) To know how to identify specific words or phrases (e.g. alliteration) that they find interesting, explaining their opinions for their choice/s. (1g)	To know how to identify and link two significant events in a story they have read. (1b) To develop the skill of making simple inferences about the character's actions from the text, based on a specific event - including 'How...?' and 'Why...?' questions. (1d)
<u>T4W Stage</u>	Grammar & vocab	Innovation	Invent	Invent	Innovation	Assessment



<u>Grammar and Punctuation (Active English)</u>	Past and present	Apostrophes	Plurals	Sentence types	Commas	Adverbs
<u>Spelling</u>	Follow spelling booklets	Follow spelling booklets	Follow spelling booklets	Follow spelling booklets	Follow spelling booklets	Follow spelling booklets
<u>Terminology (technical vocabulary)</u>	Heading, sub-heading, fact, non-fiction, non-chronological report	Heading, sub-heading, fact, non-fiction, non-chronological report	Heading, sub-heading, fact, non-fiction, non-chronological report	Fact, recount, past tense, first person	Time conjunctions, commands, structure, imperative verbs	Assessment
<u>Handwriting</u>	Follow letter join	Follow letter join	Follow letter join	Follow letter join	Follow letter join	Follow letter join
<u>Rainbow Grammar (where appropriate)</u>	Adverbial clauses	Adverbial clauses	Adverbial clauses	Conjunctions	Conjunctions	Conjunctions
<u>Cross-curricular Writing Opportunities</u>	Science & History – Living v. dead / Fossils Darwin Computing & D&T – PPT for design Science & D&T – Materials for Bug Houses English & Science – Living Things & their habitats					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<u>Science objectives</u> Living things and their habitats B2, B3, B4	Living things & their habitats – Micro habitats To know how to identify and name a variety of plants and animals in their habitats, including micro-habitats B3 To know how to identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other B2 To know how to ask simple questions about the world around me. A1 To understand how to use my observations and ideas	Living things & their habitats – Micro habitats To understand how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. B4				



	to suggest answers to questions, A5 To know how to gather and record data to help in answering questions. A5					
<u>History objectives</u> Historical Enquiry E1, E2 Chronological Awareness A2 A4					Historical Enquiry To know how to use various sources to answer questions about the past. E1 To know how to handle and pose questions about an artefact. E2	Charles Darwin & fossils To understand and recognise that dates are used to identify events in the past. A2 To develop the skill of using a timeline to place important events. A4
<u>Geography objectives</u>						
<u>Religious Education objectives</u> Personal Resonance A4 Knowledge and Understanding B4 Evaluation and Critical Thinking C4			Religion: Christianity Theme: Easter – Resurrection Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? To know how to reflect on and share our own beliefs about what happens when someone dies. A4 To know what Christians believe happened on Easter Sunday. B4 To develop the skill of suggesting what happened to Jesus after the empty tomb. C4			



<u>Art objectives</u>						
<p><u>Design and Technology objectives</u></p> <p>Design B1, B2</p> <p>Make D1, D2, D3</p> <p>Evaluate C1, C2, C3</p> <p>Technical Knowledge E1, E2</p>			<p>Bug Houses</p> <p>To know how to develop my own ideas from initial starting points. B1</p> <p>To develop the skill of creating a design and planning how to carry it out. B2,</p>	<p>Bug Houses</p> <p>MAKE</p> <p>To know how to choose the best tools and materials. D1</p> <p>To develop the skill of joining things (materials, components) in different ways. D2</p> <p>To understand how to measure materials to use in a model or structure. D3</p> <p>To develop the skill of selecting and explaining why I have decided to use certain materials. E1</p> <p>To know how to select appropriate adhesives and explain why they are suitable. E2</p> <p>EVALUATE</p> <p>To develop the skill of explaining my choices of material and techniques. C1</p> <p>To develop the skill of explaining what went well with my work and suggest how I would improve it. C2</p> <p>To understand how to evaluate a range of existing products. C3</p>		
<u>PSHE objectives</u>	Class specific	Class specific	Teamwork – positive contributions	Habits	Feeling safe	Feelings



<p><u>Computing objectives</u></p> <p>E-Safety A2</p> <p>Multimedia and Processing (Digital Content) B1, B2, B3, B4, B5</p>	<p>E-Safety – Use safe websites for research</p> <p>To know how to use technology safely and respectfully A2</p>	<p>Multimedia and Processing – PPT for D&T design</p> <p>To develop the skill of editing – including font, size, colour and style B1</p> <p>To know how to save, print and retrieve B2 To develop the skill of using ICT to source, generate, amend and delete an image or piece of text B4</p> <p>To develop the skill of using a mouse or arrow keys to insert within text B3</p> <p>To know how to change or enhance photographs – including crop and editing B5</p>				<p>E-Safety – Use safe websites for revision</p> <p>To know how to use technology safely and respectfully A2</p>
<p><u>Music objectives</u></p>		<p><u>Story Thief Music</u></p> <p>To develop the skill of creating rhythms using my body and percussion instruments. A3</p> <p>To know how to create sound effects in response to a story or stimulus using my voice and percussion. A4</p>				