

**Medium Term Plan – Summer 1– Year 2**

**Core Text: *Rapunzel & The Moon Dragons***

**Topic: Towers, Tunnels and Turrets**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<u>Maths Teaching and Learning</u>	Recognise, find, name and write fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{1}{2}$ , and $\frac{3}{4}$ of a length, shape, set of objects or quantity.	Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	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).	Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.	Compare and sort common 2-D and 3-D shapes and everyday objects.	To solve problems involving fractions and 2-D/3-D shape.	SATS Tests
<u>Writing Text Type Outcome</u>	Letter from a different perspective	Letter from a different perspective	Poetry	Diary Setting description	Diary Setting description	Information poster	Information poster
<u>Reading Progression Skills</u>	<p>To develop the skill of discussing their favourite words and phrases (1a)</p> <p>To develop the skill of explaining why a character thinks/feels/behaves in a specific way (based on an event within the text). (1b)</p> <p>To develop the skill of making a simple and sensible prediction of what might happen next based on what is state (1e)</p>	<p>To develop the skill of discussing and clarifying the meanings of words, linking new meanings to known vocabulary (1a)</p> <p>To develop the skill of successfully locating some specific information. E.g. key events, character names etc. (1b)</p> <p>To develop the skill of making inferences from the text (1d)</p>	<p>To understand simple cause and effect in texts, where the link is clearly stated or suggested. (1b)</p> <p>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)</p> <p>To develop the skill of identifying specific words or phrases (e.g. alliteration) that they find interesting, explaining their opinions for their choice/s (1g is not an official domain) (1g)</p>	<p>To answer oral and written questions about an extended text. (1b)</p> <p>To develop the skill of retelling the key events from their own story in the correct sequence (1c)</p> <p>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)</p>	<p>To develop the skill of explaining why a character thinks/feels/behaves in a specific way (based on an event within the text). (1b)</p> <p>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)</p>	<p>To know how to Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (1b)</p> <p>To develop the skill of answering and asking questions (1d)</p>	<p>To understand simple cause and effect in texts, where the link is clearly stated or suggested. (1b)</p> <p>To develop the skill of retelling the key events, in the correct sequence, from the story they are reading. (1c)</p> <p>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)</p>
<u>T4W Stage</u>	Grammar & vocab	Innovation	Invention	Innovation	Imitation	Invent	Invent



<u>Grammar and Punctuation (Active English)</u>	Adverbial phrases	Commas (rule of three)	First person	Possessive apostrophes	Apostrophes for omission	Conjunctions	Questions/Exclamations
<u>Spelling</u>	Follow spelling booklets	Follow spelling booklets	Follow spelling booklets	Follow spelling booklets	Follow spelling booklets	Follow spelling booklets	Follow spelling booklets
<u>Terminology (technical vocabulary)</u>	Setting, describe, description, adjectives, noun phrases, adverbs, adverbial phrases, similes, metaphors.	Setting, describe, description, adjectives, noun phrases, adverbs, adverbial phrases, similes, metaphors.	Poem, perform, rhyme, rhythm, line, verse.	First person, third person, diary,	First person, third person, diary, conversation, formal, informal, audience.	Heading, sub heading caption, label, introduction	Heading, sub heading caption, label, introduction
<u>Greater Depth SC</u>	To understand how to use similes to add description	To know how to write specifically and coherently for a specific purpose	I understand how to use conversational language to interest the reader.	To develop the skill of being precise with language by using specific nouns and well-chosen adjectives	To know how to use adverbial phrases to describe.	I understand the importance of formal language in non-fiction texts.	To develop the skill of editing my work making simple additions and revisions
<u>SEND SC</u>	To know how to write in character	To know how to use noun phrases to describe	To develop the skill of performing familiar poetry.	To know how to use adjectives to create noun phrases in order to describe.	To know how to write in first person.	To know how to write in the third person.	To use technical vocabulary in sentences.
<u>Handwriting</u>	Follow letter join	Follow letter join	Follow letter join	Follow letter join	Follow letter join	Follow letter join	Follow letter join.
<u>Rainbow Grammar</u>	Adverbs for description	Punctuation	Relative clauses	Punctuation	Punctuation	Subordinating conjunctions	Punctuation
<u>Cross-curricular Writing Opportunities</u>	<b>History – The history of castles information / non-chron</b> <b>Geography – labelling</b>						
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<u>Science objectives</u>  Uses of everyday materials E1, E2			<u><b>Materials and their properties</b></u> To develop the skill of identifying and comparing the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses E1  To know how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching E2				



<p><u>History objectives</u></p> <p>Chronological Awareness A1,</p> <p>Knowledge and Understanding B1, B2</p> <p>Organise, Evaluate and communicate information C1,</p> <p>Historical Understanding D1</p>	<p><b><u>The history of castles</u></b></p> <p>To develop the skill of identifying similarities and differences between the past and present. A1</p> <p>To develop the skill of giving simple reasons why changes occurred in the past. B1</p> <p>To develop the skill of drawing simple conclusions and deducing information on the past from pictures and information B2</p> <p>To understand that information from various sources on the past may differ C1</p> <p>To know more than one effect of an event and give simple explanations D1</p>						
<p><u>Geography objectives</u></p> <p>Geographical Skills and Fieldwork A2, A3</p> <p>Locational Knowledge C1</p>		<p><b><u>Location of castles and capitals of UK countries</u></b></p> <p>To know the names the capital cities of England, Wales, Scotland and Ireland. C1</p> <p>To know North, South, East and West on a map or compass. A3</p> <p>To develop the skill of using aerial photographs to draw a simple map and identify local landmarks. A2</p>					



<u>Religious Education objectives</u>  Personal Resonance A5  Knowledge and Understanding B5  Evaluation and Critical Thinking C5					<u>Religion: Islam</u>  <u>Theme: Community and Belonging</u> Key Question: Does going to a Mosque give Muslims a sense of belonging? To understand feelings of belonging. A5 To understand what happens when Muslims pray alone or at a mosque. B5 To understand how Muslims may feel a sense of belongs when praying alone or at a mosque and why this might be.		
<u>Art objectives</u>  3D Art C1, C2  Exploring and Developing ideas F1,				<u>3D Art Sculptures of castles</u> To develop the skill of manipulating clay to make a product. C1  To develop the skill of using clay tools to create an effect. C2  To know how to record and explore ideas from first hand observation, experience and imagination and follow through with ideas with growing independence. F1			
<u>Design and Technology objectives</u>	NA	NA	NA	NA	NA	NA	NA



<u>PSHE objectives</u>	<b>British values</b>	<b>Cornerstones</b>	<b>Safeguarding</b>	<b>Bullying</b>	<b>Wellbeing</b>	<b>Personal choices</b>	
<u>Computing objectives</u>  E-Safety A1, A2, A3  Multimedia and Processing B1, B2, B3, B4, B5	<u>E-Safety</u> To know where to go for help and support when they have concerns about content or contact on the internet or other online technologies. A1	<u>E-Safety</u> To know how to use technology safely and respectfully, keeping personal information private A2	<u>E-Safety</u> To understand that personal information is unique to them and should not be shared without a teacher or parent's permission A3	<u>Multimedia &amp; Processing</u> To develop the skill of editing – including font, size, colour and style B1  To know how to save, print and retrieve B2  To know how to use a mouse or arrow keys to insert within text B3	<u>Multimedia &amp; Processing</u> To develop the skill of editing – including font, size, colour and style B1  To know how to save, print and retrieve B2  To know how to use a mouse or arrow keys to insert within text B3	<u>Multimedia &amp; Processing</u> To understand how to use ICT to source, generate, amend and delete an image or piece of text B4  To know how to change or enhance photographs – including crop and editing B5	<u>Multimedia &amp; Processing</u> To understand how to use ICT to source, generate, amend and delete an image or piece of text B4  To know how to change or enhance photographs – including crop and editing B5
<u>Music objectives</u> A9, C2, D5, D6, D7 Story-time Musical focus: Exploring sounds Cross-curricular link: English	To know how to combine sounds to create a musical effect. C2	To understand how music, dance and drama can combine in story-telling, D5	To know how to explore voices to create descriptive musical effects. D6	To understand how to create and match descriptive sounds made with the voice. D7	To understand how to create a musical effect. C2	To know how to perform to an audience. A9.	To know how to perform to an audience. A9.