

**Medium Term Planning Year 2 Term 1Topic:**

Twisted Fairy Tales (Goldilocks and the Three Bears, You and me and Jim and the Beanstalk), Seasons and Weather,Habitats and Royalty).**Where should a fairy tale be set?**

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| **English** | **Maths** | **Science** | **History** |
| **Reading:**  **To read fluently and accurately**  1:1 Reading Daily morning/ end of day task and Wednesdays.  Daily phonics - RWI.  Daily Guided reading - Bug club.  Whole class reading and discussion of literacy texts. Additional whole class guided reading in A2.  **To read word accurately.**   1. I can apply my phonics knowledge when reading. 2. I can improve my fluency by re-reading books.   **To comprehend. (Whole class English texts)**   1. I can join in with stories and poems. 2. I can check that reading makes sense and self-correct. 3. I can infer what characters are like from actions. 4. I can retell events. 5. I can sequence events.   **To discuss, question and justify.**   1. I can discuss unfamiliar vocabulary. 2. I can discuss the significance of the title and events. 3. I can ask and answer questions about texts (retrieval focus). 4. I can predict events. 5. I can link my reading to my own experiences and other books (retrieval focus).   **To communicate. (Whole class English texts)**   1. I can listen to and respond appropriately to adults and peers 2. I can ask relevant questions to extend my understanding and knowledge 3. I can use relevant strategies to build my vocabulary 4. I can express and justify answers, arguments and opinions 5. I can give well-structured descriptions, explanations for different purposes, including for expressing feelings 6. I can maintain attention and participate actively in collaborative conversations, staying on topics and initiating and responding to comments.   **Writing:**  **To punctuate accurately**  **Catch up- composition (RWI writing):**  To apply my phonic knowledge when spelling.  To read and spell common exception words, HFW  To use capital letters and full stops.  To form letters correctly.  To use adjectives.  To use coordination and subordination.  Story of Goldilocks and the Three Bears by Lauren Child. Me and You by Anthony Browne.  (Sequel called Goldilocks and Just the One Bear by Leigh Hodgkinson).  **To use word classes accurately.**   1. I can identify and use adjectives.   **To organise my writing**   1. I can re-tell the story.   **To write for effect**   1. I can use adjectives and subordination within a sentence to describe character. 2. I can make a statement.   **To organise my writing**   1. I can sequence the story.   **To vary sentence structure**   1. I can start sentences in different ways.   **To write for effect.**   1. I can write in role to empathise with a character.   **To punctuate accurately**   1. I can use capital letters and full stops consistently. 2. I can use capital letters for proper nouns. 3. I can work in a group/ take turns to speak. (speech bubbles)   Story of Me and You  **To organise my writing**   1. I can compare versions of stories. (compare settings and characters)   **To write for effect**   1. I can use but in a sentence to compare and contrast. 2. I can write in role. (sentence starters) 3. I can re-tell a story.   **To present neatly**   1. Do my sentences make sense. I can edit for improvement.   **To organise my writing**   1. I can role play to create a sequel story.   **To write for a purpose**   1. I can begin to talk, plan and write ideas / notes down.   **To use word classes accurately. To write for effect**.   1. I can use simple and expanded noun phrases 2. I can join words and sentences using appropriate subordinating and co-ordinating conjunctions   **To present neatly**   1. I can edit and publish my work.   **Handwriting:**   1. I can form our letters and digit correctly- both lower and upper case. 2. I can start to apply the cursive handwriting style.   **Genre outcomes to enable application of skills:**  Wanted posters, letter, retellings from another point of view, sequel story (extended piece).  **Story of Jim and the Beanstalk**   1. I can make predictions about events in a story.   **To write for effect**   1. I can make rhyming words. 2. I can infer a characters thoughts and feelings.   **To organise my writing**   1. I can identify the key events in the story and sequence them.   **To use word classes accurately**   1. I can retell a known story. I can use adverbials. 2. I can apply the spelling pattern for adding –ed, –ing.   **To organise my writing**   1. I can plan sections of a narrative sequence based on a known story. 2. I can roleplay scenes from an innovated story usingconventions of speech punctuation.   **To write for effect**   1. I can write a letter in character.   **To present neatly. To punctuate accurately.**   1. I can edit and publish my work.   **To organise my writing**   1. I can innovate ideas in a known story. 2. I can use a story map to sequence events in an invented narrative.   **To write for a purpose**   1. I can write the start of my story. 2. I can write the middle of my story. 3. I can write the ending of my story.   **To present neatly. To punctuate accurately.**   1. I can edit, redraft and publish my story.   **To present neatly – Handwriting sessions:**   1. Can we form our letters and digit correctly- both lower and upper case. 2. I can start to apply the cursive handwriting style.   **Genre outcomes to enable application of skills:**  Narrative re-telling (including dialogue), thought bubbles, informal letters, Sequel story. | **Place value – numbers to 100. WRM**:  Catch up:  Counting forwards and backwards within 20.  Tens and ones within 20.  Counting forwards and backwards within 50.  Tens and ones within 50.  Compare numbers within 50.  **To count to 100.**   1. I can count objects to 100. 2. I can count objects to 100. 3. I can count objects to 100. 4. I can and read and write numbers in numerals and words. 5. I can and read and write numbers in numerals and words.   **To represent numbers to 100. Concrete and Pictorial.**   1. I can represent number to 100 (tens and ones). 2. I can represent number to 100 (tens and ones).   **To represent numbers to 100. Concrete and Pictorial.**   1. I can represent tens and ones with a **part-whole method.** 2. I can represent tens and ones with a part-whole method. 3. I can represent tens and ones with a part-whole method. 4. I can represent tens and ones using addition. 5. I can represent tens and ones using addition.   **To represent numbers to 100.**   1. I can use a place value chart. 2. I can represent numbers using a place value chart.   **To compare numbers.**   1. I can compare numbers. 2. I can compare numbers. 3. I can order objects and numbers. 4. I can order objects and numbers.   **To count to 100.**  Catch up:  Recap count in 2s.  Recap up count in 5s.  Recap up count in 10s.  **To count to 100.**   1. I can count in 2s. 2. I can count in 2s. 3. I can count in tens. 4. I can count in tens. 5. I can count in 5s.   **To count to 100.**   1. I can count in 5s. 2. I can count in 2s, 5s, 10s. 3. I can count in 2s, 5s, 10s. 4. I can count in 3s. 5. I can count in 3s. 6. Review and assessment.   **Addition and Subtraction.** | **To wok scientifically:**  Can we ask simple questions, to use observations to suggest answers and gather data to help us answer questions.  **2. September**  **Physics**  What are our seasons?  **To understand the Earth’s movement in space.**  **Seasons:**   1. I can identify our seasons. I can understand if our weather changes during the seasons.   **What are the changes throughout our seasons?**   1. I can observe changes across the four seasons.   **How does day light change in each season?**   1. I can observe and describe the weather associated with the seasons and how day length varies.   **How does this change around the world?**   1. I can begin to understand the difference in weather in other parts of the world.   3. September/October  **Biology:**  What is a habitat?  **To investigate living things**:   1. I can describe a habitat and its characteristics.   **To investigate living things**:  What type of plants would live there?  2) I can identify and name a variety of plants in their habitats including micro habitats.  **What type of animals live in forests?**  **To understand animals and humans:**   1. I can identify animals you would find in a forest.   What do different animals eat?  **To understand animals and humans:**   1. I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.   What makes one animal different from another?  **To understand animals and humans:**  5) I can describe and compare the structure of a variety of common animals.  What grows in a forest?  **To understand plants:**   1. What type of trees and plant do you find in a forest. I can identify and name a variety of common plants and trees. (Deciduous, Evergreen) 2. December   **What runs on electricity?**  **To understand electrical circuits**   1. I can identify common appliances that run on electricity.   **How does electricity travel?**  **To understand electrical circuits**   1. I can construct a simple electrical circuit. | Texts: Introduction: Paper bag Princess by Robert Munsch.  Ladybird Histories: Kings and queens.  6. November  What do we mean by Monarchy?  **To investigate and interpret the past.**   1. I can ask questions about the past.   To investigate and interpret the past.   1. I can use artefacts, pictures, stories, online sources and databases to find out about the past Monarchy.   Who are our British Monarchs from a long time ago?  **To understand chronology.**   1. I can identify and sort photos of some English/British monarchs onto a timeline.   What would it be like to be a King or Queen?  **To communicate historically.**   1. I can show an understanding of Monarchy. 2. I can discuss the concept and role of monarchy over time.   Why is William the Conqueror important?  **To build an overview of world history.**   1. I can describe historical events and significant people (William the Conqueror). 2. I can describe the events Willian the Conqueror was involved in. |

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| Geography | Art | Design | Computing | RE | PSHE | Music |
| (*A Year in Nature (Hazel Maskell).*  4. October  What’s the weather like in the United Kingdom?  **To investigate patterns.**   1. I can identify seasonal and daily weather patterns in the UK.   Where are Fairy-tales set?  Fairy tales and the Forest.((Text:Traditional Fairy tales by the Brothers Grimms.& twisting fairy tales to twist settings for fairy tales)  **To communicate geographically:**   1. I can Understand geographical similarities and differences through the study of human and physical geography of a fairy tale setting.   How can I describe a fairy tale setting?  **To communicate geographically:**   1. I can use geographical vocabulary to refer to key physical features of a fairy tale setting. 2. I can use geographical vocabulary to refer to key human features of a fairy tale setting. | How can I use different media to represent fairy tales?    5. October/ November  What shapes and features do you find in a fairy tale home?  **Art. To use digital materials.**   1. I can use different colours and shapes to create fairy tale inspired images. 2. I can re-create this image in 2D form.   7. November  **Art –To sculpt.** Fairy tale 3D Foil Prince and Clay bean stalk.   1. I can use a combination of shapes 2. I can include lines and texture 3. I can use rolled up paper/foil/ clay as materials. 4. I can use techniques such as rolling, cutting, moulding and carving | How can I use different media to represent fairy tales?    5. October/ November  What shapes and features do you find in a fairy tale home?  **Design and Technology – Home styles.**   1. I can master practical skills with materials. 2. I can explore the different features of homes. 3. I can investigate how to join and combine shapes to make a house. 4. I can measure and cut materials safely, cut, shape and join materials together. 5. I can design a home and evaluate my work. | September  E-Safety – E- safety curriculum  Online learning.  8. December  How do I code?  **To code.**   1. I can control when drawings appear and set the pen colour, size and shape. 2. I can select sounds and control when they are heard.   How can I communicate online safely?  **To connect:**   1. I can contribute to the class website including editing and improving. 2. I understand online risks. (Esafety)   How can I record information?  **To collect**   1. I can use simple databases to record information. | **RE: Christianity**  **What does being a Christian mean?**  **To explore how being a Christian affects how you live your life.**   1. I can explain what the bible teaches Christians about how to live well. 2. I can discuss some inspirational Christians who showed how Christians are taught to act.   What are the most important celebrations for Christians?  **To explore important events in a Christian’s life**   1. I know how Christians celebrate birth. 2. I know what it means to belong and why is it important. 3. I understand what the Bible says about how Christians should treat others and live their lives. | Jigsaw- following the scheme.  Super start – Super 1. September  **Being me in this world:**   1. I can understand school rules and why are these important. 2. I can explain what abiding by school rules look like.   I know what we mean by consequences and why we need/ have them (It’s good to be green- applying all the above behavioural skills).   1. I can explain social distancing and why we need to have a new charter where I or others can make each other feel safe.   **Healthy Me**   1. I know what the Coronavirus is and why we have to do lots of things differently at the moment. I know how I can keep myself safe.   **Belonging and feeling safe and happy**   1. I know how to keep my friends safe and happy in School.   **Reconnecting with friends: Relationships.**   1. I know what makes a good friend. I can find ways to be a good friend while we have to carry on social distancing.   **Being Me in My World. Dreams and Goals.**   1. I can explain how I feel about learning new things. I understand the importance of positive feelings.   **Managing worries and fears.**   1. I can identify any worries and fears I may have about the special time we are in.   Year 1 Jigsaw -statutory sex education.  **Changing me.**   1. I understand that changes happen as we grow and that it is ok. 2. I can identify the parts of my body that make boys different to girls. I can use the correct names for these. 3. I can respect my body and understand which parts are private.   December.  **Celebrating difference**   1. I understand that sometimes people make assumptions about boys and girls. 2. I understand that bullying is sometimes about difference. 3. I can recognise what is right and wrong and how to look after myself.    1. I know some ways to make new friends. 4. I can tell you some ways I am different from my friends. | **Charanga**  Christmas nativity songs. |