

<p>Spotlight Masterpiece:</p> <p>News report on the Gunpowder plot (filmed)</p>	<p>Hook:</p> <p>Firework song around a campfire with sparklers.</p> <p>https://stevegrocott.bandcamp.com/track/the-firework-song</p>
<p>Writing Genre: Fiction - Warning Text</p>	<ul style="list-style-type: none"> To know that in a warning text the main character is given a warning about an aspect of the plot but chooses to act against it. To know that a warning text needs to start in a safe setting and move into an unsettling setting. To know that a warning text will feature suspense. To develop an understanding of how to create suspense in a piece of writing by withholding information from the reader. For example, 'something hissed nearby'. To know that the main character will need to escape from the danger in warning text and make it back safely to the familiar setting. To develop an understanding of how to effectively describe a setting. To know how to develop a character fit for a warning text, thinking carefully about their name and personality. To develop an understanding of how to plan a piece of fiction using the five part narrative scaffold. To demonstrate their understanding of a warning text by writing their own.
<p>Reading Kassim & The Dragon The Polar Express Dragon's Wood, performed by Brian Moses</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Developing an understanding of sequencing in stories and how items of information are related. To know how to retrieve, record and present information from both fiction and non-fiction Develop an understanding of how to making inferences by using clues from the pictures and text. To know how to make predictions on what might happen next on the basis of what has been read so far. To develop an understanding of how using our own background knowledge can help us to understand a text. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Recognising simple recurring literary language in stories and poetry. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing favourite words and phrases. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
<p>SPAG</p>	<ul style="list-style-type: none"> To know that a sentence starts with a capital letter and ends with an appropriate piece of punctuation. To know that a statement sentence ends with a full stop, an exclamation sentence ends in an exclamation mark and a question sentence ends with a question mark. To know how to form lower-case letters in the correct direction, starting and finishing in the right place. To know how to form lower-case letters of the correct size relative to one another. To know how to put the appropriate spacing between words. To know how to join each letter using the cursive script adopted by the school. To know that a noun is a name of person, place, thing, emotion or animal. To know that adjectives are used to describe nouns. To know that a suffix goes onto the end of a word to change its meaning. To know the /ai/ sound spelt -y at the end of words. This is by far the most common spelling for this sound at the end of words (cry, fly, try, reply). To know how to add -es to nouns and verbs ending in -y. The y is changed to i before -es is added (flies, copies, babies). To know how to add -ed, -ing, -er and -est to a root word ending in -y with a consonant before it. To know how to add the endings - ing, -ed, -er, -est and -y to words ending in -e with a consonant before it. To know that when two adjectives are used to describe a noun, this is called an expanded noun phrase.
<p>Mathematics</p>	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add/ subtract across 10. Apply understanding of known addition and subtraction facts within 20 to identify all related facts. This will include an understanding of the relationship between addition and subtraction and knowing the purpose of the equals sign as well as the addition and subtraction signs. Link between representations, such as the part whole model and bar model. Examine number sentences to find missing values by using structure rather than calculation. Use numbers within 20 to explore mathematical relationships within the context of familiar numbers. Compare similar calculations using greater than, less than and equals signs. Understand calculations with similar digits. For example, $2 + 5 = 7$ so $20 + 50 = 70$. Bonds to 100 (Tens) 10 More and 10 Less Add/ Subtract 2-digits and 1-digit Add/ subtract 2 2- digit numbers

	<ul style="list-style-type: none"> • Regrouping ten and ones • Add 3 1 digit numbers <p>Measurement: Money</p> <ul style="list-style-type: none"> • Recognise and use symbols for pounds (£) and pence (p) • Count money in pence and pounds. • Combine amounts to make a particular value. • Find different combinations of coins that equal the same amounts of money. • Find • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
Science	<ul style="list-style-type: none"> • To know that all objects are made of one or more material(s) that are chosen specifically because they have suitable properties for the task. • To know a material can be suitable for different purposes. • To know that when choosing what to make an object from, the properties needed must be compared with the properties of the possible materials, identified through simple tests and classifying activities. • To know that some objects made of some materials can be changed in shape by bending, stretching, squashing and twisting. For example, clay can be shaped by squashing, stretching, rolling, pressing etc. This can be a property of the material or depend on how the material has been processed e.g. thickness. • To develop an understanding of how to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • Enquiry Type: Grouping and Classifying & Fair Testing/Comparative
Religious Education	<ul style="list-style-type: none"> • To know how are holy books treated • To know what story is special for Jewish people in the Torah • To know which stories Muslims tell about the Prophet Muhammad • To know what can be learnt from the story of Jonah
Physical Education	<p>Gymnastics</p> <ul style="list-style-type: none"> • Copy, explore and remember actions and movements to create their own sequence • Link actions to make a sequence • Travel – Tiptoe step, jump and hop, Hopscotch, Skipping, Chassis steps, straight jump half turn, cat leap • Hold a still shape whilst balancing on different points of the body • Jump – straight jump, Tuck jump, Jumping Jack, Star jump, Straddle jump, Pike jump, Straight jump half turn, Cat leap and land with increasing control and balance • Climb onto and jump off the equipment safely • Move with increasing control and care <p>Fundamental movement skills to build knowledge for games</p> <ul style="list-style-type: none"> • Sprint run • Jump for distance • Skip • Gallop • Hop • Vertical Jump • Side gallop • Leap • Overhead throw • Underarm throw • Bounce & catch • Catch large ball • 2 handed strike • Catch a small ball • Lofted soccer kick
History	<ul style="list-style-type: none"> • To know that Bonfire Night is a national festival held on 5th November to mark the anniversary of the Gunpowder Plot. • To know that the Gunpowder Plot was a failed attempt to blow up the Houses of Parliament in London, in 1605. Know that this is around 400 years ago but the Houses of Parliament are still where the modern-day English government meets. • To know that Guy Fawkes and others tried to blow up the Houses of Parliament because the monarch and the rest of the government were there. • To know that Guy Fawkes and the other plotters were catholic, and the King was a protestant. Know that these are different forms of the Christian religion with some different beliefs. • To know that Guy Fawkes was arrested before he could blow up the barrels of gunpowder and taken to the Tower of London, a castle and palace in London which was also used as a prison. • To know that historical knowledge of the Gunpowder Plot is predominantly based on letters or written sources by the King, the government or the soldiers who arrested Guy Fawkes – know of specific sources including Guy Fawkes's signature pre- and post-imprisonment. • To know that Guy Fawkes and the other plotters were executed for treason but that this penalty is now prohibited in the UK.



Medium Term Plan Year 2 – Term 2 - 2021

RSHE	<ul style="list-style-type: none">• To know how to resist teasing and bullying, if they experience or witness it, whom to go to and how to get help• To know how to communicate feelings to others and recognise how others show feelings (revision)• To recognise how their behaviour affects other people• To know the characteristics of friendship• To learn the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises (revision)• To learn that money comes from different sources and can be used for different purposes, including the concept of spending and saving (revision)• To learn about the role money plays in their lives including how to manage their money, keep it safe, make choices about spending money, and what influences those choices (revision)• Fire Safety (Bonfire Night)
Art	<ul style="list-style-type: none">• Name the primary and secondary colours;• Mix primary colours to make secondary colours;• Use dots and lines to demonstrate pattern and texture;• Use different materials to draw, for example pastels, chalk, felt tips.
Primary Languages – Spanish	<ul style="list-style-type: none">• To develop an understanding of greetings (specifically how to say goodbye)• To know numbers 1-10 (Revision)• To know how to ask and answer 'how old are you?'• To know the days of the week.
DT	<ul style="list-style-type: none">• Sheet Material• Christmas Decorations• Christmas cards