

<p>Writing Genre:</p>	<p>Fiction: Defeating the Villain Model Text: Hansel and Gretel Revisit Unit: Information (<i>Blue Shimmer Dragon</i>) Transcription:</p> <ul style="list-style-type: none"> • /oa/ o; /ee/ e; /igh/ I, /ai/ a, /ue/ u • Common exception words: Mr, Mrs, parents Christmas fruit woman women, thought • Subordination and co-ordination • Expanded noun phrases for description and specification • Correct choice and consistent use of present tense and past tense throughout writing. • Use of the progressive form of verbs in the present and past tense to mark actions in progress <p>Handwriting</p> <ul style="list-style-type: none"> • use horizontal strokes to join for the 'tricky' letters: o r v w x <p>Composition: <i>Focus Toolkit: Characterisation</i></p> <ul style="list-style-type: none"> • use a few well-chosen adjectives to provide specific detail • pile up description using sentences of 3 (or 4 if appropriate) • use alliteration to string description together • Drop in important information about the character e.g. Sally, who was lost, found that... • use repetition to hammer home a point • Describe how a character moves.
<p>Reading</p>	<p>Hansel and Gretel (Anthony Browne)</p> <p>Comprehension focus(es):</p> <ul style="list-style-type: none"> - Focus 1 (weeks 1 & 2) plot/structure - Focus 2 (weeks 3 & 4) role of character - Focus 3 (weeks 5 & 6) viewpoints/perspectives <p>The True Story of the Three Little Pigs (John Scieszka)</p> <p>Comprehension focus(es):</p> <ul style="list-style-type: none"> • Link particularly to themes & ideas from above: what is Varmints 'about'? • What similarities and differences between this and Midnight Fox? • What point is that author trying to make?
<p>SPAG</p>	<p>Phonics – Phase 6D (week 5 – week 11)</p> <ul style="list-style-type: none"> • /or/ spelt 'ar' after w • Homophones: Here/hear, see/sea, night/knight • /oa/ spelt o Example words: most, both, only. • /ee/ spelt e Example words: me, be, we, evil, female. • /igh/ spelt i Example words: I, find, kind, mind, child. • /ai/ spelt a Example words: acorn, apron, bacon, lady. • /ew/ spelt u Example words: human, music, puma, tuba. • Statutory Spellings: Mrs, Mr, parents, Christmas, behind, fruit, woman, women, thought
<p>Mathematics</p>	<p>Fractions <i>Pupils learn to:</i></p> <ul style="list-style-type: none"> • Recognise, find, name and write Fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ 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 $\frac{1}{2}$ <p>Time <i>Pupils learn to:</i></p> <ul style="list-style-type: none"> • Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. • Know the number of minutes in an hour and the number of hours in a day.

	<ul style="list-style-type: none"> • Compare and sequence intervals of time. <p>Statistics <i>Pupils learn to:</i></p> <ul style="list-style-type: none"> • 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 • Ask and answer questions about totalling and comparing categorical data. <p>Geometry: Position & Direction <i>Pupils learn to:</i></p> <ul style="list-style-type: none"> • 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). • Order and arrange combinations of mathematical objects in patterns and sequences <p>Arithmetic: Mastering Number Problem Solving: Pupils will have further opportunities to use their knowledge of the composition of numbers within 10 to calculate within 20 and to reason about equations and inequalities. Pupils will:</p> <ul style="list-style-type: none"> • continue to explore a range of strategies to subtract across the 10-boundary • review bonds of 20 in which the given addend is greater than 10, and reason about bonds of 20, in which the given addend is less than 10 • practise previously explored strategies to support their reasoning about inequalities and equations • review doubles and near doubles and transform additions in which two addends are adjacent odd/ even numbers into doubles • consolidate previously taught facts and strategies through continued, varied practice
<p>Science</p>	<p>Plants (Term 5+6) <i>Pupils learn to:</i></p> <ul style="list-style-type: none"> • Know that most seeds and bulbs need water to grow. • Know that seeds and bulbs have a store of food inside them. • Perform a simple comparative test to see whether seeds need water to grow. • Know that seeds and bulbs need water to germinate. • Know that plants need more things to grow and keep them healthy – water, light, suitable temperature. • Be able to carry out a simple comparative test to show that plants need water and light to stay healthy. • Know that scientists compare over periods of time. • Know that the cycle from seed to plant to flower to seed is called a lifecycle.
<p>Religious Education</p>	<p>What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> • Different people belong to different religions and that many people are not part of religious groups but they also belong to different communities such as brownies, cubs and a swimming group. • That when you follow a religion such as Christianity or Islam, you belong to that faith community. • To know what is positive about belonging to a faith community such as social support and encouraging forgiveness. • That special symbols show you belong to a faith community. In Christianity this could be baptismal candle, the white robe, the certificate and the Bible. In Islam, this could mean the tasting of honey, gentle shaving on a baby's head, reading the Qur'an and sacrificing an animal. • Everyone is valuable and Christians show this through infant baptism and dedication.

	<ul style="list-style-type: none"> • Everyone is valuable and Muslims show this through a ceremony called Aqiqah which is celebrated on the seventh day after a child's birth. • That different religious groups and non-religious groups have worked together to make positive changes to the world we live in such as fighting against poverty, starvation and providing emergency aid.
<p>Physical Education</p>	<p>Striking and Fielding</p> <p><i>Pupils learn to:</i></p> <ul style="list-style-type: none"> • Understand what being in possession means and support a teammate to do this. • Understand that scoring goals is an attacking skill and to explore ways to do this. • Understand that stopping goals is a defending skill and explore ways to do this. • Explore how to gain possession. • Mark an opponent and understand that this is a defending skill. • Learn to apply simple tactics for attacking and defending. • I can describe how my body feels during exercise.
<p>Forest School</p>	<p>WILD Passport</p> <p>Woodcraft Skills:</p> <p><i>Pupils may learn to:</i></p> <ul style="list-style-type: none"> • safely peel a stick with a potato peeler • safely use loppers • safely use secateurs • can demonstrate the forehand grip • can use a knife to put a point on the end of a stick <p>Den Building Skills:</p> <p><i>Pupils may learn to:</i></p> <ul style="list-style-type: none"> • Build a nest • Build a mini shelter • Build a den • Build a ridge line shelter <p>Fire Skills:</p> <p><i>Pupils may learn to:</i></p> <ul style="list-style-type: none"> • demonstrate fire circle etiquette • understand the need for completely extinguishing a fire • collect dry sticks • produce sparks with a fire steel • safely cook items on a stick over the fire • light cotton wool pads with a fire steel <p>Nature Skills:</p> <p><i>Pupils may learn to:</i></p> <ul style="list-style-type: none"> • identify a silver birch tree • identify a holly tree • identify three differences between seasons • identify the difference between living and dead trees and plants • find 5 different minibeasts <p>Rope Skills:</p> <p><i>Pupils may learn to:</i></p> <ul style="list-style-type: none"> • make a basic friendship bracelet • thread a wood cookie • tie an overhand knot • tie a half hitch • wrap a stick

	<ul style="list-style-type: none"> • can clean and coil rope
Geography	<p>Maps</p> <ul style="list-style-type: none"> • That maps are an important Geographical tool. • That Geographers use fieldwork and observation to understand a location and create maps. • To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features such as buildings, roads, hills and beaches. • To use simple fieldwork and observational skills to study the geography of Sandgate Primary School and its grounds. • To use and construct basic symbols in a key. • Use directional language, such as near/far, left/right, to describe the location of features and routes on a map. • That the four cardinal directions on a compass are North, South, East and West. • That Sandgate is a village, Folkestone is a town and Canterbury is a city. • That villages are small settlements with a small number of houses for a few hundred people. A town is a larger settlement than a village. Cities are the largest kind of settlements and often have millions of people living in them. • That Folkestone is a port town on the English channel; that it lies in a valley between two cliffs; that it is close to the Channel Tunnel; that it has sandy and stony beaches.
RSHE	<p>Economic Well-being: Money & Aspirations, Work and Career</p> <ul style="list-style-type: none"> • The difference between needs and wants and that sometimes people may not always be able to have the things they want. • What money is; the forms that money comes in; and that money comes from different sources, including jobs. • About different jobs in the community and about some of the strengths and interests someone might need to do different jobs. • That money can be used for different purposes, specifically spending and saving, and that people make different choices about how to save and spend money. • That everyone has different strengths and to be able to recognise and celebrate some of their own strengths. • To set simple but challenging goals to help motivate them and help them improve at things. These goals can last a lifetime once achieved such as being able to read, ride a bike or swim. (End of term 6)
MUSI	<p>Tańczymy labada- A Polish Folk Song</p> <p><u>Singing</u></p> <ul style="list-style-type: none"> • Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. <p><u>Listening</u></p> <ul style="list-style-type: none"> • Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture. <p><u>Musicianship</u></p> <ul style="list-style-type: none"> • Listen and match the beat of others and recorded music, adapting speed accordingly • Demonstrate an internalised sense of pulse through singing games. • Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.
DT	<p>Textiles: Hand Puppets</p> <ul style="list-style-type: none"> • That people make puppets as a way to entertain, inspire and educate others. • To select the appropriate materials (linking to properties in Science). • That labelling their design will further help them at the making stage. • To talk through their plan and each stage with their peers. • To create templates and mock-ups of their puppet to help create final piece. • To draw around a pre-created template and follow their plan.



Medium Term Plan Year 2 – Term 6 – 2025/2026

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| | <ul style="list-style-type: none">• To use scissors to cut along straight lines and curved lines on paper and card when cutting out templates and to then draw around this onto material and cut out.• To use PVA glue and an applicator.• To colour fabrics using a range of techniques including fabric paint and fabric pens.• To add materials and other decorative resources using glue.• To identify what they did well and what could be improved.• To consider how puppets may progress in the future. What would a puppet in 100 years look like linked to modern technology? |
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