

Summer 1 2019 Medium Term Plan Year 2

Topic = Once upon a time...

Starting point (Hook): Listening to and story mapping traditional tales with Year 6.

Outcome: Performing a puppet show to another class.

Role play area: Fairytale puppet show

Topic display: Woodland/ plant scene

Literacy display: Fairytales work – The Gingerbread Man and Jack and the Beanstalk.

			Creative curriculum/Learning journey			
Week	Special events	Literacy Focus text – The Gingerbread man: Week 1-3 Jack and the beanstalk: Week 4-6	Science learning Theme/area – Plants Key Question: What do seeds need to grow?	History learning Theme/area – Significant individuals. Victorian study: Charles Dickens and Queen Victoria I.	Art & DT learning Theme/area – Traditional tale puppet show and tasting.	Computing learning Theme/area – Scratch and Purple Mash.
1 23 rd April	Fairy tale afternoon	<p>The Gingerbread Man. Non-fiction</p> <p>Hook: Children will step into the role of an author, story mapping and retelling their favourite traditional tales.</p> <p>They will be asking and answering questions about the text.</p> <p>Children will write a list of instructions explaining how to make a gingerbread man and how to cross a river safely.</p> <p>During the instructional writing pieces they'll be applying their knowledge of time conjunctions and listing commas.</p> <p>Phonics:</p>	<p>What do we already know about plants?</p> <p>Share the big idea.</p>	<p>Significant individuals- Charles Dickens. What did he do?</p> <p>Investigation style activity.</p>	<p>Designing gingerbread men- Gingerbread toppings.</p>	<p>Creating fairy-tale settings.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center; font-size: small;">Band 2 (5 statements)</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> </div>

		Group 1: suffix -es Group 2: suffix –ness Group 3: nd (hand)				
2 29 th April	SATs	The Gingerbread Man Fiction Children will write a newspaper report explaining what has happened so far. Headline: The Gingerbread Man who escaped the bakery. They will continue to explore and use expanded noun phrases and look at what contributes to the formation of exclamation sentences. They will participate in drama activities, for example hot seating and freeze frames, to sympathise with different characters feelings. They will then use what they gained from the drama activities to write a diary entry in the role of the Gingerbread Man. Phonics: Group 1: Suffix –y Group 2: suffix –en Group 3: mp (lamp)	Using seeds, predicting what might grow. Planting- what do we think that seeds need to grow? Setting up experiment (child led).	Significant individuals- Charles Dickens. All about CD. Beginning to write a fact file.	Where will our ingredients come from? <div> <div> Cooking and Nutrition Say where some food comes from and give examples of food that is grown </div> <div> Cooking and Nutrition Understand that all food has to be farmed, grown or caught </div> </div>	Adding a character to your setting. Possible motion added. Create and debug simple programs
3 6 th May	SATs	The Gingerbread Man Story writing Children will begin to discuss alternative endings for the traditional	Making and recording observations on seeds. READING & RECORDING SCALES e.g. in freezer, outside, on windowsill	Significant individuals- Charles Dickens. Exploring the impact he has had worldwide. Completing fact file.	Adding toppings to gingerbread men – tasting and evaluating.	Sound and motion added to Fairy-tale scene.

		<p>tale.</p> <p>They will be applying the grammar taught this year. E.g. subordinating and coordinating conjunctions, exclamation and question sentences, expanded noun phrases and adjectives containing common suffixes.</p> <p>Children will story map and perform the traditional tale and discuss plus highlight traditional story language.</p> <p>They will then edit the traditional tale creating their own characters and rhyme which will be repeated throughout their own story.</p> <p>Phonics: Group 1: Homophones Group 2: Contracted words. Group 3: nt (tent)</p>				<p>I can find and fix simple bugs in programs</p> <hr/> <p>I can understand that programs run by following clear instructions</p>
4 13 th May	SATs	<p>Jack and the Beanstalk. Fiction – Letter writing</p> <p>Children will step into the role of Jack and his mum, justifying their decisions, thoughts and feelings.</p>	<p>Naming and describing plants. Making simple observations and predicting how the plants might change over the next two weeks (monitor each week and record findings).</p>	<p>Significant individuals- Queen Victoria I Exploring the impact of her Monarch.</p>	<p>Designing their own fairytale puppet. Discussing materials which could be used.</p>	<p>Sound and motion added to Fairy-tale scene</p>

		<p>Children will also ask and answer questions in the form of hot seating.</p> <p>They will use their understanding of the two characters to write an apology letter in the role of Jack; and a letter of complaint to the new owner of the cow in the role of Jack's mum.</p> <p>Phonics: Group 1: Homophones Group 2: Contracted words. Group 3: It (belt)</p>				
5 20 th May	SATs	<p>Jack and the Beanstalk Fiction</p> <p>Children will answer a range of questions and think carefully about what other texts Jack and the Beanstalk reminds them of, explaining why.</p> <p>They will also create and write an alternative scene/ending to the traditional tale and consider changing some of the main characters. Sentence opener: He climbed the green, prickly beanstalk and saw...</p> <p>Phonics: Group 1: Spelling pattern ake. Group 2: Suffix es – recapping rules. Group 3: If (shelf)</p>	Evaluating findings from both plant observations	Significant individuals- Continuation of week 4 (Queen Victoria I)	Creating their own fairytale puppet.	To work in pairs to find and fix simple bugs in programs.

Week	Maths Key areas to cover Properties of shape; fractions and any weak areas.	Music Theme/area – Accompanying different texts’ plots and characters through music.	P.E Theme/area – Athletics	P.E Theme/area – Premier Sports	PSHE/SEAL Theme/area – Relationships	R.E Theme/area – Judaism
1	<p>Properties of shape</p> <p>Children will name and recognise 2D and 3D shapes and their properties.</p> <p>They will also explore the terms vertices and symmetry, and begin to accurately draw 2d shapes.</p>		Circuit games Shuttle runs, Turn and catch Ladder practise Skipping etc.	<p>Striking and fielding</p> <p>Children will explore under and over arm throwing using the correct technique.</p> <p>They will also be stopping a moving ball and will hit a ball with different types of bats at targets.</p>	<p>Families</p> <p>Children will identify the different members of a family, understand their relationship with each of them and know why it is important to share and co-operate.</p>	Continuation of Old Testament stories from last term.
2	<p>Properties of shape</p> <p>Children will recap 3D shapes and their properties. They will also identify flat faces, curved faces, edges and vertices of 3D shapes</p> <p>In addition to the above, they will make links between these shapes and real life objects.</p>	<p>Children to listen to recorded music discussing which instruments they can hear.</p> <p>Recorded music to link to traditional tales.</p>	Circuit games- as last week (beat score)		<p>Keeping safe – Exploring physical contact</p> <p>Children will develop an understanding that there are lots of forms of physical contact within a family and some of this is acceptable and some is not.</p>	Continuation of Old Testament stories from last term.

3	Time Children will recap learning from year 1 (o'clock and half past) and will begin to explore quarter past and quarter to.	To work in small groups to create a piece of music to support a traditional tale character (a good character).	Team games Relay race, obstacle course, scoring points in hoop.		Helping other to feel part of a group Children will identify some of the things that cause conflicts with friends.	
4	Time and any weak areas Children will read an analogue clock at 5minute intervals. They will also investigate, find and compare durations of time. Children will also recap and apply the 4 operations (multiplication, division, addition and subtract).	To work in small groups to create a piece of music to support a traditional tale character (a bad character).	Team games Relay race, obstacle course, scoring points in hoops.		Show respect in how they treat others Children will develop an understanding that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.	
5	Any weak areas Using and applying the four operations: multiplication, division, addition (using place value) and Subtraction (regrouping)	To retell a traditional tale using words, actions and music. Children to discuss why they might change the pitch, volume and speed of music when portraying certain characters.	Team games Relay race, obstacle course, scoring points in hoop.		Know how to help themselves and others when they feel upset or hurt. Children will recognise and appreciate people who can help them in their family, school and community.	Exploring the synagogue.

