

Summer 1 2018 Medium Term Plan Year 2

Topic = Once upon a time...

Starting point (Hook): Listening to and story mapping traditional tales with Year 1 and Year 6.

Outcome: Performing a puppet show to another class.

Role play area: Fairytale puppet show

Trips/visitors: Bedgebury

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.	Art & DT learning Theme/area – Traditional tale puppet show and tasting.	Computing learning Theme/area – Scratch and Purple Mash.
1 18 th April		<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>What do we already know about plants? Share the big idea.</p>	<p>Significant individuals- Charles Dickens. What did he do?</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 style="font-size: x-small;">Use logical reasoning to predict the behaviour of simple programs</p> </div>
2 24 th		The Gingerbread Man Fiction	Using seeds, predicting what might grow.	Significant individuals- Charles Dickens. All	Where will our ingredients come	Adding a character to your setting.

April		<p>Children will write a newspaper report explaining what has happened so far. Headline: The Gingerbread Man who escaped the bakery.</p> <p>They will participate in drama activities, for example hot seating and freeze frames, to sympathise with different characters feelings. Then they will use what they gained from the drama activities to write a diary entry in the role of the Gingerbread Man.</p> <p>Children will begin to discuss alternative endings for the traditional tale.</p>	<p>Planting- what do we think that seeds need to grow? Setting up experiment (child led).</p>	about CD.	<p>from?</p> <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>	<p>Possible motion added. Create and debug simple programs</p>
3 1 st May		<p>The Gingerbread Man Story writing</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</p>	<p>Making and recording observations on seeds. READING & RECORDING SCALES e.g. in freezer, outside, on windowsill</p>	<p>Significant individuals- Charles Dickens. Exploring the impact he has had worldwide.</p>	<p>Adding toppings to gingerbread men – tasting and evaluating.</p>	<p>Sound and motion added to Fairy-tale scene.</p> <div> <div>I can find and fix simple bugs in programs</div> <div>I can understand that programs run by following clear instructions</div> </div>

		their own characters and rhyme which will be repeated throughout their own story.				
4 8 th May		<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>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>	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).	Significant individuals- Queen Victoria I Exploring the impact of her Monarch.	Designing their own fairy tale puppet. Discussing materials which could be used.	Finishing off.
5 15 th May	KS1 SATs begin	<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</p>	Evaluating findings from both plant observations	Significant individuals- Continuation of week 4 (Queen Victoria I)	Creating their own fairy tale puppet.	To work in pairs to find and fix simple bugs in programs.

		<p>write an alternative scene/ending to the traditional tale and consider changing some of the main characters.</p> <p>Sentence opener: He climbed the green, prickly beanstalk and saw...</p>				
<p>6 22nd May</p>	<p>KS1 SATs continued</p>	<p>Jack and the Beanstalk Poetry</p> <p>Children will choose a favourite character or item from the traditional tale to write and present an acrostic poem about them, e.g. Jack, Giant, Beans, Hen etc.</p> <p>Assessment Y2 SATs.</p>			<p>Continuation of week 5 (creating their own fairytale puppet).</p>	<p>To work independently to find and fix simple bugs in programs.</p>

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 – Striking and fielding games	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 explore and recap 3D shapes’ names and properties and will make links between these shapes and real life objects. They will also create and continue repeating patterns.</p>		<p>Children will be exploring underarm throwing through a range of small group activities.</p>	<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>	<p>Continuation of Old Testament stories from last term.</p>
2	<p>Fractions</p> <p>Children will begin to understand and explore the concept of a whole being one object or one quantity.</p> <p>They will also look closely at halving</p>		<p>Children will be exploring over arm throwing.</p>		<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>	<p>Continuation of Old Testament stories from last term.</p>

	using the notation $\frac{1}{2}$ and 2 equal groups. In addition, apply their knowledge of halves to recognise quarters.					
3	<p>Fractions</p> <p>Children will apply their knowledge and understanding of halves and quarters to find thirds in shapes and quantities. They will also understand and explore a unit fraction and a non-unit fraction and begin to use the language numerator and denominator.</p> <p>Children will then explore equivalent fractions, for example understanding that $\frac{2}{4}$ is the same as $\frac{1}{2}$.</p>	To work in small groups to create a piece of music to support a traditional tale character (a good character).	Children will discover the correct technique for over and under arm throwing.		<p>Helping other to feel part of a group</p> <p>Children will identify some of the things that cause conflicts with friends.</p>	
4	Fractions and any	To work in	Children will be		Show respect in how	

	<p>weak areas</p> <p>Children will continue to explore non-unit fractions in particular $\frac{3}{4}$ and begin to count in halves, thirds and quarters.</p> <p>Children will recap positional language and time.</p>	<p>small groups to create a piece of music to support a traditional tale character (a bad character).</p>	<p>stopping a moving ball by creating a barrier.</p>		<p>they treat others</p> <p>Children will develop an understanding that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</p>	
5	<p>Any weak areas – using and applying the four operations (Multiplication; division; addition (using place value) and Subtraction (regrouping)</p> <p>Assessments (Y2 SATs)</p>	<p>To retell a traditional tale using words, actions and music.</p> <p>Children to discuss why they might change the pitch, volume and speed of music when portraying certain characters.</p>	<p>Children will be hitting a ball with different types of bats – introduction to rounders.</p>		<p>Know how to help themselves and others when they feel upset or hurt.</p> <p>Children will recognise and appreciate people who can help them in their family, school and community.</p>	<p>Exploring the synagogue.</p>
6	<p>Assessments (Y2 SATs)</p>		<p>Rounders games- $\frac{1}{2}$ and $\frac{1}{2}$</p>		<p>Know and show what makes a good relationship</p> <p>Children will express</p>	<p>Jewish life at home, special celebrations and food.</p>

					their appreciation for the people in their special relationships.	
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