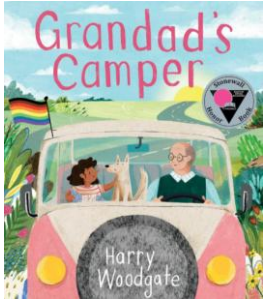


# St Peter's Academy Primary School Medium Term Planning Template

Class: Voyager Year: 2 Term: 3 – Maps Worship - Courageous

	Week 1	Week 2 Fri am – footie fun	Week 3 Thurs – Ramsbury Fri am – spring orienteering	Week 4	Week 5	Week 6 Tues – safer internet day
<b>English Writing</b> Grandad's Camper, Harry Woodgate. 	<b>Narrative – Alternative Setting</b> Write an additional section where the girl and her Grandad drive through Chippenham			<b>Non Fiction – Writing to Inform: Recount</b> Diary entry from the Grandad's point of view. (Could write from the girl's point of view for a simpler task)		
	<ul style="list-style-type: none"> <li>✓ Book Introduction</li> <li>✓ Features of a setting description – in context. (seen, heard, weather, time of day, expanded noun phrases)</li> <li>✓ Recap of noun phrases supporting description.</li> <li>✓ Introduce subordination in context. Read &amp; Identify.</li> <li>✓ Use subordination in context.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify between present and past tense.</li> <li>✓ SLOW WRITE guided setting description for one of the pictures in the story – Tues &amp; Thurs.</li> <li>✓ Wed standalone – Subordination revision – past/present tense revision.</li> <li>✓ Fri – Footie fun, no lesson.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Planning a setting description for driving through Chippenham – 2 days?</li> <li>✓ Wed Standalone – Grammar focus.</li> <li>✓ Writing alternative setting description – Independent Write – 2 days.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Taught edit and improve – green pen? With previous narrative writing.</li> <li>✓ Identify the features of a diary.</li> <li>✓ Understanding first person.</li> <li>✓ Regular past tense in context.</li> <li>✓ Past tense progressive in context.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Review subordinating conjunctions in context.</li> <li>✓ Guided plan for a diary entry for a holiday trip.</li> <li>✓ Standalone – mixed grammar skills in context.</li> <li>✓ Slow write – 2 days – diary entry on a camper van trip to one of the places in the story.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Planning independent write – a diary entry on a trip to Chippenham from Grandad's point of view.</li> <li>✓ Independent write over 2 days.</li> <li>✓ Wed – standalone – safer internet focus? Review of taught grammar skills.</li> <li>✓ Thurs – finish ind write</li> <li>✓ Fri – edit and improve.</li> </ul>
<b>Phonics/Spelling</b>	<b>Five c) (Mastery) Week 1</b>	<b>Five c) (Mastery) Week 2</b>	<b>Five c) (Mastery) Week 3</b>	<b>Five c) (Mastery) Week 4</b>	<b>Five c) (Mastery) Week 5</b>	<b>Five c) (Mastery) Week 6</b>
	Revisit alternative spellings of phonemes: /ch/ (as in picture), /ch/ (as in catch), /j/ (as in	Revisit alternative spellings of phonemes: /s/ (as in listen), /s/ (as in house), /z/ (as in	Revisit alternative spellings of phonemes: /ar/ (as in father), /ar/ (as in half), /air/ (as in	Revisit alternative spellings of phonemes: /ai/ (as in day), /ai/ (as in came), /ee/ (as in sea), /ee/	Revisit alternative spellings of phonemes: /oo/ (as in clue), /oo/ (as in June), /oo/ (as in	Assessment and review of all alternative spellings of phonemes. Assessment and review

	fudge), /m/ (as in lamb), /n/ (as in gnat), /n/ (as in knit), /r/ (as in wrap) Revisit reading all common exception words	please), /u/ (as in some), /ee/ (as in happy), /i/ (as in donkey), /ear/ (as in here), /ear/ (as in beer) Revisit reading all common exception words	there), /air/ (as in pear), /air/ (as in bare), /or/ (as in all), /or/ (as in four), /or/ (as in caught), /ur/ (as in learn), /ur/ (as in word), /oo/ (as in could), /oo/ (as in put) Revisit reading all common exception words	(as in these), /ee/ (as in happy), /ee/ (as in chief), /ee/ (as in key), /igh/ (as in pie), /igh/ (as in by), /igh/ (as in like), /oa/ (as in toe), /oa/ (as in bone), /(y)oo/ (as in cue), /(y)oo/ (as in tune), /(y)oo/ (as in stew) Revisit reading all common exception words	blew), /sh/ (as in special), /sh/ (as in station), /sh/ (as in sugar), /sh/ (as in chef) Revisit reading all common exception words	of all common exception words
<b>Maths</b>	<b>Grouping objects in different ways - multiplication</b>		<b>Representing counting in 2s, 5s, &amp; 10s as the 2, 5 &amp; 10x tables</b>		<b>Representing counting in 5s as the 5 times table and link to the 10 times table</b>	
	<ul style="list-style-type: none"> <li>✓ Explain that objects can be grouped in different ways.</li> <li>✓ I can describe how objects have been grouped</li> <li>✓ Represent equal groups as repeated addition.</li> <li>✓ Represent equal groups as repeated addition and multiplication</li> <li>✓ I can represent equal groups as multiplication.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Explain and represent multiplication when a groups contains zero or one items.</li> <li>✓ Identify and explain each part of a multiplication equation.</li> <li>✓ Use knowledge of multiplication to calculate the product.</li> <li>✓ Use knowledge of multiplication to solve problems.</li> <li>✓ Use knowledge of multiplication to solve problems in a range of contexts.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Represent the 2x table in different ways.</li> <li>✓ Use knowledge of the 2x table to solves problems</li> <li>✓ Explain the relationship between adjacent multiples of 2</li> <li>✓ Explain that factor pairs can be written in any order.</li> <li>✓ Represent counting in tens as the 10 times table.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Represent the 10x table in different ways.</li> <li>✓ Explain the relationship between adjacent multiples of 10</li> <li>✓ Represent counting in 5s as the 5 times table.</li> <li>✓ Represent the 5x table in different ways</li> <li>✓ Explain the relationship between adjacent multiples of 5.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Explain how groups of five and ten are related</li> <li>✓ Explain the relationship between multiples of five and ten</li> <li>✓ Use knowledge of the relationships between the 5 and 10 times tables to solve problems.</li> <li>✓ Explain how a factor of zero or one affects the product.</li> <li>✓ Represent multiplication</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use knowledge of the 2, 5 and 10 times tables to solve problems.</li> <li>✓ Use knowledge of the 2, 5 and 10 times tables to solve problems in a range of contexts.</li> <li>✓ Explain what each factor represents in a multiplication story.</li> <li>✓ Explain what each factor represents in a multiplication story when one of the factors is one.</li> <li>✓ Explain how a multiplication equation with 2 as a factor is related to doubling.</li> </ul>

					equations in different ways.	
<b>Science</b> Everyday materials	Knowledge Organiser Thinking Grid Identifying different materials around us.	Exploring some different materials and sorting them into groups.	Identifying materials that are natural and materials that are man made	Investigating materials that can change shape	Investigating the suitability of metal and plastic for a variety of purposes	Identifying the different products that can be made from wood. Identifying different materials that are used for the same product. Identifying material inventions and discoveries. EUQ Thinking grid
<b>Geography</b> Maps of familiar places.	Knowledge harvest Intro to maps - features/purpose Create a map of the classroom	Practical application of role and creation of map - walk from class to hall, talk about landmarks. Draw map of route from classroom to hall.	Bird's Eye View. Remind children that a map is a 2D image viewed from above. Bird's Eye view. Show the children objects viewed from the side, then show what they look like under visualiser. Children then draw arrangement of objects under visualiser and use positional language to show where each is.	Compass directions. Show symbols. Show a compass. Discuss compass points. Children complete compass direction worksheet.	Revisit compass points. Use beebot and beebot maps to navigate the beebot from one place to another specific place, using directional and positional language.	Treasure hunt. Revisit classroom maps from Week 1. Explain that today I am going to hide something. Mark on map where it is.  Children to find objects I've hidden in pairs.  Activity (if time) Pirate maps - model drawing a pirate map and explain the route I take to find the treasure.
<b>Art</b> Expressive painting Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and	<a href="#">Pathway: Expressive Painting</a>	Marela Zacarías & Charlie French	Expressive Painting & Colour Mixing	Brush Work of Van Gogh & Cezanne	Gestural Mark Making with Acrylic Paint	Gestural Mark Making with Acrylic Paint  Share, Reflect, Discuss

experimental mark-making to create abstract still lifes						
<b>PE</b> Rugby / Dance	THEME: Secret Garden To remember, repeat and link actions to tell the story of my dance.	THEME: Secret Garden To develop an understanding of dynamics and how they can show an idea.	THEME: Secret Garden Use counts of 8 to help you stay in time with the music.	THEME: The Circus To copy, remember and repeat actions using facial expressions to show different characters.	THEME: The Circus To explore pathways and levels.	THEME: The Circus To remember and rehearse our circus dance showing expression and character.
<b>PSHE</b> Keeping myself safe	Harold's picnic	How safe would you feel?	What should Harold say?	I don't like that!	Fun or not?	Should I tell?
<b>Computing</b> Beebots – Robot Algorithms	Giving Instructions	Same but different	Making predictions	Mats and routes	Algorithm design	Break it down
<b>Music</b> Grandma Rap	<a href="#">Lesson 1</a> : Introduce the song – mark the pulse, learn the actions, and recap <i>Hi lo chicka lo</i> from Term 1.	<a href="#">Lesson 2</a> : Learn <i>Grandma rap</i> words and actions, practise pitch pencils, discover the 'walk' duration (action and notation).	<a href="#">Lesson 3</a> : Progression snapshot activity 2. Make a video recording of children singing.	<a href="#">Lesson 4</a> : Rehearse the rap, introduce the 'jogging' duration and practise 'walk' duration with notation.	<a href="#">Lesson 5</a> : Create 4-beat rhythms featuring 'walk' and 'jogging' durations using a rhythm grid.	<a href="#">Lesson 6</a> : Create a looped backing (or body percussion accompaniment) to perform <i>Grandma rap</i> to.
<b>RE</b> Christianity - Is it possible to be kind to everyone all of the time? (DRE Y2)	Learning: to hold a debate about a kindness scenario.	Learning: to retell a story, which Jesus told, about how his followers should be kind.	Learning: to explore how Jesus and people who listened to Jesus, showed kindness.	Learning: to think about how Jesus would want a Christian to show kindness.	Learning: to discover how a Christian uses Jesus' teachings about kindness in their lives.	Learning: to create a charter of how we can be kind.
<b>MFL – French</b> Numbers to 10 Colours Days of the week	Twinkl Lesson – Numbers 1 – 10 Practice over a few lessons.		Twinkl – French Colours PPT, continual revision of numbers to 10 & then colours too.		Twinkl – Days of the week lesson. Plus revision of colours and numbers to 10.	
<b>Trips/Events/Visitors</b>						