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| Medium Term Plan-Class 3 Autumn 1-Term 1 | | | | | | | | |
| **Week beginning & Subject** | | **5th September** | **12th September** | **19th September** | **26th September** | **3rd October** | **10th October** | **17th October** |
| **Computing** | | Using the Internet Safely- 2.2 | Using the Internet Safely-Presentation-2.2 | Effective searching-2.5 | Effective searching-2.5 | Presenting ideas-2.8 | Presenting ideas-2.8 | Presenting ideas-2.8 |
| **History** | | Timeline- retrieval-what we have remembered from year 1-Timeline | The Battle of Hastings | Location-Map | Main Event | To make shields and swords for the conflict- drama to act out the battle | Tapestry | Assessment |
| **Science** | | Retrieval from year 1  Animals offspring | Life cycles of animals and humans | Growing up | Survival | Exercise | Healthy eating | Healthy eating-food groups |
| **RE** | | 1.3-Who is Jewish and what do they believe | 11.3-Who is Jewish and what do they believe | 1.3-What are their main beliefs | .3-What are their main beliefs | 1.3-Special places | 1.3-Specials places | 1.3-festivals |
| **Art** | | Weather – warm and cold colours;/painting  Colour Theory and Vocab | Emotion -pictures | Techniques- Clouds and weather pictures | Styles and periods -Turners | Visual knowledge | Techniques | Effects- A finished picture-discuss |
| **Design Technology** | | To look at different types of dips- texture, colour and taste | Design Inspiration- to design own dip- ingredients, cooking etc… | Guided design-think  Product, purpose, features, techniques- mood board | Design diagram- instructions | Break it!!  How can you change your design as your friend doesn’t like it- modify | Make your dip  Safe storage | Quiz |
| **French** | | All about me  Retrieval from year 1  Introductions | Sports | Sports | Hobbies | Look at what I can do… | La sorciere dans les airs | Assessment-Kahoot |
| **PSHE-YR 2** | | Class charter-Rules & responsibilities | I can recognise opportunities to made good and bad choices about what they eat and making informed choices for a balanced diet | that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest | that eating and drinking too much sugar can affect their health, including dental health | how to be physically active and how much rest and sleep they should have everyday | that there are different ways to learn and play; how to know when to take a break from screen-time | how sunshine helps bodies to grow and how to keep safe and well in the sun |
| **PE** | | Swimming | Swimming | Swimming | Swimming | Swimming | Swimming | Swimming |
| **English** | | | | | | | | |
| **Writing** | Assessment-1- a piece of writing | | Persuasive Leaflet (Report)  Opening and Endings (Story Writing) | Persuasive Leaflet (Report)  Opening and Endings (Story Writing) | Persuasive Leaflet (Report)  Opening and Endings (Story Writing) | Persuasive Leaflet (Report)  Opening and Endings (Story Writing) | Persuasive Leaflet (Report)  Opening and Endings (Story Writing) | Fun Write |
| **Handwriting** | I can write most lower-case letters correctly | | I can write lower-case letters in the correct direction, starting and finishing in the right place | I can write capital letters | I can write numbers 0-9 | I can see which letters belong to which handwriting 'families' | Letter formation practise | Assessment |
| **Phonics/Guided reading** | Assessment-Phonics and common exception words-linked to spellings  DGE G- Book- Lost in the woods- The magic stranger | | C /KN-Book-The sad prince and princess- Tricky witch has a horrid day | GN /WR-Book-Gnomes-Tricky witch wrecks her wrist | LE/ EL/ IL-Book-castle rescue-The little witches | AL/ Homophones-Book- The magic metal cauldron | Vowels, Suffix and drop th | Assessment |
| **comprehension** | Assessment-for the correct colour | | I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others | I can enjoy reading and discussing the order of events in books and how items of information are related | I can retell some of a story I know when being read to by an adult | I can join in with words when I can guess what is coming next | I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features | Assessment |
| **EPS** | Assessment-1- a piece of writing | | CL- Start of a sentence, dates, places and pronouns | FS- end of a sentence | Question marks and exclamation marks | Joining words- and | Commas in a list | Adjectives/expanded noun phrases |
| **Spelling** | annoy dream cried instead summer blackberry moon hutch fresher sketch  saying and identifying | | annoy dream cried instead summer blackberry moon hutch fresher sketch  writing and test | charge bulge village gem giant magic giraffe energy jacket adjust  saying and identifying | charge bulge village gem giant magic giraffe energy jacket adjust  writing and test | there their they’re hear here quite quiet see sea one won | key donkey monkey chimney valley journey alley honey hockey money | move prove just sure sugar eye could should would like big then |
| **Spoken Word/**  **Guided Reading** | I can talk in a group about books that are read to me and those that I read, taking turns and listening to what others say | | I can talk in a group about books that are read to me and those that I read, taking turns and listening to what others say | I can ask questions to improve my understanding of a text | I can ask questions to improve my understanding of a text | I can talk about words and phrases that capture the reader's interest and imagination | I can talk about words and phrases that capture the reader's interest and imagination | Book review, talk about likes and dislikes |
| **Maths** | | | | | | | | |
| **Year 2** | Number & Place Value | | Number & Place Value | Addition & Subtraction | Addition & Subtraction | Measurement-Money | Multiplication & Division | Multiplication & Division |
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