

Miss Walls Browne Class Medium Term Plan Autumn 2

CORE Subjects – Key Focus	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English Traditional Tales	<p>Learning Journey 1 Purpose: Entertain</p> <p>Audience: Browne Class</p> <p>Form: Description, Narrative</p> <p>Text Drivers: Rapunzel by Bethan Woollvin</p> <p>Guided Reading Text: Usbourne Illustrated Grimm’s Fairy Tales by Ruth Brocklehurst</p>	<p>Learning Journey 1 Purpose: Entertain</p> <p>Audience: Browne Class</p> <p>Form: Description, Narrative</p> <p>Text Drivers: Rapunzel by Bethan Woollvin</p> <p>Guided Reading Text: Usbourne Illustrated Grimm’s Fairy Tales by Ruth Brocklehurst</p>	<p>Learning Journey 1 Purpose: Entertain</p> <p>Audience: Browne Class</p> <p>Form: Description, Narrative</p> <p>Text Drivers: Rapunzel by Bethan Woollvin</p> <p>Guided Reading Text: Usbourne Illustrated Grimm’s Fairy Tales by Ruth Brocklehurst</p>	<p>Learning Journey 2 Purpose: Entertain</p> <p>Audience: Browne Class</p> <p>Form: Description, Wanted Poster</p> <p>Text Drivers: Little Red by Bethan Woollvin</p> <p>Guided Reading Text: Good Little Wolf by Nadia Shireen</p>	<p>Learning Journey 2 Purpose: Entertain</p> <p>Audience: Browne Class</p> <p>Form: Description, Wanted Poster</p> <p>Text Drivers: Little Red by Bethan Woollvin</p> <p>Guided Reading Text: Good Little Wolf by Nadia Shireen</p>	<p>Learning Journey 2 Purpose: Entertain</p> <p>Audience: Browne Class</p> <p>Form: Description, Wanted Poster</p> <p>Text Drivers: Little Red by Bethan Woollvin</p> <p>Guided Reading Text: Good Little Wolf by Nadia Shireen</p>	<p>Learning Journey 2 Purpose: Entertain</p> <p>Audience: Browne Class</p> <p>Form: Description, Wanted Poster</p> <p>Text Drivers: Little Red by Bethan Woollvin</p> <p>Guided Reading Text: Good Little Wolf by Nadia Shireen</p>
Maths	<p>Measurement and Addition and subtraction (continued from last half term)</p> <p>Year 1:</p> <ul style="list-style-type: none"> - Solve problems involving partitioning numbers 5, 6 and 7 - Compare and describe lengths using comparative language and non-standard units <p>Year 2:</p>	<p>Multiplication and Division</p> <p>Year 1:</p> <ul style="list-style-type: none"> - Count reliably in 2s - Solve number bonds to 5 problems - Share objects equally <p>Year 2:</p> <ul style="list-style-type: none"> - Count reliably in 2s, 5s and 10s - Introduce counting in 3s on a number line 	<p>Multiplication and Division and Fractions with Geometry</p> <p>Year 1:</p> <ul style="list-style-type: none"> - Solve problems involving sharing and grouping - Recognise and name a half as one of two equal parts of a shape or quantity <p>Year 2:</p> <ul style="list-style-type: none"> - Construct arrays with concrete objects, notice that $2 \times 5 = 5 \times 2$ (commutativity) 	<p>Multiplication and Division and Fractions with Geometry</p> <p>Year 1:</p> <ul style="list-style-type: none"> - Recognise and name common 2D shapes - Count in 2s to 20 and in 10s to 100 <p>Year 2:</p> <ul style="list-style-type: none"> - Recognise, find and name and write fractions as equal parts of a shape, link to symmetry 	<p>Number and Place Value Addition and Subtraction with statistics</p> <p>Year 1:</p> <ul style="list-style-type: none"> - Read numbers from 20 to 50 - Order numbers up to 50 <p>Year 2:</p> <ul style="list-style-type: none"> - Count in 10s from any number forwards and backwards - Compare and order numbers up to 100 using $<$, $>$ and $=$ 	<p>Number and Place Value Addition and Subtraction with statistics</p> <p>Year 1:</p> <ul style="list-style-type: none"> - Given a number, identify one more and one less - Use partitioning of 5, 6 and 7 to derive associate subtraction facts <p>Year 2:</p> <ul style="list-style-type: none"> - Given a number, identify ten more and ten less within 100 	<p>Number and Place Value Addition and Subtraction with statistics</p> <p>Year 1:</p> <ul style="list-style-type: none"> - Read, write and interpret mathematical statements to 10 - Solve one-step problems involving addition and subtraction <p>Year 2:</p> <ul style="list-style-type: none"> - Construct simple pictograms and tally charts (counting in 2s, 5s and 10s)

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	<ul style="list-style-type: none"> - Compare and order lengths using <, > and = - Subtract numbers mentally and with resources, including a 2-digit number and ones and 2-digit number and tens - Add three one-digit numbers 	<ul style="list-style-type: none"> - Solve problems involving groups of 2s, 5s and 10s 	<ul style="list-style-type: none"> - Develop the concept of sharing and grouping into different equal sized groups - Identify half and quarter of a shape - Identify and describe the properties of 2D shapes 	<ul style="list-style-type: none"> - Tell the time to five minutes, including quarter to and past 	Count back from any given number	<ul style="list-style-type: none"> - Solve one-step problems involving addition and subtraction 	<ul style="list-style-type: none"> - Ask and answer simple questions by counting the number of objects in each category and sorting categories by quantity
Science Identifying Animals	To be able to identify and name a variety of common animals	To be able to identify and name a variety of common UK mammals	To be able to identify and compare a variety of common UK birds and reptiles	To be able to identify and compare a variety of common UK fish and amphibians	To be able to identify and sort carnivores, herbivores and omnivores	To be able to take care of animals	To collect data about animals and answer questions

Foundation Subjects – Key Focus	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
RE (taught as RE Day): <i>Journey's end</i>	Enquire: What does the concept mean?	Contextualise: What place do stories with messages have in religion?	Evaluate: How important are stories with messages to believers and to me?	Communicate: What does the concept mean to me?	Apply: On what occasions and in what situations is the concept significant?		
Geography							
History: <i>Toys – Change within living memory – visit from museum staff or arrange a visit to</i>	<p>Chronology: sequencing events/objects in time; using chronological vocabulary</p> <p>To sort real toys/pictures into</p>	<p>Characteristic features of period person/events studied</p> <p>I can identify what a number of older objects were used for.</p>	<p>Change / Continuity, Similarities and differences between ways of life at different times</p>	<p>Cause / Consequence Why people did things / causes and results of events and changes</p> <p>I can investigate the consequences</p>	<p>Historical Enquiry: asking / answering questions; using sources to find answers and show understanding</p> <p>Interviewing adults about their</p>	<p>Connections: local/national/international, cultural, economic, military, political, religious, and social history</p> <p>Past Play – Hands-on workshop with</p>	

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museum at Carisbrooke Castle	chronological order from oldest to newest	Characterised by change from outdoor play to indoor/electronic toys	I can appreciate some toys that have remained largely unchanged over long periods of time e.g., marbles, skipping, yoyos. I know the main differences between their school days and that of their grandparents	of change to mainly sedentary indoor play detrimental to children's health and explore the significance of this change	childhood toys use pictures from toys enquiry pack / box / hot seating. Popular TV programmes in the 1960s (The Flowerpot Men, Thunderbirds, Lassie etc.)	demonstration of original toys such as the zoetrope, jumping jacks and clockwork toys, playing with replica toys, and investigating how old toys move and work (Heritage Education Service)	
Art and Design							
Design and Technology Puppets	To investigate a range of puppets and their features	To be able to work with fabric to create a finger puppet	To develop and practise sewing skills	To be able to design a glove puppet	To be able to follow a design to make a puppet	To be able to evaluate a finished product	To be able to perform our puppet show using the puppets we created
PE: Multi-Skills Playground Games	Multi-Skills gymnastics –PE Coach	Multi-Skills gymnastics –PE Coach	Multi-Skills gymnastics –PE Coach	Multi-Skills gymnastics –PE Coach	Multi-Skills gymnastics –PE Coach	Multi-Skills gymnastics –PE Coach	Multi-Skills gymnastics –PE Coach
PSHE: Valuing Difference	What makes us who we are? Identify some of the physical and non-physical differences and similarities between people	How do we make others feel? Recognise and explain how a person's behaviour can affect other people	My special people Identify people who are special to them	When someone is feeling left out Suggest and use strategies for helping someone who is feeling left out	An act of kindness Recognise and describe acts of kindness and unkindness	Solve the problem Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships	Consolidation of topic - valuing difference
Computing Sequencing	Creating Media - Digital Photography	Creating Media - Digital Photography	Creating Media - Digital Photography	Creating Media - Digital Photography	Creating Media - Digital Photography - Effects	Creating Media - Digital Photography - Is it real?	Creating Media - Digital Photography - Evaluation

