**Spring 2 - Medium Term Planning Kirsty Lamb: Class 2 - MIP**

**Theme: World of Wonder (Protecting the Environment) \*Class 2’s play.**

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| W/C | **25.2.19** | **4.3.19** | **11.3.19** | **18.3.19** | **25.3.19** | **1.4.19 (Play)**  |
| **English Genre** | Instructions | Poetry/Playscripts | Poetry/Playscripts | Poetry/Playscripts | Poetry/Playscripts | Poetry/Playscripts |
| **English Shared Text** | Danny Champion of the World – Roald Dahl | Danny Champion of the World – Roald Dahl | The Battle of Bubble and Squeak – Phillipa Pearce. | The Battle of Bubble and Squeak – Phillipa Pearce. | The Battle of Bubble and Squeak – Phillipa Pearce. | The Battle of Bubble and Squeak – Phillipa Pearce. |
| **S & L Focus** | Yr 5 – Engaging the listener by varying intonation, expression, tone and vocabulary. Adjusting the volume to match the presentation. | Yr 5 – Engaging the listener by varying intonation, expression, tone and vocabulary. Adjusting the volume to match the presentation. | Yr 5 – Engaging the listener by varying intonation, expression, tone and vocabulary. Adjusting the volume to match the presentation. | Yr 4 & Yr 5– Performing a play from memory with appropriate expression and tone. Yr 5 – Engaging the listener by varying intonation, expression, tone and vocabulary. Adjusting the volume to match the presentation.  | Yr 4 & Yr 5– Performing a play from memory with appropriate expression and tone. Yr 5 – Engaging the listener by varying intonation, expression, tone and vocabulary. Adjusting the volume to match the presentation.  | Yr 4 & Yr 5– Performing a play from memory with appropriate expression and tone. Yr 5 – Engaging the listener by varying intonation, expression, tone and vocabulary. Adjusting the volume to match the presentation.  |
| **Reading Comprehension****Ongoing: cross curricular** Yr 4 – Retrieving information from non-fiction texts.  | Yr 4 – Preparing and performing poems using appropriate intonation, tone, volume and action. Yr 5 – Reciting poems by heart. | Yr 4 – Preparing and performing poems using appropriate intonation, tone, volume and action. Yr 5 – Reciting poems by heart. | Yr 4 – Preparing and performing poems using appropriate intonation, tone, volume and action. Yr 5 – Reciting poems by heart.Linked to shared reading: Yr 4 – Identifying themes within texts. Yr 4 – Predicting what might happen from details stated and the information deduced.  | Yr 4 – Preparing and performing poems using appropriate intonation, tone, volume and action. Yr 5 – Reciting poems by heart. Yr 5 – Performing of plays to an audience using appropriate intonation, tone, volume and action.Linked to shared reading:Yr 4 – Identifying themes within texts. Yr 4 – Predicting what might happen from details stated and the information deduced.  | Yr 4 – Preparing and performing poems using appropriate intonation, tone, volume and action. Yr 5 – Reciting poems by heart.Yr 5 – Performing of plays to an audience using appropriate intonation, tone, volume and action.Linked to shared reading:Yr 4 – Identifying themes within texts. Yr 4 – Predicting what might happen from details stated and the information deduced.  | Yr 4 – Preparing and performing poems using appropriate intonation, tone, volume and action. Yr 5 – Reciting poems by heart.Yr 5 – Performing of plays to an audience using appropriate intonation, tone, volume and action.Linked to shared reading:Yr 4 – Identifying themes within texts. Yr 4 – Predicting what might happen from details stated and the information deduced.  |
| **Word reading** | Yr 4 & Yr 5 – Applying knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. | Yr 4 & Yr 5 – Applying knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. | Yr 4 & Yr 5 – Applying knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. | Yr 4 & Yr 5 – Applying knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. | Yr 4 & Yr 5 – Applying knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. | Yr 4 & Yr 5 – Applying knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. |
| **Writing** | Yr 4 – Using a range of sentences which have more than one clause. Yr 5 – Using stylistic devices to create effects in writing. Yr 5 – Using correct features and sentence structure matched to the text type. | Yr 4 – Using appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. Yr 5 – Performing of plays to an audience using appropriate intonation, tone, volume and action. | Yr 4 – Using appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. Yr 5 – Performing of plays to an audience using appropriate intonation, tone, volume and action. | Yr 4 – Using appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. Yr 5 – Performing of plays to an audience using appropriate intonation, tone, volume and action. | Yr 4 – Using appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. Yr 5 – Performing of plays to an audience using appropriate intonation, tone, volume and action. | Yr 4 – Using appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. Yr 5 – Performing of plays to an audience using appropriate intonation, tone, volume and action. |
| **SPAG** | Text StructureYr 4 – Writing in paragraphs.Yr 5 –Building cohesion between paragraphs. | Text StructureYr 4 – Writing in paragraphs.Yr 5 –Building cohesion between paragraphs | Text StructureYr 4 – Writing in paragraphs.Yr 5 –Building cohesion between paragraphs | Text StructureYr 4 – Writing in paragraphs.Yr 5 –Building cohesion between paragraphs | Text StructureYr 4 – Writing in paragraphs.Yr 5 –Building cohesion between paragraphs | Text StructureYr 4 – Writing in paragraphs.Yr 5 –Building cohesion between paragraphs |
| **Spelling – Shakespeare and more** | Y4 spelling - list 22Yr 5 – Spelling list 28Ongoing common exception words | Y4 spelling - list 22Yr 5 – Spelling list 28Ongoing common exception words | Y4 spelling - list 22Yr 5 – Spelling list 28Ongoing common exception words | Y4 spelling - list 22Yr 5 – Spelling list 28Ongoing common exception words | Y4 spelling - list 22Yr 5 – Spelling list 28Ongoing common exception words | Y4 spelling - list 22Yr 5 – Spelling list 28Ongoing common exception words |
| **Maths** | **FDP****Year 4**Counting up and down in hundredthsUnderstanding that hundredths are made when dividing an object by a hundred and dividing tenths by ten.Adding and subtracting fractions with the same denominator.**Year 5**Recognising mixed number and improper fractions and converting one form to the other.Writing mathematical statements greater than 1 as a mixed number.Identifying, naming and writing equivalent fractions of a given fraction visually including tenths and hundredths. | **FDP****Year 4**Recognising decimal equivalents to ¼ ½ and ¾Recognising and writing decimal equivalents of any number of tenths or hundredthsRounding decimals with one decimal place to the nearest whole number. Comparing numbers with the same number of decimal places up to 2 decimal places.**Year 5**Comparing and ordering fractions whose denominators are multiple of the same number.Adding and subtracting fractions with the same denominator and denominators that are multiples of the same number. Multiplying proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Reading and writing decimal numbers as fractions. | **FDP****Year 4**Finding the effect of dividing a 1 or 2-digit number by 10 and 100, identifying the value of the digits using ones, tenths or hundredths. Solving problems involving increasingly harder fractions and using fractions to divide quantities.**Year 5**Recognising and using thousandths and relate them to tenths, hundredths and decimal equivalents. Rounding decimals with 2 decimal places to the nearest whole number and 1 decimal place. Read, write, order and compare numbers with up to 3 decimal places. | **FDP****Year 4**Solving simple measure and money problems involving fractions and decimals to 2 decimal places.**Year 5**Solve problems involving numbers up to 3 decimal places. Recognising the % symbol and understand that it relates to ‘number parts per hundred’. Writing percentages as a fraction with denominator hundred, and as a decimal. Solve problems which require knowing percentage and decimal equivalents of ½ ¼ 1/5 2/5 4/5 and those fractions with a denominator or multiple of 10 or 25. | **Statistics** **\*Preparation for working scientifically: reporting findings**Year 4Interpreting and presenting discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.Solving comparison, sum and difference problems using information presented in bar charts, pictograms and other graphs. **Year 5**Completing, reading and interpreting information in tables; including timetables.Solving comparison, sum and difference problems using information presented in a line graph.  | **Geometry*****Position and direction***Year 4Describing movements between positions as translations or a given unit to the left/right or up/down.Describing positions on a 2D grid as coordinates in the first quadrant.Plotting specified points and drawing sides to complete a given polygon. Year 5Identifying, describing and representing the position of a shape following a reflection or translation, using the appropriate language and know that the shape has not changed.  |
| **Science** | Yr 4 – Describing the water cycleYr 4 – Explaining the part played by evaporation and condensation in the water cycle.(Link to school play) **Working scientifically****Focus: Measuring and observing accurately using a range of equipment**Making careful and accurate observations, including the use of standard unitsUsing equipment to make measurements e.g. data loggers, thermometers | Yr 4 – Describing the water cycleYr 4 – Explaining the part played by evaporation and condensation in the water cycle.(Link to school play) **Working scientifically****Focus: Measuring and observing accurately using a range of equipment**Making careful and accurate observations, including the use of standard unitsUsing equipment to make measurements e.g. data loggers, thermometers | State of matter (Chemistry)Yr 4 – Grouping materials based on whether they are a s, l or g Yr 5 – Sorting based on their properties and explain why they are fit for a certain purpose. Yr 4 Describing how some materials can change state and exploring these changesYr 4 – Measuring the temperature at which materials change stateYr 5 – Explain whether changes are reversible or not**Working scientifically****Focus: Measuring and observing accurately using a range of equipment**Making careful and accurate observations, including the use of standard unitsUsing equipment to make measurements e.g. data loggers, thermometers | State of matter (Chemistry)Yr 4 – Grouping materials based on whether they are a s, l or g Yr 5 – Sorting based on their properties and explain why they are fit for a certain purpose. Yr 4 Describing how some materials can change state and exploring these changesYr 4 – Measuring the temperature at which materials change stateYr 5 – Explain whether changes are reversible or not**Working scientifically****Focus: Measuring and observing accurately using a range of equipment**Making careful and accurate observations, including the use of standard unitsUsing equipment to make measurements e.g. data loggers, thermometers | State of matter (Chemistry)Yr 4 – Grouping materials based on whether they are a s, l or g Yr 5 – Sorting based on their properties and explain why they are fit for a certain purpose. Yr 4 Describing how some materials can change state and exploring these changesYr 4 – Measuring the temperature at which materials change stateYr 5 – Explain whether changes are reversible or not**Working Scientifically Focus: gathering data, recording, classifying and presenting using a variety of methods**Gathering, recording, classifying and presenting data in different ways to answer scientific questions | State of matter (Chemistry)Yr 4 – Grouping materials based on whether they are a s, l or g Yr 5 – Sorting based on their properties and explain why they are fit for a certain purpose. Yr 4 Describing how some materials can change state and exploring these changesYr 4 – Measuring the temperature at which materials change stateYr 5 – Explain whether changes are reversible or not**Working Scientifically****Focus: gathering data, recording, classifying and presenting using a variety of methods**Gathering, recording, classifying and presenting data in different ways to answer scientific questions |
| Computing***Ongoing: Digital Literacy******Yr 4 – Recognising acceptable and unacceptable behaviour using technology.******Yr 5 – Understanding that you have to make choices when using technology and that not everything is true and/or safe.***  | Algorithms and programming**Year 4** Experimenting with variable to control models.Giving an on-screen robot specific instructions that take them from A to B | Algorithms and programming**Year 4** Experimenting with variable to control models.Giving an on-screen robot specific instructions that take them from A to B | Algorithms and programming**Year 4** Experimenting with variable to control models.Giving an on-screen robot specific instructions that take them from A to B | **Algorithms and programming****Year 5**Combining sequences of instructions and procedures to turn devices on and off.Link to saving energy and protecting our planet.  | **Algorithms and programming****Year 5**Combining sequences of instructions and procedures to turn devices on and off.Link to saving energy and protecting our planet. | **Algorithms and programming****Year 5**Combining sequences of instructions and procedures to turn devices on and off.Link to saving energy and protecting our planet. |
| **History – Shang Dynasty** | Yr 4 - Explaining how historic items and artefacts can be used to build up a picture of life when comparing two or more historical periods Yr 4 & Yr 5 - Using and creating timelines.  | Yr 4 - Researching what it was like for children in a given period of history and present findings to an audienceComparing two or more historical periods  | Yr 4 - Researching what it was like for children in a given period of history and present findings to an audienceComparing two or more historical periods  | Yr 4 - Knowing how the lives of wealthy people were different from the lives of poorer peopleComparing two or more historical periods  | Yr 4 - Knowing how the lives of wealthy people were different from the lives of poorer peopleComparing two or more historical periods  | Yr 4 - Research two versions of an event and explain how they differ.I can test out a hypothesis in order to answer a question. |
| **Geography**  | Yr 5 – Explaining the course of a river (Linked to Y4 science on the water cycle)  | Yr 5 – Explain why people are attracted to live by rivers. | Yr 4 – Finding at least six cities in the UK, on a map. Find out why people like to live in cities.  | Yr 4 – Naming some of the main islands that surround the UK. | Yr 5 – Planning a journey to a place in another part of the world, taking into account distance and time. | Yr 5 – Explaining how a location fits into its wider geographical location with reference to human and physical features.  |
| **Design** | **Construction project:** Designing and building a shadow theatre.Yr 4 – Producing plans and explaining theseYr 5 - Coming up with a range of ideas after collecting information from different sourcesYr 5 – Producing a detailed, step by step plan. | **Construction project**: Designing and building shadow theatre using the information gathered during research. Yr 4 – Measuring accuratelyYr 5. – Making a prototype before making a final version | **Construction project**: Designing and building a shadow theatre. Yr 4 – Learning to persevere and adapt work when original ideas do not work | **Evaluation** of design. Was it fit for purpose? Did it meet the criteria set?  |  |  |
| **Art** |  |  |  | Designing and making the set for the play  | Designing and making the set for the play |  |
| **Music** | **Composition**Linked to play – matching the songs chosen.  | **Composition**Linked to play – matching the songs chosen.  | **Composition**Linked to play – matching the songs chosen.  | **Composition**Linked to play – matching the songs chosen.  | **Composition**Linked to play – matching the songs chosen.  | **Composition**Linked to play – matching the songs chosen.  |
| **French** | Naming and describing people, places and objects.Having short conversations; giving appropriate responses. | Naming and describing people, places and objects.Having short conversations; giving appropriate responses. | Naming and describing people, places and objects.Having short conversations; giving appropriate responses. | Naming and describing people, places and objects.Having short conversations; giving appropriate responses. | Naming and describing people, places and objects.Having short conversations; giving appropriate responses. | Naming and describing people, places and objects.Having short conversations; giving appropriate responses. |
| **Religious education** | **Worship**Comparison of worship in the Hindu and Islamic faiths compared to the Christian faith.  | **Worship**Comparison of worship in the Hindu and Islamic faiths compared to the Christian faith. | **Places of worship** For Muslims and Hindus and Christians. Visits: Local church and Truro cathedral.  | **Places of worship** For Muslims and Hindus and Christians. Visits: Local church and Truro cathedral.  | **Pilgrimages**Pilgrimages for each of the three religions, identifying similarities and differences.  | **Pilgrimages**Pilgrimages for each of the three religions, identifying similarities and differences.  |
| **PE** | SwimmingDance/Games | SwimmingDance/Games | SwimmingDance/Games | SwimmingDance/Games | SwimmingDance/Games | SwimmingDance/Games |
| **PSHE** | Protecting the environment | Protecting the environment | Protecting the environment | Protecting the environment | Protecting the environment | Protecting the environment |