

Autumn 2 Medium Term Plan 2022

	English The Storm Whale in Winter Orion and the Dark	Maths	Science/ RSE	Phonics/ SPAG Handwriting	Foundation RE Music RSE, DT, Geography ICT.
<p>Inset on the 31st Oct ISP Meetings</p> <p>1st Nov - 4th Nov</p> <p>Year Group Book Moderation Thursday</p>	<p>The Storm Whale in Winter 1. INTRO ONLY Look at the front cover. Children to record questions. What do you want to know? Children also to record a prediction based on the cover - what will happen? 1. MAIN LESSON Read the first page together. But Noi could not forget his friend. What has the whale been doing between the two books? Brainstorm ideas. Children to write sequenced sentences about the whale describing what it has been doing. First the whale returned to his family. Next... 2. Read up to Somehow they knew where to go. The whale is different in this story compared to the last. Children to write a comparison between how the whale is represented. Teachers to guide their adjectives to push their vocabulary. 3. Read the story compare similarities and differences. Children to write 3 things that are the same and 3 things that are different.</p> <p><u>Targets</u> I can develop my sentences using adjectives and adverbs. I can choose words for effect.</p>	<p>Maths race - Number Bonds to 10</p> <p>I can add and subtract one from a 2-digit number 1.1-1.5</p> <p>I can add and subtract one from a 2-digit number that crosses a tens boundary 1.6-1.8</p> <p>I can add and subtract one from any 2-digit number 1.9</p> <p>I can use my number facts to add a single digit number to a 2-digit number 2.1-2.4</p> <p>I can use my number facts to subtract a single digit number from a 2-digit number 2.5</p>	<p>Animals including humans - The importance of exercise. Understand the effect that exercise can have on our bodies. Set up an investigation to understand the effects of exercise on our bodies. Write the prediction and method.</p>	<p>Common exception words for handwriting in the morning. Old Cold Gold Told Hold</p> <p>Recap of Phase 3/5 Diagraphs for reading</p> <p>i - fin/find o - hot/cold c - cat/circle</p> <p>Nouns - what they are and how to identify them in a sentence.</p>	<p>RE (FRIDAY AFTERNOON) Unit: Why is Church important to Christians? Special places to us. ICT (TUES AFTERNOON) Teacher to demonstrate how to write using the word processor on the laptop. Two consecutive groups to practise writing a sentence using the laptops. Music (Assembly) Singing: Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause) RSE (THURS AFTERNOON) -That bodies and feelings can be hurt by words and actions; that people can say hurtful things online and offline. Read: Perfectly Norman and discuss. DT (WEDNESDAY AFTERNOON) What shall we have in our sandwiches? Understand that we all need a variety of food to stay healthy. - list the food we like to eat in sandwiches and introduce different food groups. Can we arrange into food groups?</p>

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	<p>I can start sentences in different ways. I can use time connectives to sequence. I can add details using varied vocabulary. I can write for different purposes.</p>				<p>Geography (FRIDAY) A Walk in London.</p> <p>Recap learning from Autumn 1 by thinking about the key features of London. Make two lists of key features. Those that are physical and those that are human.</p> <p>Recap learning about why London as a capital city is important. Can the children remember any other names of capital cities? Display if necessary.</p> <p>Mastermind Quiz Each pair to write five questions about London. Then challenge each other to answer all five correctly.</p> <p>Key learning - physical and human features of London.</p>
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<p>Week 2</p> <p>7th – 11th November</p> <p>Parents Evening 8th and 10th.</p>	<p>The Storm Whale in Winter</p> <p>1. Which book do you prefer and why? Write a paragraph reviewing and justifying reasons using 'because' and 'although'.</p> <p>2. Children to write a book review based on their sentences over the last few days. They must summarise plot and also talk about similarities/ differences. Finally, their opinion of the book.</p> <p>3. INDEPENDENT Children to write a report about the events from the POV of the fishermen. Their story starts when they need to rescue dad. Children to sequence ideas in the correct order using time sequencing words. Start to introduce adverbs at this point.</p> <p>4. The relationship is definitely better between Noi and his father. Discuss why and what has changed. Children to write a diary entry as if they are Noi discussing how things are better now and the things they had done that day.</p> <p><u>Targets</u> I can develop my sentences using adjectives and adverbs. I can use the correct tense and verb forms. I can use time connectives to sequence. I can use appropriate vocab.</p>	<p>Maths Race - Number Bonds to 10</p> <p>I can use a part whole model when adding and subtracting 2.6-2.9</p> <p>I can use my number bonds to ten to add a single digit number to a 2-digit number 3.1-3.3</p> <p>I can use my number bonds to ten to subtract a single digit number from a 2-digit number 3.4-3.6</p> <p>I can use my knowledge of 'ten' to add a single digit number to a 2-digit number 4.1-4.4</p> <p>I can use my knowledge of 'ten' to subtract (multiple of 10/ single digit from 2-digit) 4.5-4.8</p>	<p>Animals including humans - The importance of exercise. Understand the effect that exercise can have on our bodies. Set up an investigation to understand the effects of exercise on our bodies. Carry out the investigation and record results.</p>	<p>Common exception words for handwriting in the morning Great Break Steak Pretty</p> <p>Recap of Phase 3/5 Diagraphs for reading g - got/giant u - but/put ow - cow/blow Proper Nouns - what they are and that they should be capitalised.</p>	<p>ICT (WITH CLASS TEACHER) Teacher to demonstrate how to write using the word processor on the laptop. Two consecutive groups to practise writing a sentence using the laptops.</p> <p>RE (ROTATION) Unit: Why is Church important to Christians? Why the Church is a special place to Christians.</p> <p>Music (ROTATION) Understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>RSE (ROTATION) -That bodies and feelings can be hurt by words and actions; that people can say hurtful things online/ offline. List ways in which we can be kind to one another.</p> <p>DT Understand how to name and sort food into the five groups in the "Eat Well Plate".</p> <p><i>Recap of Science learning.</i> Geography (FRIDAY) Transport focus. List the key ways of getting around London and think of how different modes of transport have different advantages and disadvantages. Recap what transport might have been during the Great Fire.</p>
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					<p>What do we think of the River Thames as way of getting around London? Recap what we already know about the River Thames</p> <p>Key learning - there are different ways of moving around London and each of them have advantages and disadvantages.</p>
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<p>Week 3 14th - 18th November Recall Twilight on the 16th Independent Writing for assessment and moderation of assessments.</p>	<p>The Storm Whale in Winter</p> <p>1. Comparative study between whale books. Discuss how the whale is represented in both stories. Children to explore non-fiction books on their tables to look at how the whales are represented there. Children to list adjectives to describe the whale's general appearance and personality.</p> <p>MONDAY AFTERNOON Fact gathering. Children to be given non-fiction texts about whales. Children to find and write facts about whales in note form only.</p> <p>2. Children to create a non-fiction report about whales, using their drawing from the afternoon. They can present it how they like but it must include: heading, sub-heading, labelling etc.</p> <p>3. The Fisherman and the Whale by Jessica Lanan. Explore the book together and discuss how it doesn't have pictures. Children to have a different page each to write their own version of that page. Put it together as a class at the end? Does it match? Does that matter? Read aloud.</p> <p>4. Adverbs. Some of this book really lends itself to using adverbs to describe the actions of the characters. Children to be given a</p>	<p>Maths Race - Number Bonds to 20.</p> <p>I can solve problems using my knowledge of addition and subtraction 4.9</p> <p>I can find ten more or ten less than a 2-digit number 1.1-1.3</p> <p>I can find ten more or ten less than a 2-digit number 1.4-1.5</p> <p>I can add and subtract ten to/from a 2-digit number 2.1-2.2</p> <p>I can explain the patterns I notice when adding and subtracting ten 2.3-2.4</p>	<p>Animals including humans - The importance of Healthy Eating (recap and retrieval) Understand that all animals need food nutrients to help them grow and stay strong. Can the children remember anything about healthy eating from before? (Children will probably identify healthy and unhealthy foods). Revisit our healthy eating plate. Set up a food log.</p>	<p>Common exception words for handwriting in the morning After Fast Last Past</p> <p>Recap of Phase 3/5 Diagraphs for reading ie - tie/field ea - eat/bread er - farmer/her Adjectives - using and identifying.</p>	<p>ICT (WITH CLASS TEACHER) The final group to use the laptops to write a sentence using the appropriate keys. RE (ROTATION) Unit: Why is Church important to Christians? How do people feel in the Church? Why does it feel special? What part of the Church might be special to Christians and why?</p> <p>Music (ROTATION) Singing Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</p> <p>RSE (ROTATION) About how people may feel if they experience hurtful behaviour or bullying. Link to zones of regulation. Discuss personal experiences.</p> <p>DT Know that there are a number of basic food skills that enable us to cook a variety of dishes.</p> <p>Geography (FRIDAY) Comparison between East Molesey and London.</p> <p>List the key features of both and report as a class.</p> <p>Focus on: transport, shops, population, leisure activities etc.</p>
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	<p>page again, this time to write sentences using adverbs.</p> <p><u>Targets</u> I can edit and improve my work. I can use simple conjunctions. I can spell some plurals and adverbs correctly. I can use some words for effect. I can add details using varied vocabulary.</p>				<p>Key learning - the difference between a city and a town in the same country.</p>
<p>Week 4</p> <p>21st November - 25th November</p>	<p>Orion and the Dark</p> <p>1. LI: to write questions. Look at the picture of Orion; what is he thinking/ feeling? What do we know? Who is he? Why do you think this?</p> <p>2. L.I: I can use some words for effect. Read up to the circle of fear; discuss, relating fears to their own experiences. What are you scared of? (small groups) Provide drawing materials for children to draw their own fears with captions.</p> <p>3. I can use a range of well-structured sentences (e.g. mixture of long and short) using conjunctions (and, but, or) Children to write a note to Orion about his fears, offering advice (think happy thoughts etc).</p> <p>4. LI: to write a poem using words for effect. Children to predict what Orion's greatest fear may be? How might it feel to be afraid of the dark? Children to create a staircase of alternative words for scared.</p>	<p>Maths Race - Number Bonds to 20.</p> <p>I can use my knowledge of adding and subtracting ten to solve problems 2.5-2.6</p> <p>I can use my number facts to add a multiple of ten to a 2-digit number 3.1-3.5</p> <p>I can use my number facts to subtract a multiple of ten from a 2-digit number 3.6-3.9 (and 3.2)</p> <p>I can partition a two-digit number into parts in different ways (two and three parts) 4.1-4.3</p> <p>I can use my knowledge of adding and subtracting multiples of ten to solve problems 4.4</p>	<p>Animals including humans: Read Burger Boy Look at the food groups and discuss a balanced diet. Why is it important to eat a balanced diet? What do we need to eat more of? Look at our food logs after a week. What changes need to be made? Key knowledge All foods contain nutrients which your body needs to stay active throughout the day. Some foods have more nutrients than others. Everyone should have their '5 a day' - this means five portions of fruit and vegetables, to get the right amount of nutrients. It's important not to eat too much sugar and salt: sugary foods are bad for your teeth and can be fattening, and salty foods can lead to heart disease.</p>	<p>Common exception words for handwriting in the morning Father Grass Class Pass</p> <p>Recap of Phase 3/5 Diagraphs for reading a - hat/what y- yes/by/very ch - chin/school/chef ou - out/shoulder/could/you Verbs - identifying them in a sentence and using them properly.</p>	<p>ICT (PARENT HELPER) 2x groups to write a Christmas message using the laptops for cards and save.</p> <p>RE (ROTATION)</p> <p>Unit: Why is Church important to Christians?</p> <p>Signs and symbols in a Church (what are they? What do they mean?)</p> <p>Music Singing Assembly</p> <p>RSE (ROTATION) About how people may feel if they experience hurtful behaviour or bullying. Discuss: treat others how we want to be treated ourselves.</p> <p>DT Understand that it is important to store, prepare and cook food safely and hygienically.</p> <p>Geography (FRIDAY) Map work and research. Recap the key learning so far - Molesey is a</p>

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	<p>Can they order these in terms of intensity?</p> <p>Targets</p> <p>I can write a story with a clear beginning, middle and end; sense of sequencing</p> <p>I can generally join my letters correctly</p> <p>I can edit and improve my work</p> <p>I can vary tense and verb forms</p> <p>I can use time connectives to sequence</p> <p>I can develop my sentences using adjectives and adverbs (e.g. carefully, slowly)</p> <p>I use simple opening and closing in my writing</p> <p>I choose ideas and content suited to the purpose</p> <p>I make the general purpose of my writing clear</p> <p>I use appropriate vocabulary including technical words to convey information</p> <p>I spell some plurals and adverbs correctly</p> <p>I can use words chosen for effect</p> <p>I can add suffixes to simple regular verbs (e.g. add s, ed, ing)</p>				<p>town, London the city, the capital city of England found in the UK and the continent _____.</p> <p>Look at the map of the United Kingdom and discuss each capital in turn.</p> <p>Key Learning: The UK and its capitals.</p>
<p>Week 5</p> <p>28th November – 2nd December</p> <p>Teachers on a course 1st December.</p>	<p>Orion and the Dark</p> <p>1. L.I: I can use noun phrases to add detail to my writing.</p> <p>What is a noun phrase? What is an expanded noun phrase?</p> <p>Practise using noun phrases in your writing.</p>	<p>Maths Race x10</p> <p>I can explain that objects can be grouped in different ways 1.1-1.4</p> <p>I can describe how objects have been grouped 2.1-2.4</p>	<p>Animals Including Humans</p> <p>Healthy Eating - Linked to DT - design the perfect meal using each of the food groups in the right balance.</p> <p>Key knowledge</p> <p>All foods contain nutrients which your body needs to stay active throughout the</p>	<p>Common exception words for handwriting in the morning</p> <p>Plant</p> <p>Path</p> <p>Bath</p> <p>Hour</p> <p>Recap of Phase 3/5</p> <p>Diagraphs for reading</p>	<p>ICT (PARENT HELPER)</p> <p>2x groups to write a Christmas message using the laptops for cards and save.</p> <p>Music (ROTATION)</p> <p>Singing a known song in a group using skills from previous weeks.</p>

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	<p>2. L.I: I can use a particular viewpoint in my writing. Write a description of the dark. Visualise the dark - How would Orion describe it? Write it in the first person. Why is he so scared? What does it look like, how does it feel, and what does it sound like?</p> <p>3.LI: to understand how to write a diary. To use subordinate clauses (so that, because). Read the whole book. Have a big picture of The Dark. Composing questions/hotseating Darkness. Explore different diaries and write an extract for a diary using subordinate clauses.</p> <p>4.L.I: to put my ideas in a logical order using time sequencing words. Write a diary entry from Dark's point of view, exploring his feelings (potential for re-draft to ensure quality).</p> <p>Targets I can write a story with a clear beginning, middle and end; sense of sequencing I can generally join my letters correctly I can edit and improve my work I can vary tense and verb forms I can use time connectives to sequence I can develop my sentences using adjectives and adverbs (e.g. carefully, slowly) I use simple opening and closing in my writing</p>	<p>I can represent equal groups as repeated addition 3.1-3.4</p> <p>I can represent equal groups as repeated addition and multiplication 4.1-4.2</p> <p>I can represent equal groups as multiplication 4.3-4.4</p>	<p>day. Some foods have more nutrients than others.</p>	<p>Noun Suffix - s/es/ies/ves (Exception ey endings - donkeys)</p>	<p>RE (ROTATION) Unit: What does the Christmas story tell us about Jesus? Lesson One: Christmas is the celebration of the birth of Jesus.</p> <p>RSE (ROTATION) That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable' how to report bullying; the importance of telling a trusted adult.</p> <p>DT The Making! Begin to use techniques such as cutting, peeling and grating.</p> <p>Know how to prepare dishes safely and hygienically without using a heat source.</p> <p>Geography (FRIDAY) Low Stakes Quiz of learning so far for Weeks 6 and 7. Use as assessments to determine what the children have retained from the topic.</p>
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	<p>I choose ideas and content suited to the purpose I make the general purpose of my writing clear I use appropriate vocabulary including technical words to convey information I spell some plurals and adverbs correctly I can use words chosen for effect I can add suffixes to simple regular verbs (e.g. add s, ed, ing)</p>				
<p>Week 6 5th December - 9th December Book moderations.</p>	<p>Orion and the Dark</p> <p>L.I. To sequence the events of a story. 1. Sequence the story/Plot the story on a map.</p> <p>2. L.I To use noun phrases and sequential story language (suddenly,finally) to add detail to my writing. Beginning paragraph</p> <p>3 To use a variety of sentence openers and to use a range of well-structured sentences (e.g. mixture of long and short) using conjunctions (and, but, or). .- Middle paragraph</p> <p>4. L.I. To group sentences into paragraphs to help me organise my content. Ending paragraph</p> <p>Targets</p>	<p>Maths Race x10</p> <p>I can explain and represent multiplication when a group contains zero or one items 5.1-5.4</p> <p>I can identify and explain each part of a multiplication equation 1.1-1.3</p> <p>I can use my knowledge of multiplication to calculate the product 1.4-1.6</p> <p>I can represent the 2 times table in different ways 2.1-2.4</p> <p>I can use my knowledge of the 2 times table to solve problems 2.5</p>	<p>Animals including humans Low Stakes Quiz, Assessment of learning from this unit. Is there anything we need to revisit?</p>	<p>Common exception words for handwriting in the morning. Move Prove Improve Phonics Assessment Recap of Phase 3/5 Diagraphs for reading Verb suffix - ing/ed/er/ied/iest/ier</p>	<p>ICT (PARENT HELPER) 1 final group to write a Christmas message using the laptops for cards and save.</p> <p>Music (ROTATION) Christmas songs: singing using untuned instruments.</p> <p>R.E: (ROTATION) Unit: What does the Christmas story tell us about Jesus? Lesson Two: that Christians believe that there are clues in the story about how Jesus was.</p> <p>RSE (ROTATION) That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable' how to report bullying; the importance of telling a trusted adult. Anti bullying posters. DT The Evaluation of our sandwiches</p>

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	<p>I can write a story with a clear beginning, middle and end; sense of sequencing</p> <p>I can generally join my letters correctly</p> <p>I can edit and improve my work</p> <p>I can vary tense and verb forms</p> <p>I can use time connectives to sequence</p> <p>I can develop my sentences using adjectives and adverbs (e.g. carefully, slowly)</p> <p>I use simple opening and closing in my writing</p> <p>I choose ideas and content suited to the purpose</p> <p>I make the general purpose of my writing clear</p> <p>I use appropriate vocabulary including technical words to convey information</p> <p>I spell some plurals and adverbs correctly</p> <p>I can use words chosen for effect</p> <p>I can add suffixes to simple regular verbs (e.g. add s, ed, ing)</p>				<p>- have we fulfilled our criteria for a healthy sandwich?</p> <p>Geography (FRIDAY)</p> <p>Revisit mind maps and add new learnt information.</p>
<p>Week 7</p> <p>12th December - 16th December</p> <p>Break up on the 16th.</p>	<p>Assessments/ Independent Writing.</p> <p>LI: to make simple additions, revisions and proof-reading corrections to their own writing.</p> <p>Editing/revising/ Improving previous work.</p>	<p>Assessment of our Autumn Term learning to inform our next stage of learning.</p>	<p>Revisit mind maps and add new vocabulary.</p>	<p>Common exception words for handwriting in the morning.</p> <p>Recap of Phase 3/5</p> <p>Diagraphs for reading</p> <p>Adjective suffix - er/est/ (plus rules for each)</p>	<p>ICT (PARENT HELPER)</p> <p>Open retrieved documents and print for the Christmas cards.</p> <p>R.E: (MONDAY)</p> <p>Unit: What does the Christmas story tell us about Jesus?</p> <p>Lesson Three: the symbols of Christmas.</p> <p>Music (MONDAY)</p> <p>Christmas songs: singing using untuned instruments.</p> <p>DT</p> <p>Additional Learning</p>

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					Know that food has to be farmed, grown elsewhere (e.g. home) or caught. Understand that food is changed from farm to fork.
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