## Main Topic/Theme: Pirates v Mermaids

| Subjects | Week: 1 $11.4 .16$ | Week: 2 $18.4 .16$ | $\begin{aligned} & \text { Week: } 3 \\ & 25.4 .16 \end{aligned}$ | Week: 4 $2.5 .16$ | $\begin{gathered} \text { Week: } 5 \\ 9.5 .16 \end{gathered}$ | Week: 6 16.5.16 | $\begin{aligned} & \text { Week: } 7 \\ & 23.5 .16 \end{aligned}$ |
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| Spelling <br> (Weekly spellings everyday) | Y2 el ending <br> Y3 Spelling list a-c <br> Y4 Spelling list a-c | y2 <br> Y3 Spelling list d-f <br> Y4 Spelling list d-f | Y2 <br> Y3 Spelling list g-i <br> Y4 Spelling list g-i | y2 <br> Y3 Spelling list j - <br> Y4 Spelling list $\mathrm{j}-\mathrm{I}$ | y2 <br> Y3 Spelling list m-o <br> Y4 Spelling list $m-0$ | y2 <br> Y3 Spelling list $p-r$ <br> Y4 Spelling list $p-r$ | Y2 <br> Y3 Spelling list s-z <br> Y4 Spelling list s-z |
| Guided reading | Y2 Pirates <br> Y3 Rat Island <br> Y4 Treasure Island <br> Follow up activities <br> e.g. <br> Interview questions <br> Feelings graph <br> Comic strip <br> Write a sequel <br> Draw and annotate <br> pictures of characters and setting <br> Independent activities <br> Reading comprehension <br> Word searches <br> Dictionary definitions <br> ONGOING <br> PLAYSCRIPT- <br> PIRATES 'V' <br> MERMAIDS | Y2 Pirates <br> Y3 Rat Island <br> Y4 Treasure Island <br> Follow up activities e.g. <br> Interview questions <br> Feelings graph <br> Comic strip <br> Write a sequel <br> Draw and annotate <br> pictures of characters and setting <br> Independent activities <br> Reading comprehension <br> Word searches <br> Dictionary definitions <br> ONGOING <br> PLAYSCRIPT- <br> PIRATES 'V' <br> MERMAIDS | Y2 Pirates <br> Y3 Rat Island <br> Y4 Treasure Island <br> Follow up activities e.g. <br> Interview questions <br> Feelings graph <br> Comic strip <br> Write a sequel <br> Draw and annotate pictures <br> of characters and setting <br> Independent activities <br> Reading comprehension <br> Word searches <br> Dictionary definitions <br> ONGOING <br> PLAYSCRIPT- <br> PIRATES 'V' <br> MERMAIDS | Y2 Pirates <br> Y3 Rat Island <br> y4 Treasure Island <br> Follow up activities <br> e.g. <br> Interview questions <br> Feelings graph <br> Comic strip <br> Write a sequel <br> Draw and annotate pictures of characters and setting <br> Independent activities <br> Reading comprehension <br> Word searches <br> Dictionary definitions <br> ONGOING <br> PLAYSCRIPT- <br> PIRATES 'V' <br> MERMAIDS | Y2 Pirates <br> Y3 Rat Island <br> Y4 Treasure Island <br> Follow up activities <br> e.g. <br> Interview questions <br> Feelings graph <br> Comic strip <br> Write a sequel <br> Draw and annotate <br> pictures of characters and setting <br> Independent activities <br> Reading comprehension <br> Word searches <br> Dictionary definitions <br> ONGOING <br> PLAYSCRIPT- <br> PIRATES 'V' <br> MERMAIDS | Y2 Pirates <br> Y3 Rat Island <br> Y4 Treasure Island <br> Follow up activities <br> e.g. <br> Interview questions <br> Feelings graph <br> Comic strip <br> Write a sequel <br> Draw and annotate <br> pictures of characters and setting <br> Independent activities <br> Reading comprehension <br> Word searches <br> Dictionary definitions <br> ONGOING <br> PLAYSCRIPT- <br> PIRATES 'V' <br> MERMAIDS | Y2 Pirates <br> Y3 Rat Island <br> y4 Treasure Island <br> Follow up activities <br> e.g. <br> Interview questions <br> Feelings graph <br> Comic strip <br> Write a sequel <br> Draw and annotate <br> pictures of characters and setting <br> Independent activities <br> Reading comprehension <br> Word searches <br> Dictionary definitions <br> ONGOING <br> PLAYSCRIPT- <br> PIRATES 'V' <br> MERMAIDS |


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| SPAG | Y2 Revision (based on SPAG test results) <br> Identify correct punctuation for different sentences Words that should have capital letters in a sentence <br> Prefix that can be used for two words Joining words gap fill Y3 Revision (based on SPAG test results) Contraction apostrophes Add " " to sentences Identify command words Choose.! and? for sentences Verbs Write adjectives to complete a sentence Possessive apostrophestick correct version Identify where a full stop should go in the middle of a sentence. <br> Suffix matching Y4 Revision (based on SPAG test results) Contraction-write full version from shortened Re write sentence using capital letters Identify main and subordinate clause Identify longest noun phrase in a sentence Re write adverbial sentences NVAP-identify Nouns, verbs, adjectives and pronouns in a sentence. <br> *Daily spelling session including dictation and Countdown <br> *revise Fronted Adverbials | Y2 Revision (based on SPAG test results) <br> Identify correct punctuation for different sentences Words that should have capital letters in a sentence <br> Prefix that can be used for two words Joining words gap fill <br> Y3 Perfect present tense <br> Y4 Perfect present tense <br> *Daily spelling session including dictation and Countdown | Y2 Revision (based on SPAG test results) <br> Identify correct punctuation for different sentences Words that should have capital letters in a sentence Prefix that can be used for two words Joining words gap fill <br> Y3 Subordinate Clauses <br> y4 Subordinate Clauses <br> *Daily spelling session including dictation and Countdown | Y2 Revision (based on SPAG test results) <br> Identify correct punctuation for different sentences Words that should have capital letters in a sentence <br> Prefix that can be used for two words Joining words gap fill <br> Y3 Determiners <br> Y4 Determiners <br> *Daily spelling session including dictation and Countdown | Y2 SPAG practise test <br> Y3 SPAG practise test <br> Y4 SPAG practise test <br> *Daily spelling session including dictation and Countdown | Y2 SPAG practise tes $\dagger$ <br> Y3 SPAG practise test <br> Y4 SPAG practise test <br> *Daily spelling session including dictation and Countdown | Assess and Review for next term's planning <br> *Daily spelling session including dictation and Countdown |


| Literacy | MR KEALOHA- <br> SEPARATE <br> PLANNING <br> NARRATIVE - <br> ADVENTURE <br> STORIES <br> PIRATE/TREASURE <br> ISLAND THEME <br> *Create own Pirate <br> character <br> Setting description <br> Use Radio, Film and <br> Drama to explore <br> character, setting and <br> plot <br> Dialogue and speech marks <br> Wanted poster <br> Instructions <br> Newspaper report <br> NON-FICTION <br> ADVENTURE ISLAND <br> PROJECT <br> Create own island-use <br> ipads to research <br> Persuasive advert <br> DRAMA <br> PIRATES V <br> MERMAIDS | MR KEALOHA- <br> SEPARATE <br> PLANNING <br> NARRATIVE - <br> ADVENTURE <br> STORIES <br> PIRATE/TREASURE <br> ISLAND THEME <br> *Create own Pirate character <br> Setting description Use Radio, Film and Drama to explore character, setting and plot <br> Dialogue and speech marks <br> Wanted poster <br> Instructions <br> Newspaper report <br> NON-FICTION <br> ADVENTURE ISLAND PROJECT <br> Create own island-use ipads to research Persuasive advert <br> DRAMA <br> PIRATES V <br> MERMAIDS | MR KEALOHA- <br> SEPARATE <br> PLANNING <br> NARRATIVE - <br> ADVENTURE STORIES <br> PIRATE/TREASURE <br> ISLAND THEME <br> *Create own Pirate character <br> Setting description <br> Use Radio, Film and <br> Drama to explore character, setting and plot <br> Dialogue and speech marks <br> Wanted poster <br> Instructions <br> Newspaper report <br> NON-FICTION <br> ADVENTURE ISLAND PROJECT <br> Create own island-use ipads to research Persuasive advert <br> DRAMA <br> PIRATES V MERMAIDS | MR KEALOHA- <br> SEPARATE <br> PLANNING <br> NARRATIVE - <br> ADVENTURE STORIES <br> PIRATE/TREASURE <br> ISLAND THEME <br> *Create own Pirate <br> character <br> Setting description <br> Use Radio, Film and <br> Drama to explore <br> character, setting and <br> plot <br> Dialogue and speech <br> marks <br> Wanted poster <br> Instructions <br> Newspaper report <br> NON-FICTION <br> ADVENTURE ISLAND <br> PROJECT <br> Create own island-use <br> ipads to research <br> Persuasive advert <br> DRAMA <br> PIRATES V MERMAIDS | MR KEALOHA- <br> SEPARATE <br> PLANNING <br> NARRATIVE - <br> ADVENTURE <br> STORIES <br> PIRATE/TREASURE <br> ISLAND THEME <br> *Create own Pirate character <br> Setting description <br> Use Radio, Film and <br> Drama to explore <br> character, setting and <br> plot <br> Dialogue and speech marks <br> Wanted poster <br> Instructions <br> Newspaper report <br> NON-FICTION <br> ADVENTURE ISLAND <br> PROJECT <br> Create own island-use <br> ipads to research <br> Persuasive advert <br> DRAMA <br> PIRATES V <br> MERMAIDS | MR KEALOHA- <br> SEPARATE <br> PLANNING <br> NARRATIVE - <br> ADVENTURE <br> STORIES <br> PIRATE/TREASURE <br> ISLAND THEME <br> *Create own Pirate <br> character <br> Setting description <br> Use Radio, Film and <br> Drama to explore <br> character, setting and <br> plot <br> Dialogue and speech <br> marks <br> Wanted poster <br> Instructions <br> Newspaper report <br> NON-FICTION <br> ADVENTURE ISLAND <br> PROJECT <br> Create own island-use <br> ipads to research <br> Persuasive advert <br> DRAMA <br> PIRATES V <br> MERMAIDS | MR KEALOHA- <br> SEPARATE <br> PLANNING <br> NARRATIVE - <br> ADVENTURE <br> STORIES <br> PIRATE/TREASURE <br> ISLAND THEME <br> *Create own Pirate character <br> Setting description <br> Use Radio, Film and <br> Drama to explore <br> character, setting and <br> plot <br> Dialogue and speech <br> marks <br> Wanted poster <br> Instructions <br> Newspaper report <br> NON-FICTION <br> ADVENTURE ISLAND <br> PROJECT <br> Create own island-use <br> ipads to research <br> Persuasive advert <br> DRAMA <br> PIRATES V <br> MERMAIDS |
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| Topic Geography | MR KEALOHASEPARATE PLANNING ISLANDS AND OCEANS | MR KEALOHASEPARATE PLANNING ISLANDS AND OCEANS | MR KEALOHASEPARATE PLANNING ISLANDS AND OCEANS | MR KEALOHASEPARATE PLANNING ISLANDS AND OCEANS | MR KEALOHASEPARATE PLANNING ISLANDS AND OCEANS | MR KEALOHASEPARATE PLANNING ISLANDS AND oceans | MR KEALOHASEPARATE PLANNING ISLANDS AND OCEANS |


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| Numeracy | $\frac{\text { FOCUS }}{\text { TIME }}$ | $\frac{\text { FOCUS }}{\text { TIME }}$ | FOCUS <br> Data Handling / <br> Statistics | FOCUS <br> Data Handling / Statistics | FOCUS POSITION AND DIRECTION ANGLE | FOCUS POSITION AND DIRECTION ANGLE | $\frac{\text { FOCUS }}{\text { SHAPE }}$ |
|  | YEAR 2 <br> TIME <br> I can compare and sequence time intervals. <br> I can tell and write the time to the hour, half hour and quarter hour and draw the hands on a clock face to show these times. <br> I can tell and writ the time to five minutes and draw the hands on a clock face to show these times. <br> I know the number of minutes in an hour and the number of hours in a day. | YEAR 2 <br> TIME <br> I can compare and sequence time intervals. <br> I can tell and write the time to the hour, half hour and quarter hour and draw the hands on a clock face to show these times. <br> I can tell and writ the time to five minutes and draw the hands on a clock face to show these times. <br> I know the number of minutes in an hour and the number of hours in a day. | YEAR 2 <br> DATA HANDLING <br> I can interpret and construct simple pictograms. <br> I can interpret and construct simple tally charts. <br> I can interpret and construct simple block diagrams. <br> I can interpret and construct simple tables. <br> I can ask and answer simple questions by counting the number of objects in a category and sorting categories by quantity. <br> I can ask and answer questions when comparing data. | YEAR 2 <br> DATA HANDLING <br> I can interpret and construct simple pictograms. <br> I can interpret and construct simple tally charts. <br> I can interpret and construct simple block diagrams. <br> I can interpret and construct simple tables. <br> I can ask and answer simple questions by counting the number of objects in a category and sorting categories by quantity. <br> I can ask and answer questions when comparing data. | YEAR 2 <br> POSITION AND DIRECTION ANGLE <br> I can use mathematical vocabulary to describe position, direction and movement. <br> I can follow instructions to turn an object clock-wise or anti-clockwise. I can use mathematical vocabulary to describe rotation as a turn, in terms of right angles, for quarter, half and three-quarter turns. | YEAR 2 <br> POSITION AND DIRECTION ANGLE <br> I can use mathematical vocabulary to describe position, direction and movement. <br> I can follow instructions to turn an object clock-wise or anti-clockwise. <br> I can use mathematical vocabulary to describe rotation as a turn, in terms of right angles, for quarter, half and three-quarter turns. | YEAR 2 <br> SHAPE/SYMMETRY <br> I can identify and describe properties of 2 D shapes. I can identify a vertical line of symmetry in 2D shapes. |
|  | YEAR 3 <br> I can tell and write the time from an analogue clock in both 12 and 24 hour. I can tell the time using Roman Numerals from I to XII <br> I can estimate and | YEAR 3 <br> I can tell and write the time from an analogue clock in both 12 and 24 hour. I can tell the time using Roman Numerals from I to XII <br> I can estimate and | YEAR 3 <br> I can interpret and present data using bar charts. <br> I can interpret and present data using pictograms. <br> I can interpret and present data in tables. | YEAR 3 <br> I can interpret and present data using bar charts. <br> I can interpret and present data using pictograms. <br> I can interpret and present data in tables. | YEAR 3 <br> I can identify right angles. <br> I can identify whether angles are greater than or less than a right angle. <br> I can recognise angles as a property of a shape or a | YEAR 3 <br> I can identify right angles. <br> I can identify whether angles are greater than or less than a right angle. <br> I can recognise angles as a property of a shape or a | YEAR 3 <br> SHAPE/SYMMETRY <br> I can draw 2D shapes. <br> I can make 3D shapes using modelling materials. I can recognise 3D shapes in different orientations. |


|  | read time with increasing accuracy and compare times using appropriate vocabulary. I know the number of seconds in a minute and the number of days in each month, year and leap year. <br> I can compare the duration of events. | read time with increasing accuracy and compare times using appropriate vocabulary. <br> I know the number of seconds in a minute and the number of days in each month, year and leap year. <br> I can compare the duration of events. | I can solve one-step problems using data. I can solve two-step problems using data. | I can solve one-step problems using data. I can solve two-step problems using data. | description of a turn. <br> I can recognise that two right angles make a half turn, 3 make a $\frac{3}{4}$ turn and 4 make a complete turn. <br> I can identify horizontal and vertical lines. I can identify pairs of perpendicular and parallel lines. | description of a turn. <br> I can recognise that two right angles make a half turn, 3 make a $\frac{3}{4}$ turn and 4 make a complete turn. <br> I can identify horizontal and vertical lines. I can identify pairs of perpendicular and parallel lines. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | YEAR 4 <br> I can read, write and convert time between analogue and digital 12 and 24 hour clocks. I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to day. | YEAR 4 <br> I can read, write and convert time between analogue and digital 12 and 24 hour clocks. I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to day. | YEAR 4 <br> I can interpret and present data using bar charts. <br> I can interpret and present data using time graphs. <br> I can solve 'comparison' problems using information presented in bar charts, pictograms, tables and other graphs. I can solve 'sum' problems using information presented in bar charts, pictograms, tables and other graphs. I can solve 'difference' problems using information presented in bar charts, pictograms, tables and other graphs. | YEAR 4 <br> I can interpret and present data using bar charts. <br> I can interpret and present data using time graphs. <br> I can solve 'comparison' problems using information presented in bar charts, pictograms, tables and other graphs. <br> I can solve 'sum' problems using information presented in bar charts, pictograms, tables and other graphs. <br> I can solve 'difference' problems using information presented in bar charts, pictograms, tables and other graphs. | YEAR 4 <br> I can identify acute and obtuse angles and compare and order angles up to two right angles. I can describe positions on a 2D grid as co-ordinates in the first quadrant. I can translate a given position as a movement to the left/right/up / down I can plot specific points and draw sides to complete a given polygon. | YEAR 4 <br> I can identify acute and obtuse angles and compare and order angles up to two right angles. I can describe positions on a 2D grid as co-ordinates in the first quadrant. <br> I can translate a given position as a movement to the left/right/up / down I can plot specific points and draw sides to complete a given polygon. | YEAR 4 <br> AREA/PERIMETER <br> I can measure and calculate the perimeter of a rectilinear figure in cm and m . I can find the area of rectilinear shapes by counting squares. |


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| Music | PIRATES V MERMAIDS $\times 7$ songs with movement <br> LEAVERS' SONGS Hymns and popular songs | PIRATES V MERMAIDS $\times 7$ songs with movement <br> LEAVERS' SONGS Hymns and popular songs | PIRATES V MERMAIDS $\times 7$ songs with movement <br> LEAVERS' SONGS <br> Hymns and popular songs | PIRATES V MERMAIDS $\times 7$ songs with movement <br> LEAVERS' SONGS Hymns and popular songs | PIRATES V MERMAIDS $\times 7$ songs with movement <br> LEAVERS' SONGS Hymns and popular songs | PIRATES V MERMAIDS $\times 7$ songs with movement <br> LEAVERS' SONGS Hymns and popular songs | PIRATES V MERMAIDS $\times 7$ songs with movement <br> LEAVERS' SONGS <br> Hymns and popular songs |


| Computing Mrs Jones | See Mrs Jones plan <br> Other <br> Research - ICT <br> texts-ipads <br> Google search engine <br> and images <br> Range of websites <br> linked with topic <br> MS Word <br> Font style/size/colour <br> Word Art <br> Insert pictures <br> Keyboard skills <br> Formatting <br> Borders <br> Maths games <br> Spelling software <br> Knowledge Box | See Mrs Jones plan <br> Other <br> Research - ICT <br> texts-ipads <br> Google search engine and images <br> Range of websites <br> linked with topic <br> MS Word <br> Font style/size/colour <br> Word Art <br> Insert pictures <br> Keyboard skills <br> Formatting <br> Borders <br> Maths games <br> Spelling software <br> Knowledge Box | See Mrs Jones plan <br> Other <br> Research - ICT textsipads <br> Google search engine and images <br> Range of websites linked with topic <br> MS Word <br> Font style/size/colour <br> Word Art <br> Insert pictures <br> Keyboard skills <br> Formatting <br> Borders <br> Maths games <br> Spelling software <br> Knowledge Box | See Mrs Jones plan <br> Other <br> Research - ICT textsipads <br> Google search engine and images <br> Range of websites <br> linked with topic <br> MS Word <br> Font style/size/colour <br> Word Art <br> Insert pictures <br> Keyboard skills <br> Formatting <br> Borders <br> Maths games <br> Spelling software <br> Knowledge Box | See Mrs Jones plan <br> Other <br> Research - ICT <br> texts-ipads <br> Google search engine and images <br> Range of websites <br> linked with topic <br> MS Word <br> Font style/size/colour <br> Word Art <br> Insert pictures <br> Keyboard skills <br> Formatting <br> Borders <br> Maths games <br> Spelling software <br> Knowledge Box | See Mrs Jones plan <br> Other <br> Research - ICT <br> texts-ipads <br> Google search engine <br> and images <br> Range of websites <br> linked with topic <br> MS Word <br> Font style/size/colour <br> Word Art <br> Insert pictures <br> Keyboard skills <br> Formatting <br> Borders <br> Maths games <br> Spelling software <br> Knowledge Box | See Mrs Jones plan <br> Other <br> Research - ICT <br> texts-ipads <br> Google search engine and images <br> Range of websites <br> linked with topic <br> MS Word <br> Font style/size/colour <br> Word Art <br> Insert pictures <br> Keyboard skills <br> Formatting <br> Borders <br> Maths games <br> Spelling software <br> Knowledge Box |
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| Science Mrs Carney | Separate planning | Separate planning | Separate planning | Separate planning | Separate planning | Separate planning | Separate planning |
| Art | PIRATES V MERMAIDS PROPS AND SET <br> TRANSFORM CORRIDOR DISPLAY INTO UNDERWATER WORLD | PIRATES V MERMAIDS PROPS AND SET <br> TRANSFORM CORRIDOR DISPLAY INTO UNDERWATER WORLD | PIRATES V MERMAIDS PROPS AND SET <br> TRANSFORM CORRIDOR DISPLAY INTO UNDERWATER WORLD | PIRATES V MERMAIDS PROPS AND SET <br> TRANSFORM CORRIDOR DISPLAY INTO UNDERWATER WORLD | PIRATES V MERMAIDS PROPS AND SET <br> TRANSFORM CORRIDOR DISPLAY INTO UNDERWATER WORLD | PIRATES V MERMAIDS PROPS AND SET <br> TRANSFORM CORRIDOR DISPLAY INTO UNDERWATER WORLD | PIRATES V MERMAIDS PROPS AND SET <br> TRANSFORM CORRIDOR DISPLAY INTO UNDERWATER WORLD |


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| RE <br> Mrs <br> Rainford | Separate planning | Separate planning | Separate planning | Separate planning | Separate planning | Separate planning | Separate planning |
| French <br> Mrs <br> Rainford | Separate planning | Separate planning | Separate planning | Separate planning | Separate planning | Separate planning | Separate planning |
| PE <br> Mr Collins | Separate planning Cricket | Separate planning Cricket | Separate planning Cricket | Separate planning Cricket | Separate planning Cricket | Separate planning Cricket | Separate planning Cricket |

