Main Topic/Theme: Pirates v Mermaids

| Subjects | Week: 1 11.4.16 | Week: 2 18.4.16 | Week: 3 25.4.16 | Week: 4 2.5.16 | Week: 5 9.5.16 | Week: 6 16.5.16 | Week: 7 23.5.16 |
|------------------------|---------------------------------------|--------------------------------------|----------------------------|---------------------------------------|---------------------------------------|-------------------------------|---------------------------------------|
| Spelling (Weekly | Y2 el ending | У2 | У2 | У2 | У2 | У2 | У2 |
| spellings everyday) | Y3 Spelling list a-c | Y3 Spelling list d-f | Y3 Spelling list g-i | Y3 Spelling list j-l | Y3 Spelling list m-o | Y3 Spelling list p-r | Y3 Spelling list s-z |
| | Y4 Spelling list a-c | Y4 Spelling list d-f | Y4 Spelling list g-i | Y4 Spelling list j-l | Y4 Spelling list m-o | Y4 Spelling list p-r | Y4 Spelling list s-z |
| Guided | Y2 Pirates | Y2 Pirates | Y2 Pirates | Y2 Pirates | Y2 Pirates | Y2 Pirates | Y2 Pirates |
| | Y3 Rat Island | Y3 Rat Island | Y3 Rat Island | Y3 Rat Island | Y3 Rat Island | Y3 Rat Island | Y3 Rat Island |
| reading | Y4 Treasure Island | Y4 Treasure Island | Y4 Treasure Island | Y4 Treasure Island | Y4 Treasure Island | Y4 Treasure Island | Y4 Treasure Island |
| | Follow up activities | Follow up activities | Follow up activities e.g. | Follow up activities | Follow up activities | Follow up activities | Follow up activities |
| | e.g. | e.g. | Interview questions | e.g. | e.g. | e.g. | e.g. |
| | Interview questions Feelings graph | Interview questions Feelings graph | Feelings graph Comic strip | Interview questions Feelings graph | Interview questions Feelings graph | Interview questions | Interview questions Feelings graph |
| | Comic strip | Comic strip | Write a sequel | Comic strip | Comic strip | Feelings graph | Comic strip |
| | Write a sequel | Write a sequel | Draw and annotate pictures | Write a sequel | Write a sequel | Comic strip Write a seguel | Write a sequel |
| | Draw and annotate | Draw and annotate | of characters and setting | Draw and annotate pictures | Draw and annotate | Draw and annotate | Draw and annotate |
| | pictures of characters and setting | pictures of characters and setting | Independent activities | of characters and setting | pictures of characters and setting | pictures of characters and | pictures of characters ar setting |
| | | | Reading comprehension | Independent activities | | setting | |
| | Independent activities | Independent activities | Word searches | Reading comprehension | Independent activities | Independent activities | Independent activitie |
| | Reading comprehension | Reading comprehension | Dictionary definitions | Word searches | Reading comprehension | Reading comprehension | Reading comprehension |
| | Word searches Dictionary definitions | Word searches Dictionary definitions | | Dictionary definitions | Word searches Dictionary definitions | Word searches | Word searches Dictionary definitions |
| | 2.2 | 2.3.0.0.7 00/11/10/10 | ONGOING | | 2.2 | Dictionary definitions | 2.3 |
| | ONGOING | ONGOING | PLAYSCRIPT- | | | | |
| | PLAYSCRIPT- | PLAYSCRIPT- | PIRATES 'V' | | ONGOING | ONGOING | CNICOTNIC |
| | PIRATES 'V' | PIRATES 'V' | MERMAIDS | ONGOING | PLAYSCRIPT- | PLAYSCRIPT- | ONGOING |
| | MERMAIDS | MERMAIDS | MENMALOO | PLAYSCRIPT- | PIRATES 'V' | PIRATES 'V' | PLAYSCRIPT- |
| | | | | PIRATES 'V' | MERMAIDS | MERMAIDS | PIRATES 'V' MERMAIDS |
| | | | | MERMAIDS | | | WEKWAIUS |

Class 2 Medium Term Planning for SUMMER 1st 2016

Humshaugh First School

SPAG

| ng/mi kealon | - L | 0,055 = | Medium Term Turim | ig for committee a | | · ·aiiionaagn | 11131 0011001 |
|----------------------------|---|---------------------------|-------------------------|-------------------------|------------------------------|------------------------------|-------------------------|
| Y2 Revision (bo | | Y2 Revision (based on | Y2 Revision (based on | Y2 Revision (based on | Y2 SPAG practise test | Y2 SPAG practise | Assess and Review for |
| SPAG test resu | • | SPAG test results) | SPAG test results) | SPAG test results) | | test | next term's planning |
| Identify correc | | Identify correct | Identify correct | Identify correct | | | - |
| punctuation for | different | punctuation for | punctuation for | punctuation for | | | |
| sentences | | different sentences | different sentences | different sentences | Y3 SPAG practise test | Y3 SPAG practise test | |
| Words that sho | | Words that should | Words that should have | Words that should have | 75 SI NO PI delise lesi | 75 SI NO PI delise lesi | |
| capital letters | in a | | | | | | |
| sentence | | have capital letters in a | capital letters in a | capital letters in a | | | |
| Prefix that can | be used | sentence | sentence | sentence | | | |
| for two words | 6:11 | Prefix that can be used | Prefix that can be used | Prefix that can be used | Y4 SPAG practise test | Y4 SPAG practise test | |
| Joining words g | | for two words | for two words | for two words | | | |
| Y3 Revision (bo | | Joining words gap fill | Joining words gap fill | Joining words gap fill | | | |
| SPAG test resu | • | 3 31 | 3 31 | 3 3 1 | | | |
| Contraction apo | | | | | | | |
| Add " " to sente | | Y3 Perfect present | Y3 Subordinate Clauses | Y3 Determiners | *Daily spelling session | *Daily spelling session | *Daily spelling session |
| Identify commo | | · | 75 Subordinate Clauses | 73 Determiners | | | |
| Choose . ! and ? sentences | tor. | tense | 344 - 4 11 1 - 41 | | including dictation and | including dictation and | including dictation and |
| Verbs | | | Y4 Subordinate Clauses | | Countdown | Countdown | Countdown |
| Write adjective | es to | Y4 Perfect present | | Y4 Determiners | | | |
| complete a sent | | tense | *Daily spelling session | | | | |
| Possessive apos | | | including dictation and | | | | |
| tick correct ve | | *Daily spelling session | Countdown | *Daily spelling session | | | |
| Identify where | | including dictation and | | including dictation and | | | |
| should go in the | • | Countdown | | Countdown | | | |
| a sentence. | .,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | Countdown | | Countdown | | | |
| Suffix matchin | a | | | | | | |
| Y4 Revision (bo | - | | | | | | |
| SPAG test resu | | | | | | | |
| Contraction-wr | ite full | | | | | | |
| version from sh | nortened | | | | | | |
| Re write senter | nce using | | | | | | |
| capital letters | | | | | | | |
| Identify main a | and | | | | | | |
| subordinate cla | iuse | | | | | | |
| Identify longes | st noun | | | | | | |
| phrase in a sent | | | | | | | |
| Re write advert | bial | | | | | | |
| sentences | | | | | | | |
| NVAP-identify | | | | | | | |
| verbs, adjective | | | | | | | |
| pronouns in a se | entence. | | | | | | |
| *Daily spelling | session | | | | | | |
| including dictat | tion and | | | | | | |
| Countdown | | | | | | | |
| *revise Fronte | d | | | | | | |
| Adverbials | - | | | | | | |
| Advet Digis | | | | | l . | l | |

| WILZ FOLIS | g/ Mir Regiona | Ciuss 2 | . Medium Term Flanmi | ing for Sommer 1 | .010 | riumsnaugn | 11131 3611001 |
|--------------------|-------------------------|-------------------------|----------------------------------|----------------------------------|-------------------------|-------------------------|-------------------------|
| Literacy | MR KEALOHA- | MR KEALOHA- | MR KEALOHA- | MR KEALOHA- | MR KEALOHA- | MR KEALOHA- | MR KEALOHA- |
| Ellel dcy | SEPARATE | SEPARATE | SEPARATE | SEPARATE | SEPARATE | SEPARATE | SEPARATE |
| | PLANNING | PLANNING | PLANNING | PLANNING | PLANNING | PLANNING | PLANNING |
| | NARRATIVE - | NARRATIVE - | NARRATIVE - | NARRATIVE - | NARRATIVE - | NARRATIVE - | |
| | ADVENTURE | ADVENTURE | ADVENTURE STORIES | ADVENTURE STORIES | ADVENTURE | ADVENTURE | NARRATIVE - |
| | STORIES | STORIES | PIRATE/TREASURE | PIRATE/TREASURE | STORIES | STORIES | ADVENTURE |
| | PIRATE/TREASURE | PIRATE/TREASURE | ISLAND THEME | ISLAND THEME | PIRATE/TREASURE | PIRATE/TREASURE | STORIES |
| | ISLAND THEME | ISLAND THEME | *Create own Pirate | *Create own Pirate | ISLAND THEME | ISLAND THEME | PIRATE/TREASURE |
| | *Create own Pirate | *Create own Pirate | character | character | *Create own Pirate | *Create own Pirate | ISLAND THEME |
| | character | character | Setting description | Setting description | character | character | *Create own Pirate |
| | Setting description | Setting description | Use Radio, Film and | Use Radio, Film and | Setting description | Setting description | character |
| | Use Radio, Film and | Use Radio, Film and | Drama to explore | Drama to explore | Use Radio, Film and | Use Radio, Film and | Setting description |
| | Drama to explore | Drama to explore | character, setting and | character, setting and | Drama to explore | Drama to explore | Use Radio, Film and |
| | character, setting and | character, setting and | plot | plot | character, setting and | character, setting and | Drama to explore |
| | plot | plot | Dialogue and speech | Dialogue and speech | plot | plot | character, setting and |
| | Dialogue and speech | Dialogue and speech | marks | marks | Dialogue and speech | Dialogue and speech | plot |
| | marks | marks | Wanted poster | Wanted poster | marks | marks | Dialogue and speech |
| | Wanted poster | Wanted poster | Instructions | Instructions | Wanted poster | Wanted poster | marks |
| | Instructions | Instructions | Newspaper report | Newspaper report | Instructions | Instructions | Wanted poster |
| | Newspaper report | Newspaper report | | | Newspaper report | Newspaper report | Instructions |
| | | | | | | | Newspaper report |
| | NON-FICTION | NON-FICTION | NON-FICTION | NON-FICTION | NON-FICTION | NON-FICTION | |
| | ADVENTURE ISLAND | ADVENTURE ISLAND | ADVENTURE ISLAND | ADVENTURE ISLAND | ADVENTURE ISLAND | ADVENTURE ISLAND | NON-FICTION |
| | PROJECT | PROJECT | PROJECT | PROJECT | PROJECT | PROJECT | ADVENTURE ISLAND |
| | Create own island-use | Create own island-use | Create own island-use | Create own island-use | Create own island-use | Create own island-use | PROJECT |
| | ipads to research | ipads to research | ipads to research | ipads to research | ipads to research | ipads to research | Create own island-use |
| | Persuasive advert | Persuasive advert | Persuasive advert | Persuasive advert | Persuasive advert | Persuasive advert | ipads to research |
| | DRAMA | <u>DRAMA</u> | DRAMA | DRAMA | DRAMA | DRAMA | Persuasive advert |
| | PIRATES V | PIRATES V | PIRATES V MERMAIDS | PIRATES V MERMAIDS | PIRATES V | PIRATES V | <u>DRAMA</u> |
| | MERMAIDS | MERMAIDS | | | MERMAIDS | MERMAIDS | PIRATES V |
| | | | | | | | MERMAIDS |
| Topic Geography | MR KEALOHA- SEPARATE | MR KEALOHA- SEPARATE | MR KEALOHA- SEPARATE PLANNING | MR KEALOHA- SEPARATE PLANNING | MR KEALOHA- SEPARATE | MR KEALOHA- SEPARATE | MR KEALOHA- SEPARATE |
| | PLANNING | PLANNING | ISLANDS AND | ISLANDS AND | PLANNING | PLANNING | PLANNING |
| | ISLANDS AND | ISLANDS AND | OCEANS | OCEANS | ISLANDS AND | ISLANDS AND | ISLANDS AND |
| | OCEANS | OCEANS | 33271143 | 0027.110 | OCEANS | OCEANS | OCEANS |
| | | | | | 55271110 | 002/110 | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| 1 | | | | | | | |

Class 2 Medium Term Planning for SUMMER 1st 2016

| | <u>FOCUS</u> | <u>FOCUS</u> | <u>FOCUS</u> | <u>FOCUS</u> | <u>FOCUS</u> | <u>FOCUS</u> | <u>FOCUS</u> |
|----------|-----------------------|-----------------------|------------------------|------------------------|---------------------------------------|---------------------------------------|----------------------|
| Numeracy | TIME | TIME | <u>Data Handling /</u> | <u>Data Handling /</u> | POSITION AND | POSITION AND | SHAPE |
| | | | <u>Statistics</u> | <u>Statistics</u> | DIRECTION | DIRECTION | |
| | | | | | ANGLE | ANGLE | |
| | YEAR 2 | YEAR 2 | YEAR 2 | YEAR 2 | YEAR 2 | YEAR 2 | YEAR 2 |
| | TIME | TIME | DATA HANDLING | DATA HANDLING | POSITION AND | POSITION AND | SHAPE/SYMMETRY |
| | I can compare and | I can compare and | I can interpret and | I can interpret and | DIRECTION ANGLE | DIRECTION ANGLE | I can identify and |
| | sequence time | sequence time | construct simple | construct simple | | | describe properties |
| | intervals. | intervals. | pictograms. | pictograms. | I can use | I can use | of 2D shapes. |
| | I can tell and write | I can tell and write | I can interpret and | I can interpret and | mathematical | mathematical | I can identify a |
| | the time to the | the time to the | construct simple tally | construct simple tally | vocabulary to | vocabulary to | vertical line of |
| | hour, half hour and | hour, half hour and | charts. | charts. | describe position, | describe position, | symmetry in 2D |
| | quarter hour and | quarter hour and | I can interpret and | I can interpret and | direction and | direction and | shapes. |
| | draw the hands on a | draw the hands on a | construct simple | construct simple | movement. | movement. | |
| | clock face to show | clock face to show | block diagrams. | block diagrams. | I can follow | I can follow | |
| | these times. | these times. | I can interpret and | I can interpret and | instructions to turn | instructions to turn | |
| | I can tell and writ | I can tell and writ | construct simple | construct simple | an object clock-wise | an object clock-wise | |
| | the time to five | the time to five | tables. | tables. | or anti-clockwise. | or anti-clockwise. | |
| | minutes and draw | minutes and draw | I can ask and answer | I can ask and answer | I can use | I can use | |
| | the hands on a clock | the hands on a clock | simple questions by | simple questions by | mathematical | mathematical | |
| | face to show these | face to show these | counting the number | counting the number | vocabulary to | vocabulary to | |
| | times. | times. | of objects in a | of objects in a | describe rotation as | describe rotation as | |
| | I know the number | I know the number | category and sorting | category and sorting | a turn, in terms of | a turn, in terms of | |
| | of minutes in an hour | of minutes in an hour | categories by | categories by | right angles, for | right angles, for | |
| | and the number of | and the number of | quantity. | quantity. | quarter, half and | quarter, half and | |
| | hours in a day. | hours in a day. | I can ask and answer | I can ask and answer | three-quarter turns. | three-quarter turns. | |
| | , | , | questions when | questions when | | | |
| | | | comparing data. | comparing data. | | | |
| | YEAR 3 | YEAR 3 | YEAR 3 | YEAR 3 | YEAR 3 | YEAR 3 | YEAR 3 |
| | I can tell and write | I can tell and write | I can interpret and | I can interpret and | I can identify right | I can identify right | SHAPE/SYMMETRY |
| | the time from an | the time from an | present data using | present data using | angles. | angles. | I can draw 2D |
| | analogue clock in | analogue clock in | bar charts. | bar charts. | I can identify | I can identify | shapes. |
| | both 12 and 24 hour. | both 12 and 24 hour. | I can interpret and | I can interpret and | whether angles are | whether angles are | I can make 3D |
| | I can tell the time | I can tell the time | present data using | present data using | greater than or less | greater than or less | shapes using |
| | using Roman | using Roman | pictograms. | pictograms. | than a right angle. | than a right angle. | modelling materials. |
| | Numerals from I to | Numerals from I to | I can interpret and | I can interpret and | I can recognise | I can recognise | I can recognise 3D |
| | XII | XII | present data in | present data in | angles as a property | angles as a property | shapes in different |
| | I can estimate and | I can estimate and | tables. | tables. | , , , , , , , , , , , , , , , , , , , | , , , , , , , , , , , , , , , , , , , | orientations. |
| | 1 can estimate and | I can estimate and | tables. | tables. | of a shape or a | of a shape or a | orientations. |

| 7711 3 2011q7 7711 170410110 | Mrs | Long/ | Mr | Keal | loha |
|------------------------------|-----|-------|----|------|------|
|------------------------------|-----|-------|----|------|------|

Class 2 Medium Term Planning for SUMMER 1st 2016

| ir a u v I o m n e a I d | read time with ncreasing 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. I can compare the duration of events. YEAR 4 I can read, write and convert time | 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. I can compare the duration of events. YEAR 4 I can read, write and convert time | I can solve one-step problems using data. I can solve two-step problems using data. YEAR 4 I can interpret and present data using bar charts. | I can solve one-step problems using data. I can solve two-step problems using data. YEAR 4 I can interpret and present data using bar charts. | description of a turn. I can recognise that two right angles make a half turn, 3 make a \(\frac{3}{4}\) turn and 4 make a complete turn. I can identify horizontal and vertical lines. I can identify pairs of perpendicular and parallel lines. YEAR 4 I can identify acute and obtuse angles | description of a turn. I can recognise that two right angles make a half turn, 3 make a \(\frac{3}{4}\) turn and 4 make a complete turn. I can identify horizontal and vertical lines. I can identify pairs of perpendicular and parallel lines. YEAR 4 I can identify acute and obtuse angles | YEAR 4 AREA/PERIMETER I can measure and |
|---|---|---|--|--|---|---|---|
| a h I ir f m s m | petween analogue and digital 12 and 24 hour clocks. I can solve problems involving converting from hours to ininutes; minutes to seconds; years to inonths; weeks to day. | 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. | I can interpret and present data using time graphs. 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. I can solve 'difference' problems using information presented in bar charts, pictograms, tables and other graphs. | I can interpret and present data using time graphs. 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. | 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. | 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. | calculate the perimeter of a rectilinear figure in cm and m. I can find the area of rectilinear shapes by counting squares. |

Class 2 Medium Term Planning for SUMMER 1st 2016

| MI 3 LONG | g/Mi Realona | Ciuss 2 | . Medium Termi Tumm | ng for Sommer 1 | .010 | riumsnaugn | 1 11 31 3611001 |
|-----------|--|--|--|--|--|--|--|
| Music | PIRATES V MERMAIDS x 7 songs with movement | PIRATES V MERMAIDS x 7 songs with movement | PIRATES V MERMAIDS x 7 songs with movement | PIRATES V MERMAIDS x 7 songs with movement | PIRATES V MERMAIDS × 7 songs with movement | PIRATES V MERMAIDS x 7 songs with movement | PIRATES V MERMAIDS x 7 songs with movement |
| | LEAVERS' SONGS Hymns and popular songs |

Class 2 Medium Term Planning for SUMMER 1st 2016

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

Class 2 Medium Term Planning for SUMMER 1st 2016

| Mrs Long | g/Mr Kealoha | Class 2 | Medium Term Planni | ng for SUMMER 1° 2 | 2016 | Humshaugh | First School |
|---------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| RE Mrs Rainford | Separate planning |
| French Mrs Rainford | Separate planning |
| PE Mr Collins | Separate planning Cricket |
| | | | | | | | |