

Bicton CE Primary School and Nursery Medium Term Planning

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| Year Group – Year 2/3 Teacher/s – Mr Foreman | Topic Title / Theme – Explorers / Animals inc Humans | Term – Spring 1 |
| Entry Point – Ancient Greece – Know that there are people who lived in different locations around the world. Civilisations of the world. Animals inc humans – Identify names of common animals, know the difference between herbivore, carnivore and omnivore. Know the 5 senses. | Exit Point – Ancient Greece – Know where and when Ancient Greece was. Know Ancient Greek Gods. Describe what life was like in Ancient Greece. Animals inc humans – Match animals to their offspring. Name two different life cycles. Describe how humans grow and develop. Explain the effects of exercise and a healthy diet. | Visits/ Visitors / Special Arrangements – Class tadpoles. |
| Topic Overview – In history this half-term we will be learning about the Ancient Greeks. We will be investigating where and when they lived, what they believed in and what life was like in Ancient Greece. In science we will be learning about Animals including humans. We will find out about life cycles, survival and how to stay healthy. | | Outdoor Learning – |
| | | Cultural Capital opportunities – |

| | Week 1 06/01/25 | Week 2 13/01/25 | Week 3 20/01/25 | Week 4 27/01/25 | Week 5 03/02/25 | Week 6 10/02/25 |
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| Guided Reading (weekly) / RWI Phonics (daily): | The Sea Book by Charlotte Milner (Pages 2-3) Mastery focus: Structure and organisation | The Sea Book by Charlotte Milner (Pages 4-8) Mastery focus: Structure and organisation | The Sea Book by Charlotte Milner (Pages 12-21) Mastery focus: Summarise | The Sea Book by Charlotte Milner (Pages 24-27) Mastery focus: Summarise | The Sea Book by Charlotte Milner (Pages 34-37) Mastery focus: Structure and organisation | The Sea Book by Charlotte Milner (Pages 40-43) Mastery focus: Infer |
| Writing: (4x weekly) <i>Refer to Pathways to Write</i> | Tues – P2R Wed – Seal Surfer Session 1: Predict from details stated and implied Thurs – Session 2: Use prepositions to express time, place and cause Fri – Session 3: Build vocabulary Group related ideas into paragraphs Use prepositions to express time, place and cause | Mon – Session 4: Use dictionaries to check the meanings of words Build a varied and rich vocabulary Use prepositions to express time, place and cause Tues – P2R Wed – Session 5: Draw inferences about characters' feelings and thoughts Use prepositions to express time, place and cause Use inverted commas to punctuate direct speech Thurs – Session 6: Ask questions to improve understanding of a text Draw inferences such as inferring characters' feelings, thoughts and motives Check text makes sense Fri – Session 7: Group related ideas into paragraphs Discuss and record ideas Rehearse sentences orally | Mon – Session 8: Build a varied and rich vocabulary Group related ideas into paragraphs Use prepositions to express time, place and cause Tues – P2R Wed – Session 9: Draw inferences such as inferring characters' feelings, thoughts and motives Thurs – Session 10: Participate in discussion about books Build a varied and rich vocabulary Group related ideas into paragraphs Use prepositions to express time, place and cause Fri – Session 11: Plan writing by discussing the structure, vocab and grammar of similar writing Group related ideas into paragraphs Use apostrophes for contracted forms (Y2) | Mon – Session 11: Use prepositions to express time, place and cause Write sentences with different forms: statement, question and exclamation Tues – P2R Wed – Session 12: Group related ideas into paragraphs Discuss and record ideas Rehearse sentences orally Thurs – Session 13 Independent writing Fri – Session 14 Independent writing Apply all Mastery keys and Gateway keys | Mon – Session 15: Assess the effectiveness of their own writing Proof-read for spelling and punctuation errors Tues – P2R Wed – Handwriting: Thurs – Handwriting: Fri – Handwriting: | Mon – Handwriting: Tues – P2R Wed – Handwriting: Thurs – Handwriting: Fri – Handwriting: |

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| Handwriting (daily): <i>*Regularly</i> <i>Refer to Letter Join scheme and Presentation Policy</i> | Handwriting T – Lesson 1 – Long ladder letters T – Lesson 2 – High frequency words F – Lesson 3 – CVC words | Handwriting T – Lesson 4 – Curley caterpillar T – Lesson 5 – High frequency words F – Lesson 6 – Digit numbers | Handwriting T – Lesson 7 – One arm robots T – Lesson 8 - HFW F – Lesson 9 – Easy poem | Handwriting T – Lesson 10 – Zig zag letters T – Lesson 11 - HFW F – Lesson 12 – Short phrases | Handwriting T – Lesson 13 – Diagonal joins T – Lesson 14 - HFW F – Lesson 15 – Number sentences | Handwriting T – Lesson 16 – Horizontal joins T – Lesson 17 - HFW F – Lesson 18 – Three verse poem |
| Year 2 Punctuation, Spelling and Grammar: <i>Refer to Pathways to Spell programme</i> | Lesson 1 <ul style="list-style-type: none"> Previously taught common exception words Common exception words | Lesson 2 <ul style="list-style-type: none"> Compound words Contractions | Lesson 3 <ul style="list-style-type: none"> Adding the prefix -un Contractions | Lesson 4 <ul style="list-style-type: none"> Adding the endings -ing, -ed, -er and -est to words of one syllable ending where no change is needed to the root word The suffix -ly | Lesson 5 <ul style="list-style-type: none"> Revision: the process of segmenting spoken words into sounds before choosing the graphemes to represent them The suffix -ful | Lesson 6 <ul style="list-style-type: none"> Division of words into syllables Words ending in -tion |
| Year 3 Punctuation, Spelling and Grammar: <i>Refer to Pathways to Spell programme</i> | Lesson 1 <ul style="list-style-type: none"> Common exception words Word list – Years 3 and 4 | Lesson 2 <ul style="list-style-type: none"> Adding the prefix un- More prefixes: dis- | Lesson 3 <ul style="list-style-type: none"> Adding the prefixes un-, dis- More prefixes: mis-, in-, re- | Lesson 4 <ul style="list-style-type: none"> More prefixes dis-, mis-, in-, re- More prefixes: sub-, inter-, super- | Lesson 5 <ul style="list-style-type: none"> The /s/ sound spelt c before e, i and y More prefixes: anti-, auto- | Lesson 6 <ul style="list-style-type: none"> The /ɔ:/ sound spelt a before l and ll Use the forms a or an according to whether the next word begins with a consonant or a vowel |
| Spoken Language: e.g. drama, performance poetry, debate, discussion, role play, presentations. | | Thurs – Participate in role play Conscious alley | Thurs – Participate in role play – Pretending to be Grandad hot-seat | | | |
| Y2 Maths (daily): <i>Refer to NCETM and White Rose</i> | <u>Mon</u> – Making equal groups (Sharing) <u>Tues</u> – Making equal groups (Grouping) <u>Wed</u> – Divide by 2 | <u>Mon</u> – Odd & Even numbers <u>Tues</u> – Assessment <u>Wed</u> – Draw pictograms (1-1) <u>Thurs</u> – Interpret pictograms (1-1) | <u>Mon</u> – Interpret pictograms (2, 5 & 10) <u>Tues</u> – Block diagrams & Assessment <u>Wed</u> – Measure length (cm) <u>Thurs</u> – Measure length (m) | <u>Mon</u> – Order length <u>Tues</u> – Four operations with length <u>Wed</u> – Four operations with length – NCETM resources <u>Thurs</u> – Assessment | <u>Mon</u> – Describing turns <u>Tues</u> – Describing movement & turns <u>Wed</u> – Recognise 2-D and 3-D shapes <u>Thurs</u> – Count sides on 2-D shapes | <u>Mon</u> – Draw 2-D shapes <u>Tues</u> – Sort 2-D shapes <u>Wed</u> – Lines of symmetry <u>Thurs</u> – Count faces on 3-D shapes |

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| | Thurs – Divide by 5 Fri – Divide by 10 | Fri – Draw pictograms (2, 5 & 10) | Fri – Compare length | Fri – Describing movement | Fri – Count vertices on 2-D shapes | Fri – Count edges on 3-D shapes |
| Y3 Maths (daily): <i>Refer to NCETM and White Rose</i> | Mon – Divide 2-digits by 1-digit (1) Tues – Divide 2-digits by 1-digit (2) Wed – Divide 2-digits by 1-digit (3) Thurs – Scaling Fri – How many ways | Mon – Assessment Tues – Pictograms Wed – Pictograms – NCETM resources Thurs – Bar charts Fri – Bar charts – NCETM resources | Mon – Tables Tues – Assessment Wed – Measure length Thurs – Equivalent length – m & cm Fri – Equivalent length – mm & cm | Mon – Compare length Tues – Add length Wed – Subtract length Thurs – Assessment Fri – Turns and angles | Mon – Right angles in shapes Tues – Compare angles Wed – Horizontal & vertical Thurs – Parallel & Perpendicular Fri – 2-D shapes | Mon – Draw accurately Tues – Measure perimeter Wed – Calculate perimeter Thurs – 3-D shapes Fri – Construct 3-D shapes |
| Science: <i>*2 hours a week Refer to Science Long Term plan</i> | Lesson 1 Animal Offspring | Lesson 2 Life cycles | Lesson 3 Growing up | Lesson 4 Survival | Lesson 5 Exercise | Lesson 6 Healthy Living |
| R.E (weekly) (KS2) Refer to Understanding Christianity Scheme of work, RE Today and school LTPs | What do Christians believe about the creation of the world? | What do Christians believe about God? | What do Christians believe about the Bible? | Why should we look after the world? | What do Christians believe about humans? | What are the ten commandments? |
| R.E (weekly) (KS1) Refer to Understanding Christianity Scheme of work, RE Today and school LTPs | Recognise that 'Creation' is the beginning of the 'big story' of the Bible. | Retell the story of creation from Genesis 1:1–2.3 simply | How do Christians say thank you to God? Give examples of what Christians do to say thank you to God for the Creation | What is so amazing about our World? Think, talk and ask questions about living in an amazing world | Can I create a piece of art based on Genesis 1? Creating a piece of art inspired by Genesis 1 | How can we help look after the world which God created? |
| Computing (weekly) Refer to Teach Computing/Project Evolve | Internet safety – Online bullying I can explain what bullying is, how people may bully others and how bullying can make someone feel. | Internet safety – Managing online Information I can use simple keywords in search engines | Internet safety – Copyright and ownership I can recognise that content on the internet may belong to other people. | Internet safety – Self-image and identity I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help. | Internet safety – Privacy and Security I can explain how passwords can be used to protect information, accounts and devices. | Internet safety - Apply knowledge to design a poster to be displayed around school to promote online safety. |
| History (weekly) Refer to Medium term plans (ALTERNATE HALF TERMS) | When and where did the Ancient Greeks live? | Find out about Alexander the Great's empire | Daily life in Ancient Greece | What was Athens and Sparta? | Discovering the Ancient Olympics and comparing it to the modern Olympics. | Who were the Greek Gods? |
| Music (weekly) | Lesson 1 Beat and rhythm | Lesson 2 Beat and rhythm | Lesson 3 Beat and rhythm | Lesson 4 Beat and rhythm | Lesson 5 Beat and rhythm | Lesson 6 Beat and rhythm |

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| Refer to Shropshire Music Service | | | | | | |
| French (weekly) Refer to Kapow | Week 1 – Let's count in French | Week 2 – Let's count higher in French | Week 3 – How old are you in French? | Week 4 – Reading French numbers | Week 5 – Outdoor games in French | |
| P.S.H.E. | Lesson 1: Strengths and interests KS1 https://shorturl.at/7sSxd | Lesson 2: Different jobs KS1 https://shorturl.at/7sSxd | Lesson 3: Community care https://shorturl.at/LMfD0 | Lesson 4: I roll with my role https://shorturl.at/LMfD0 | Lesson 5: We are a jigsaw https://shorturl.at/LMfD0 | Lesson 6: Help is on hand https://shorturl.at/LMfD0 |
| Art and Design Refer to Access Art/ Long term plans | Lesson 1: Introduce artists | Lesson 2: Expressive painting and colour mixing | Lesson 3: Brushwork | Lesson 4 & 5: Gestural mark making | Lesson 4 & 5: Gestural mark making | Lesson 6: Reflect, share, and discuss |
| P.E. Refer to peplanning.org/ Long term plans | Lesson 1 - Travelling | Lesson 2 – Key Shapes | Lesson 3 – Rolls | Lesson 4 - Jumps | Lesson 5 - Sequences | Lesson 6 – Apparatus work |
| | Lesson 1 – Introduction to tag rugby (Rules, tag, passing) | Lesson 2 – Introduction continued (Passing, attacking and defending) | Lesson 3 – Tactics within attacking and defending | Lesson 4 – Decision Making | Lesson 5 – Developing understanding | Lesson 6 – Playing game |

When planning consider what's happening locally or nationally, what's relevant, engaging and rooted in securing the children's knowledge and developing their skills and understanding over a series of lessons.

All medium term planning should be sent to Eleanor Mavin and Julie Ball at the beginning of each new term.