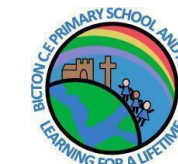


## Bicton CE Primary School and Nursery Medium Term Planning

Year Group – Year 2/3 Teacher/s – Mr Foreman	Topic Title / Theme – Hot places	Term – Summer 2
Entry Point – Investigating new reading and writing texts. RE - Social story about someone being unkind and ignorant. Geography - Tell the children that the staff in the room want to go on the best summer holiday and that it is their challenge to plan it for us. PSHE - Remind children about mental health and what we have in the classroom to support us. Science - Children explore a variety of rocks and fossils.	Exit Point – English - Produce a non-fiction guide to the Jardin des Plantes which focuses on Zeraffa. English - Create and present their own animal poem. Geography - Be able to name and locate hot places on the planet. Science - Understand how fossils are formed and name different types of rocks.	Visits/ Visitors / Special Arrangements – Fossils brought into school. Visit to shropshire museum to investigate fossils. Y3 Swimming.
Topic Overview – In geography, children have already learnt about the cold places on our planet. This half term, we will be investigating the hot places. We will learn where they are, why they are hot and who lives there. In science, we will be learning about solid, rock and fossil formation. We will also learn about Mary Anning and her contribution to science.		Outdoor Learning – PSHE - Finding peace in the outdoors / how does nature help our mental health and wellbeing

	W 1	W 2	W 3	W 4	W 5	W 6	W 7
<b>Guided Reading (weekly) / RWI Phonics (daily):</b>	Assessment week  Reading paper	T - Session 1 - Introduction to The Egyptian Cinderella Predicting what the text will be about. Investigating topic specific vocab.	T - Session 2 - Retrieve the meaning of words read. Dictionary work.	T - Session 3 - Retrieve and record information from the text. Answer questions based on the text.	T - Session 4 - Retrieve and record information from a non-fiction text.	T - Session 5 - Recall information from a non-fiction text and investigate words and phrases to create a bank of facts.	T - Session 6 - Summarise the text as a whole.
<b>Writing: (4x weekly)</b> <i>Refer to Pathways to Write</i>	Assessment week  Investigating, planning and writing independent writes for assessment week.	M – Lesson 16 Proofread the start of independent writing from the end of last term and edit and add to. Use planning to apply all mastery and gateway keys – Independent write (Use present perfect form of verbs in contrast to the past tense.) (Group ideas into paragraphs) (Use prepositions, conjunctions and adverbs) (Use punctuation at Y2 standard correctly)  W – Lesson 17 Use planning to apply all mastery and gateway keys – Independent write (Use present perfect form of verbs in contrast to the past tense.) (Group ideas into paragraphs) (Use prepositions, conjunctions and adverbs) (Use punctuation at Y2 standard correctly) & Lesson 18 Proofread for spelling and punctuation. (make simple additions, revisions and corrections to their own writing)  <u><b>Non-fiction Unit = Zeraffa Giraffa</b></u> Thurs - Session 1 - Introduction to Zeraffa Giraffa - Predicting what the story is going to be about.  F - Session 1 pt2- <b>*Gateway writing activity*</b> Writing a letter from Muhammad Ali to Charles X King of France.	M - Session 2 - Writing wishes or blessings from Atir's point of view. (Compound sentences using conjunctions: and, so, as, but, or.)  W - Session 3 - Writing a diary entry of the first day down the Nile - Using the present and past tense correctly. Writing in the 1st person.  Thurs - Session 4 - Investigating and writing a formal letter.  Fri - Session 5 - Writing complex sentences using prepositions (before, after and while) To create captions of photographs.	M - Session 6 - Writing diary entry from the girl's POV. Using the present and past tense correctly. Writing in the 1st person.  W - Session 7 - Investigating sentence structure. Recording information from non-fiction.  Thurs - Session 8 - Writing an eye witness account in the present tense and 1st person.  Fri - Session 9 - Writing invitations which include purpose of invite, time, date and location and are written in a variety of sentence structures and formally.	M - Session 10 - Writing an advertisement for an item of merchandise. Using persuasive and non-fiction organisational devices.  W - Session 11 - Investigating existing non-fiction texts such as guides and leaflets.  Thurs - Session 12 - Plan to write a guide to The Jardin des Plantes focusing on Zeraffa (Organising ideas and structure)  Fri - Session 13 - <b>*Independent Write*</b> Writing a persuasive guide to visit Zeraffa at the Jardin Des Plantes - Variety of tenses and sentence structure.	M - Session 14/5 - <b>*Independent Write*</b> Writing a persuasive guide to visit Zeraffa at the Jardin Des Plantes - Variety of tenses and sentence structure. + <b>*Review writing and edit*</b>  <u><b>POETRY UNIT = FOX</b></u> W - Session 1 - Introduction to text. Investigating adventurous word choices.  Thurs - Session 2 - Writing descriptive sentences about badgers and creating a short collaborative poem.  Fri - Session 3 - Gathering vocabulary to describe animals (adjectives, verbs, adverbs)	M - Session 4 - Planning independent poems. Plan or say aloud what is going to be written about. Encouraging alliteration, invented words and narrative.  W - Session 5 - <b>*Independent Write*</b> Use planning to write independent poems based on the models studied. Encouraging alliteration, invented words and narrative.  Thurs - Session 6 - <b>*Review writing and edit*</b>  Fri - Writing up poems neatly. alongside pieces of art.
<b>Handwriting:</b>	M - Lesson 55 long 'a' sound	M - Lesson 58 long 'e' sound	M - Lesson 61 long 'i' sound	M - Lesson 64 long 'o' sound	M - Lesson 67 - long 'u' sound	M - Lesson 70 - Prepositions.	M - Dictated sentences.

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<i>*Regularly Refer to Letter Join scheme and Presentation Policy</i>	T - Lesson 56 Nouns  F - Lesson 57 Verbs	T - Lesson 59 Capital letters  F - Lesson 60 Adjectives	T - Lesson 62 punctuation commas  F - Lesson 63 Adverbs	T - Lesson 65 - Punctuation apostrophes  F - Lesson 66 - Verb tenses	T - Lesson 68 - Punctuation apostrophes  F - Lesson 69 - Conjunctions.	T - Lesson 71 - Punctuation speech, commas, exclamations and question marks.  F - Lesson 72 - articles	T - Dictated sentences.  F - Dictated sentences.
<b>Punctuation, Spelling and Grammar:</b>  <i>Refer to Pathways to Spell programme</i>	both, clothes, everybody, money, Mr, Mrs, only, steak, sugar, who  M - Identifying tricky bits of a word.  Thurs - Investigating the spelling patterns of the words and playing lie detector.  F - Writing dictated sentences.	age, badge, bridge, bulge, change, charge, dodge, edge, fudge, huge, village  M - Investigating spelling rule for the end of these words.  Thurs - Play What is missing and then complete a Word squiggle for each word.  F - Play sentence challenge. Write sentences for each word.	adjust, energy, gem, giant, giraffe, jacket, jar, jog, join, magic  M - Colour patterns to identify graphemes in words.  Thurs - Using spelling strategy to practice words.  F - Missing word sentences.	gnarl, gnash, gnat, gnome, knack, knee, knew, knickers, knife, knit, knob, knock, know  M - Looking into the origin of these words and then Word squiggles  Thurs - Word jumble  F - Last one standing and then story challenge.	wrap, wrath, wreath, wreck, wren, wrinkle, wrist, write, writer, written, wrong, wrote.  M - Identifying the tricky bits of the words 'wr' instead of r or rr  Thurs - Scrabble scramble - Writing the words out with scrabble or magnetic pieces.  F - Dictated sentences	knight, night, sea, see, sun, son  M - Using word art/ illustrations to help learn the difference between the homophones.  Thurs - Cartoon conversations to practice the homophones.  F - Sentence challenges	Reviewing tricky spellings.  Throughout the week identify words that children struggle with.
<b>Spoken Language:</b> e.g. drama, performance poetry, debate, discussion, role play, presentations.	French - Speaking in French. RE - Role play and telling bible stories. PSHE - Class, group discussions and circle time.	French - Speaking in French. RE - Discussing religious texts PSHE - Class, group discussions and circle time.	English - Roleplaying as a character from a story. French - Speaking in French RE - Role play and telling bible stories. PSHE - Class, group discussions and circle time.	English - Roleplaying as eye witnesses. French - Speaking in French PSHE - Class, group discussions and circle time.	English - Discussing non- fiction writing and persuasive language. French - Speaking in French RE - Conscious alley and presenting ideas. PSHE - Class, group discussions and circle time.	English - Reciting poetry. French - Speaking in French PSHE - Class, group discussions and circle time.	English - Reciting poetry. French - Speaking in French Geography - Presenting learning. PSHE - Class, group discussions and circle time.
<b>Y2 Maths (daily):</b> <i>Refer to NCETM and White Rose</i>	M - Assessment week - Maths assessment  T – Make equal groups – grouping  W - Make equal groups - sharing  Thurs - 2x tables  F - Doubling	M - Divide by 2  T - Halving  W - 10x table  Thurs - 10x table  F - divide by 10	M - 5x table  T - 5x table  W - Divide by 5  Thurs - Number families with 2s, 5s ,10s  F -Number families with 2s, 5s ,10s	(Fractions) M - Consolidation - TBD upon reviewing work.  T - Consolidation - TBD upon reviewing work.  W - Consolidation - TBD upon reviewing work.  Thurs - Consolidation - TBD upon reviewing work.  F - Consolidation - TBD upon reviewing work.	(Fractions) M - Consolidation - TBD upon reviewing work.  T - Consolidation - TBD upon reviewing work.  W - Consolidation - TBD upon reviewing work.  Thurs - Consolidation - TBD upon reviewing work.  F - Consolidation - TBD upon reviewing work.	M - Consolidation - TBD upon reviewing work.  T - Consolidation - TBD upon reviewing work.  W - Consolidation - TBD upon reviewing work.  Thurs - Consolidation - TBD upon reviewing work.  F - Consolidation - TBD upon reviewing work.	M - Consolidation - TBD upon reviewing work.  T - Consolidation - TBD upon reviewing work.  W - Consolidation - TBD upon reviewing work.  Thurs - Consolidation - TBD upon reviewing work.  F - Consolidation - TBD upon reviewing work.
<b>Y3 Maths (daily):</b>	M - Assessment week - Maths assessment	M - Divide by 3  T - 6x table	M - Linking the 3x and 6x table	M - 8x table  T - 8x table	M - Multiply 2-digit by 1-digit (no exchange)	(Fractions) M - Consolidation - TBD upon reviewing work.	(Fractions) M - Consolidation - TBD upon reviewing work.

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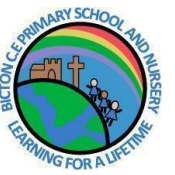


Refer to NCETM and White Rose	T – Make equal groups – grouping  W - Make equal groups - sharing  Thurs - 3x table	W - 6x table  Thurs - Divide by 6	T - 4x table  W - 4x table  Thurs - Divide by 4	W - Divide by 8  Thurs - 2x ,4x ,8x table	T - Multiply 2-digit by 1-digit (exchange)  W - Divide 2-digit by 1-digit (no exchange)  Thurs - Divide 2-digit by 1-digit (Remainders )	T - Consolidation - TBD upon reviewing work.  W - Consolidation - TBD upon reviewing work.  Thurs - Consolidation - TBD upon reviewing work.  F - Consolidation - TBD upon reviewing work.	T - Consolidation - TBD upon reviewing work.  W - Consolidation - TBD upon reviewing work.  Thurs - Consolidation - TBD upon reviewing work.  F - Consolidation - TBD upon reviewing work.
<b>Science:</b> *2 hours a week Refer to Science Long Term plan Rocks, soil & Fossils <a href="https://www.stem.org.uk/resources/elibrary/resource/26719/rocks-rocks-and-fossils">https://www.stem.org.uk/resources/elibrary/resource/26719/rocks-rocks-and-fossils</a>		Lesson 1 - Rock Stars Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.  Be able to name 6 common rocks.	Lesson 2 - Rock detectives Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.  Understand that rocks are formed in 3 different ways. Conduct a test.	Lesson 3 - Rock quest Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.  Investigating the properties of rocks and what they are used for.	Lesson 4 - Fantastic fossils Describe in simple terms how fossils are formed when things that have lived are trapped within rock.  Understand fossil formation.  Learn about Mary Anning	Lesson 5 - Soil detectives Recognise that soil is made from rock and organic matter.  Investigate, discover and classify the components of soil.	Lesson 6 - Rock and fossil museum Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.  Create a rock, soil and fossil quiz
<b>R.E (weekly) (KS1)</b> Refer to Understanding Christianity Scheme of work, RE Today and school LTPs <b>How should we care for others and the world and why does it matter?</b> <a href="https://www.retoday.org.uk/uploads/RE%20Today%20Website/Schemes%20of%20Work/MAS%20A/KS1%20-%202020%20update/1-8%20How%20should%20we%20care%20for%20others%20and%20the%20world%2C%20and%20why%20does%20it%20matter%202020.pdf">https://www.retoday.org.uk/uploads/RE%20Today%20Website/Schemes%20of%20Work/MAS%20A/KS1%20-%202020%20update/1-8%20How%20should%20we%20care%20for%20others%20and%20the%20world%2C%20and%20why%20does%20it%20matter%202020.pdf</a>	Lesson 1 Should we care for everyone?  Re-tell Bible stories and stories from another faith about caring for others and the world (A2)	Lesson 2 What do Christians believe about caring for people?  Re-tell Bible stories and stories from another faith about caring for others and the world (A2).  Identify ways that some people make a response to God by caring for others and the world (B1).  Talk about issues of good and bad, right and wrong arising from the stories (C3).	Lesson 3 What do some religions say about caring for other people?  Re-tell Bible stories and stories from another faith about caring for others and the world (A2).  Identify ways that some people make a response to God by caring for others and the world (B1).	Lesson 4 How have some people shown they cared? How is the golden rule an encouragement to care?  Identify ways that some people make a response to God by caring for others and the world (B1).  Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)	Lesson 5 What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?  Re-tell Bible stories and stories from another faith about caring for others and the world (A2). Identify ways that some people make a response to God by caring for others and the world (B1).  Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).	Lesson 5 - Carried on. What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?  Re-tell Bible stories and stories from another faith about caring for others and the world (A2). Identify ways that some people make a response to God by caring for others and the world (B1).  Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).	

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<b>Computing (weekly)</b> Refer to Teach Computing/Project Evolve <a href="https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-the-internet">https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-the-internet</a>	To describe how networks physically connect to other networks	To recognise how networked devices make up the internet	To outline how websites can be shared via the World Wide Web (WWW)	To describe how content can be added and accessed on the World Wide Web (WWW)	To recognise how the content of the WWW is created by people	To evaluate the consequences of unreliable content	
<b>Geography (weekly)</b> Refer to Medium term plans (ALTERNATE HALF TERMS)  <b>CHECK WITH PH!</b> <a href="https://www.thenational.academy/teachers/programmes/geography-primary-ks1/units/hot-places-where-are-they-and-what-are-they-like/lessons/the-worlds-hottest-places?sideaee9a=O_zhjtWOBK&amp;sm=0&amp;src=4">https://www.thenational.academy/teachers/programmes/geography-primary-ks1/units/hot-places-where-are-they-and-what-are-they-like/lessons/the-worlds-hottest-places?sideaee9a=O_zhjtWOBK&amp;sm=0&amp;src=4</a>	Lesson 1 Where are the hot places on planet Earth? <a href="https://www.thenational.academy/teachers/programmes/geography-primary-ks1/units/hot-places-where-are-they-and-what-are-they-like/lessons/the-worlds-hottest-places?sideaee9a=O_zhjtWOBK&amp;sm=0&amp;src=4">https://www.thenational.academy/teachers/programmes/geography-primary-ks1/units/hot-places-where-are-they-and-what-are-they-like/lessons/the-worlds-hottest-places?sideaee9a=O_zhjtWOBK&amp;sm=0&amp;src=4</a>	Lesson 2 What are the features of a desert? - Climate and location.	Lesson 3 What are the features of a tropical rain forest? - Climate and location.	Lesson 4 Planning and packing for a visit to a hot place.	Lesson 5 What lives in a hot place?	Lesson 6 What is life like for people in hot places?	Lesson 7 What have we learnt about hot places?
<b>Music (weekly)</b> Refer to Shropshire Music Service							
<b>French (weekly)</b> Refer to Kapow First 5 lessons - <a href="https://www.kapowprimary.com/subjects/french/mixed-age/this-is-me/">https://www.kapowprimary.com/subjects/french/mixed-age/this-is-me/</a>  Last 2 lessons - <a href="https://www.kapowprimary.com/subjects/french/mixed-age/y3-4-school-days-cycle-b-2/">https://www.kapowprimary.com/subjects/french/mixed-age/y3-4-school-days-cycle-b-2/</a>	Lesson 1 - To understand and give different greetings in French.	Lesson 2 - To use French greetings according to the time of day.	Lesson 3 - To ask about and express feelings when greeting someone.	Lesson 4 - To ask and respond to questions to give personal information.	Lesson 5 - To understand and exchange written information.	Lesson 6 - To develop accurate pronunciation and intonation.	Lesson 7 - To link the spelling, sound and meaning of number words

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<b>P.S.H.E.</b> Health and wellbeing. <a href="https://pshe-association.org.uk/foundations-for-wellbeing-curriculum">https://pshe-association.org.uk/foundations-for-wellbeing-curriculum</a>	Lesson 1: Noticing and naming feelings  To learn about thoughts and feelings and how noticing them can be helpful	Lesson 2: Different distractions  To learn about different kinds of distraction.	Lesson 3: Changing thoughts and feelings  To learn about different ways of changing thoughts and feelings.	Lesson 4: Managing unhelpful thoughts  To learn how to manage unhelpful thoughts.	Lesson 5: Reactions and responses  To learn about ways of managing reactions and responses.	Lesson 6: Developing positive thinking habits  To learn about developing positive thinking habits and how this supports wellbeing.  (KS2)	Lesson 7: Managing stress  To learn about managing stress.
<b>ART/DT</b> <b>Stick Transformation project</b> Refer to Pathways – Long term plans	Finish off previous terms work - To use my imagination to reinvent the stick. I can use a variety of materials to transform my object, thinking about form and colour.  I can cut materials with simple tools and fasten materials together to construct my sculpture.	L1 - Exploring sliders and movement.	L2 - Designing a moving storybook	L2 - Designing a moving storybook	L3 - Constructing a moving picture.	L3 - Constructing a moving picture.	L4 = Testing and evaluating my final product
<b>P.E.</b> Refer to peplanning.org/ Long term plans <b>Rounders</b>	To move confidently	To use and underarm throwing technique	To choose simple tactics in game.	To move into space.	To strike a ball into space.	Hit a ball with correct techniques.	To compete with others.
<b>P.E.</b> Refer to peplanning.org/ Long term plans <b>Athletics</b>	To run with control	To control your body and equipment when throwing.	To run with the correct arm technique	To run and jump on the balls of your feet	To show a correct pull throw technique	To compete against yourself.	To throw a variety of different objects