

## Term 6 Acorn Class Medium Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
EYFS English	Where the Wild Things are- JC unit		If Sharks Disappeared JC Unit	Elmer JC Unit		Recount from trip to Robinswood	Transition unit
KS1 English	Wombat Goes Walkabout JC Unit ( Stories from other cultures)			Writing Instructions ( based on Bog Baby)		Recount from trip to Robinswood	Rhythmic Poetry
SPAG	Year 2 : deciding on the correct punctuation Year 1 : Identifying questions	Year 2 : use of ness and ment as suffixes Year 1 : capital letters for name	Year 2 : Using a variety of conjunctions Year 1 : Using and to join two clauses	Year 2 : Identifying statements and exclamations Year 1 : Using correct punctuation for statements	Year 2 : Apostrophes for possession Year 1 – using ? for questions	Year 2 : Apostrophes for contraction Year 1 – using ! for exclamations	
EYFS Maths	Mastering Number week 25 Ordering numbers Counting back	Mastering Number Week 26 Subitising on the rekenrek	Mastering Number Comparing quantities	Mastering Number counting	Mastering number Number patterns	Mastering Number Recall	Mastering Number Composition of number within 10
Year 1 Maths	Describe position – left and right  Describe position – forwards and backwards Above and below  Ordinal numbers	Count 50 to 100 Tens to 100 Partition to tens and ones Number line to 100	1 more, 1 less Comparing numbers with same tens Compare any number Consolidate	Unitising Recognise coins Recognise notes Count in coins	Before and After Days of the week Months of the year	Hours, minutes, seconds  Tell time to the hour  Tell time to the half hour	Summer assessment

Year 2 Maths	O'clock and half past Quarter to and quarter past Tell the time past the hour	Tell the time to 5 mins ( 2 lessons)  Minutes in an hour  Hours in a day	SATS ?  Language of position Describe movement	Describe turns Describe movement and turns Shape patterns with turns Make tally charts	Tables Block diagrams  Draw pictograms 1 Interpret pictograms	Draw Pictograms ( 2) Interpret Pictograms ( 2)  <b>Summer assessment</b>	<b>Teaching column methods for addition and subtraction of two digit numbers</b>
Science  <b>On Safari</b>	What is an invertebrate ? Observing 4 different invertebrates and record their findings	How do invertebrates and humans make sense of their environment/ labelling parts of the body	Answering questions/ creating questions/ find answers through observation	Answering questions by designing a simple test	Habitats – which habitat is best for invertebrates	Food chains for back gardens	Herbivore/ Carnivore/ Omnivore within the context of invertebrates
EYFS Science	Observing and recording using accurate, detailed drawings	Be able to talk about how one invertebrate senses its world	Observing and recording using accurate, detailed drawings	Answering how and why questions using a simple test	Creating a bug house	What do spiders eat ?	
Geography <b>Animals and Habitats topic</b>	Understanding the habitat of Antarctica : focus on Emperor Penguins	Understanding the habitat of Asia : Focus on Panda	Understanding the marine habitat for Whale Sharks	Describe the habitat of the African Elephant	Class trip	Map and understand migration routes	Describing / embedding the different physical features of each habitat studied
EYFS Geog	How are penguins adapted to the cold	How are pandas adapted to Asian habitat	How are whale sharks adapted to their environ	How is African savannah different to our own environ	Class trip	Class trip Use a simple map to track the migration of swallows	Habitat in a box Ead focus

R.E KS1 <b>What makes some places sacred to believers?</b>	What do people mean by a special place? Do the children or their family have a special place. Explain that for religious people, some places are special because of their beliefs and that we will be learning about these this term. Introduction to holy places – introduce the words ‘holy’ and ‘sacred’. Introduce a church, a mosque and a synagogue.	Why is a church sacred to Christians? What sacred objects are there in a church? How are these used by believers? How do people worship?	Which place of worship is sacred for Jewish people? How do people worship in a synagogue? What objects are used and how?	Which place of worship is sacred for Muslims? Key features of a mosque and how people worship.	Rehearsals for summer production	Rehearsals for summer production	What is similar and different about the places of worship and why are they important to a community?
EYFS RE	Make a den in the classroom and talk about why this makes them feel safe and happy. Provide the children with lots of blankets and fabric so they can make their own dens in teams. Ask them to think of any special signs or objects they would like to add to their special den.	Identify features of a church Using construction materials ask the children to recreate their own version of a church with a cross, a font, lectern etc and then label them.	Invite the children to draw one of the things which make a synagogue special to Jewish people and then explain what it is. Can they then make their picture into a scroll? These could be displayed and labelled.	Display pictures of some of the features and invite the children to draw and label one of the items which makes a mosque special.	Rehearsals for summer production	Rehearsals for summer production	Think about all the religious buildings and talk about each one, saying what is the same or different.

RSHE	Getting on with others	When I feel like erupting	Feeling Safe	How can we look after our environment	Harold saves for something special	Harold goes camping	
Music KS1 <b>Y2 unit</b> <b>Animals – West African call and response</b>	Create sequences of sound to represent different safari animals	Copy and clap back rhythms representing different animals and learn how these can be represented graphically	Learn the call and response song 'Che Che kule' from Ghana	Sing the Che Che Kule song.  Compose call and response rhythms using percussion in	Rehearsals for summer production	Rehearsals for summer production	Develop their call and response to include dynamics
EYFS	Choose instruments and explore the different sounds they can make – choosing for different purposes	Listen and accurately repeat words and rhythms in a group	Sing in a group keeping pitch and time with others	Work with others to create a rhythmical question and answer and be able to repeat this	Rehearsals for summer production	Rehearsals for summer production	Perform with others, knowing when to begin and end. Add some dynamics to their performance.
Art Tell a Story (drawing unit)							
EYFS Art							
PE Athletics	Striking and fielding/athletics	Striking and fielding/athletics	Striking and fielding/athletics	Striking and fielding/athletics	Striking and fielding/athletics	Striking and fielding/athletics	Striking and fielding/athletics
Computing	Coding Lesson 1	Coding Lesson 2	Coding Lesson 3	Coding Lesson 4	Coding Lesson 5	Coding Lesson 6	