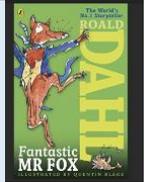


Medium Term Planning – Class: Deer – Term: Spring 2

	Overview/Topic	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Key events		Friday: INSET training day					Friday: Bank holiday
Maths	My Account	Time	Time	Time	Length and Height	Length and Height	Statistics
English Recount		Daily phonics, IC- Unit 11 EC- Unit 10 Immerse Read title, blurb. Discuss title and illustration and make suggestions as to what the story could be about. Hook:	Daily phonics, Imitate Listen to the story. Sequence the story. Story map to recall the story. Retell the story following a story map	Daily phonics, Imitate Listen to the story. Sequence the story. Story map to recall the story. Retell the story following a story map	Daily phonics, Innovate Independent application Create a Newspaper Report	Daily phonics, Innovate Independent application Create a Newspaper Report	Daily phonics, Innovate Independent application Create a Newspaper Report
Science	Space and Earth	State that there are 8 planets in our solar system	State that there are 8 planets in our solar system	State that there are 8 planets in our solar system	Describe the movement of the planets	Describe the movement of the Moon relative to the Earth	State that that day and night is caused by the Earth's rotation

		I learnt a mnemonic to help me remember			relative to the Sun		
Art	UK celebrations – Whole school project. Creating Union Jack	Exploring a variety of ways to print: natural resources, sponges, paper transfer etc.	Completing 'The resources I will need are:' template Practice and experiment on tile.	Create: Design on polystyrene tile	Create: Use ink and transfer to card.	Evaluation form WWW? EBI?	Display and share art work
Humanities	<u>Pre-Historic Times and Early Settlements</u> The Stone Age The Bronze Age The Iron Age Britain	What do we know about Prehistoric Britain?	What was the Stone Age?	What was the Bronze Age?	What was the Iron Age?	What were the key differences between the Stone Age, Bronze Age and Iron Age?	Consolidation
RSHE	Careers	1. Understand jobs help people earn money to pay for things E- I can say that adults go to work and that jobs and money are linked when I am helped. D- I can explain that	2. Know there are different types of jobs and challenge stereotypes E -I can recognise that there are different kinds of jobs and am beginning to understand that anyone can do a job , with support. D -I can name or describe different jobs and workplaces	3. Recognise my own strengths and interests linked to jobs E -I can say or show things that I like or enjoy doing and begin to notice things I am good at , with help. D- I can describe my strengths and interests . and begin to link what I am good at	4. Identify the kind of job I may like to do when I am older E -I can choose or point to a job I think is interesting , with support. D -I can talk about one or more jobs I might like to do when I am older and give simple	5. Know how to get a job and that there are different routes (college, training, work, etc.) E- I can recognise that people learn and prepare before having a job. D - I can name different routes to work, such as college, training, or jobs and understand that learning new skills helps people get jobs.	Consolidation: review key learning points

		<p>people have jobs to earn money and name things that money is used for, such as food, clothes, or activities.</p> <p>S -I can explain clearly that having a job helps people earn money to pay for needs and wants.</p>	<p>and recognise that jobs are not just for boys or girls, when reminded.</p> <p>S -I can explain that jobs are for everyone, no matter who they are and show respect for others' choices about work and careers</p>	<p>to jobs or tasks, with help.</p> <p>S - I can clearly describe my skills, strengths, and interests and explain how these could be useful in different jobs</p>	<p>reasons for my choice, such as what I enjoy.</p> <p>S -I can say clearly what kind of job or work I may want in the future and begin explain why this job interests me and how it links to my strengths.</p>	<p>S- I can explain that there are different pathways into work, including education, training, and supported employment</p>	
RE		Inset Day	The Exodus & 10 Commandments	10 Commandments	Tzedakah / How Jewish people show they care.	Rules for a society/community	Bank Holiday
PE Mr Young	PE Gross Motor Skills	Multi Skills	Coordination Multi skills activities and relays including Basic ball handling & manipulation skills	Coordination Multi skills activities and relays including Basic ball handling & manipulation skills	Coordination & balance Multi skills activities and relays including Basic ball handling & manipulation skills with a focus on balance	Coordination & balance Multi skills activities and relays including Basic ball handling & manipulation skills with a focus on balance	Coordination & Agilty Multi skills activities and relays including Basic ball handling & manipulation skills with a focus on agility
Computing Mr Whelan	Using the internet	The internet as an integral part of life	The internet as an integral part of life	Finding and using information online	Finding and using information online	How to recognise and respond to risks online	How to recognise and

							respond to risks online
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