

Medium Term Planning Overview- Cycle 1-Term 4. Team: 1&2

MTP clear end goals, progression of skills, what does that look like in a task/lesson, key vocabulary, and a key focus (artist, composer etc)



Subject: RE	
Prior learning:	
<ul style="list-style-type: none"> ● To know that Christians believe in God, and that they find out about God in the Bible. ● To know that Christians believe God is loving, kind, fair and forgiving, and also Lord and King. ● To know that some stories show these Christian beliefs. ● To know that Christians worship God and try to live in ways that please him. <p>To know that Christians believe that:</p> <ul style="list-style-type: none"> ● God created the universe ● The Earth and everything in it are important to God ● God has a unique relationship with human beings 	
Concept: What is the 'good news' (gospel) Christians believe that Jesus brings?	
Vocabulary: Christians Jesus Bible parables gospel forgiveness forgive sinners love poor friendless	
1	<p>LO: To show that Christians believe that Jesus brings good news for all people. (this good news includes being loved by God and being forgiven for bad things.)</p> <p>Success Criteria:</p> <p>Today we are learning about the good news Christians believe that Jesus brings to all.</p> <p>Cool-Can I retell the story of Levi/Matthew the tax collector?</p> <p>Warm-Can I explain what good news Jesus brought in this story?</p> <p>Hot-Can I give an example of a time when I forgave or was forgiven by someone?</p> <p>Spicy-Can I reflect on how I felt when I forgave or was forgiven by someone?</p> <p>Task:</p> <p>They act out the story of Levi. Take photos of the freeze frame for books. Children explain what the good news is and reflect on a time when they have forgiven or been forgiven.</p>
2	<p>LO: To show that Christians believe Jesus is a friend to the poor and friendless.</p> <p>Success Criteria:</p> <p>Today we are learning that Jesus is a friend to the poor and friendless.</p> <p>Cool-Can I recall when Jesus helped the poor and friendless?</p> <p>Warm-Can I give two ways Christians follow the teachings of forgiveness?</p> <p>Hot-Can I give two ways Christians put these beliefs into practice in the community?</p> <p>Spicy-Can I reflect on a time when I or someone I know has helped those in need?</p> <p>Task:</p> <p>After drawing a picture of the story of Zacchaeus and Feeding The 5000, they write a sentence explaining how Jesus helped the poor/friendless. They draw or write two ways that Christians follow the teachings, then two ways they put these beliefs into practice in the community.</p>
3	<p>LO: To explain that Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p> <p>Success Criteria:</p> <p>Today we are learning that Christians believe Jesus' teachings show people how to live.</p> <p>Cool-Can I retell the story of the wise and foolish builder?</p> <p>Warm-Can I explain the purpose of parables for Christians?</p> <p>Hot-Can I reflect on whether Jesus' gospel is just for Christians?</p> <p>Spicy-Can I give one example of how non Christians can use Jesus' gospel in their lives?</p> <p>Task:</p> <p>Using a storyboard, they retell the story of the wise and foolish builder and explain the purpose of a parable.</p>
4	<p>LO: To reflect on what the 'good news' (gospel) is that Christians believe Jesus brings.</p> <p>Success Criteria:</p> <p>Today we are completing a poem to explain Jesus' 'good news' (gospel).</p> <p>Cool-Can I match up the key word with its definition?</p> <p>Warm-Can I write my own definitions for some of the key words?</p> <p>Hot-Can I explain why Jesus' teachings are so important to Christians?</p> <p>Spicy-Can I explain how I and others can use Jesus' good news?</p> <p>Task:</p> <p>To complete an acrostic poem summarising what they have learned this topic and answering the key question (What is the 'good news' (gospel) Christians believe that Jesus brings?)</p>
5	All objectives have been covered in four lessons.
6	All objectives have been covered in four lessons.
End point:	
<p>To be able to reflect on the key question: 'What is the 'good news' Christians believe that Jesus brings?' and complete and perform a poem to express this.</p> <ul style="list-style-type: none"> ● To know that Christians believe that Jesus brings good news for all people. ● To know that for Christians, this good news includes being loved by God and being forgiven for bad things. ● To know that Christians believe Jesus is a friend to the poor and friendless. ● To know that Christians believe Jesus' teachings make people think hard about how to live and show them the right way. 	

Subject: Science
Prior learning:
<p>EYFS- Children have explored different animals during EYF. They have learnt the names of different animals and their features. They may have also looked at the similarities and differences between themselves and their classmates.</p> <p>Year 1 – Children will have looked at different parts of the human body and the related senses.</p>

Concepts: How are animals different? What do they need to survive?	
Vocabulary: animal – a living thing herbivore – an animal that just eats plants carnivore – an animal that just eats meat omnivore – an animal that eats both plants and animals mammal – a type of animal that has hair on its body and drinks milk bird – a type of animal with feathers, wings and a beak fish – a type of animal with scales, fins and lives in water reptile – a type of animal with scales that lives on land amphibian – a type of animal that is born in water but then develops lungs and lives on land	
1	Identifying mammals – Identify and name a variety of common animals Fact-file about the features of mammals e.g. vertebrates, fur, warm-blooded.
2	Identifying features of birds and reptiles - Identify and name a variety of common animals, including fish and birds.
3	Identifying fish and amphibians – Identify and name a variety of common animals, including fish and amphibians. Describe and compare the structure of a variety of common animals (fish and amphibians). Notice that animals including humans have offspring (Y2). Create a habitat for amphibians.
4	Classifying animals- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Create a classification chart.
5	Omnivores, herbivores, carnivores- Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Venn diagram
6 and possibly 7	Find out about the basic needs of animals, including humans, for survival. Create a desert diorama.
End point: To know what animals need to survive and know how and why animals are different- Diorama model to consolidate term's learning.	

Subject: Geography	
Prior learning: Previous coverage of continents in term 2. Cross curricula links - i.e seasons within the UK covered in science.	
Concept: 7 continents and 5 oceans	
Vocabulary: country, continent, United Kingdom, England, Africa, Desert, Same, Different, Oceans	
1	LO Recap prior learning. Identify features of life in UK. Task - Group activity - answer some key questions about what it means to live in England.
2	LO Introduction to continent of Africa Task - Consider what is the same and what is different to life in UK
3	LO Africa in more depth. Consider countries, famous people, cities, Task - Using an atlas, fact finding work
4	LO 5 Oceans Task - Identify and locate five oceans.
5	LO name and locate seas surrounding UK Task - Pairs activity - matching the sea with its characteristics. Then fact file for UK seas.
End point: To know the location of England (in terms of UK / Europe) and how living in England compares to living in an alternative continent (Africa).	

Subject: PHSE	
Prior learning: Jigsaw Healthy Me Cycle – repeated annually in each year group.	
Concept: I can explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices.	
Vocabulary: healthy, calm, wellbeing, mental health, relaxed	
1	LO I know what I need to keep my body healthy Task Help Jigsaw Jo to make healthy choices and stay motivated.
2	LO I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed Task: How can we help ourselves stay calm?
3	LO I understand how medicines work in my body and how important it is to use them safely Task: How can we make sure we are taking medicines safely?
4	LO I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy Task: Giant food wheels group sorting task. Photo evidence.
5	LO: I can decide which foods to eat to give my body energy Task: Large body outlines, choosing the right snacks and foods for energy.
End point: Children can identify and make healthy choices and advise on skills to stay motivated and calm. Children can identify that being healthy is not just about the food they eat but whole lifestyle choices.	

Subject: Art	
Prior learning: EYFS / Year 1 - Children will have looked at / done collage based tasks, even if they are not aware of what that technique is called.	
Concept: Collage	
Vocabulary: Collage, technique, materials, tear, cut, paper, glue, stick, picture	
1	LO What is collage? Task - Identify features of Meerkat Mail book cover and how these link with features of collage.
2	LO Artist comparison Task - same / different exploration on two x collage artists.

3 / 4	LO Apply knowledge of collage Task - making collage of Meerkat Mail book cover
5	LO - evaluate work. Task - critique of own and peer's work.
End point: to know techniques that can contribute towards making an effective collage and be aware of some artists who have been successful in this craft.	

Subject: ICT	
Prior learning: Pictograms - looking at what data is and representing data, questioning the data and using it to interpret	
Concept: Spreadsheets using PurpleMash	
Vocabulary: lesson 1 - Spreadsheet, data, row, column, cell, delete, calculations, Lesson 2 – button, clip-art, image, move cell, lock cell, select Lesson 3 – Count tool, speak tool, value	
1 – Intro to spreadsheets	Aims - • To understand what a spreadsheet looks like. • To be able to navigate around a spread sheet and enter data. • To learn new vocabulary related to spreadsheets. Success Criteria • Children can navigate around a spreadsheet. • Children can explain what rows and columns are. • Children can save and open sheets. • Children can enter data into cells. Task Writing names and numbers, colouring in cells, make a calculator
2 – adding images	Aims • To add clipart images to a spreadsheet. • To use the 'move cell' and 'lock' tools. Success Criteria • Children can open the Image toolbox and find and add clipart. • Children can use the 'move cell' tool so that images can be dragged around the spreadsheet. • Children can use the 'lock' tool to prevent changes to cells. Task Add animals to the zoo, moving the animals, keeping the animals safe
3 – using 'speak' & 'count' tools to count items	Aims • To use the 'speak' and 'count' tools in 2Calculate to count items. Success Criteria • Children can give images a value that the spreadsheet can use to count them. • Children can add the count tool to count items. • Children can add the speak tool so that the items are counted out loud. • Children can use a spreadsheet to help work out a fair way to share items (Extension) Task Make a counting machine, testing a counting machine, speaking counting machine
End point: Children can create a spreadsheet within PurpleMash, using some of the vocab independently.	

Subject: Music – Meerkat Mail	
Prior learning: Appraising music, key vocabulary – pitch, tempo and dynamics, using percussion instruments	
Concept: Exploring a range of music from around the world using listening, composing and performing skills.	
Vocabulary: Appraisal, pitch, tempo, dynamics, song, melody, call and response, names of some percussion instruments, pentatonic scale, lyrics. Key music: Digeridoo performance, 'Seya' by Oumou Sangaré, 'Three Little Birds' by Bob Marley, Samba band performance, Japanese Music.	
1	LO: Let's learn to appraise and perform music from around the world (Australia) Task: Listen to a digeridoo performance, appraise it and use 'Australian'-themed notation blocks to layer rhythmic patterns together using percussion instruments.
2	LO: Let's learn to appraise and perform music from around the world (Africa) Task: Listen to and appraise 'Seya' by Oumou Sangaré and learn call and response song.
3	LO: Let's learn to appraise and perform music from around the world (Jamaica) Task: Listen to, appraise and perform 'Three Little Birds' by Bob Marley adding appropriate percussion sounds to the performance.
4	LO: Let's learn to appraise and perform music from around the world (Brazil) Task: Listen to a Samba band performance, appraise it and use more complex 'Brazil'-themed notation blocks to layer rhythmic patterns together using percussion instruments.
5	LO: Let's learn to appraise and perform music from around the world (Japan) Task: Listen to Japanese music, appraise and use 5 notes to create own pentatonic melody to go with lyrics of a Japanese Sakura.
End point: <ul style="list-style-type: none"> • Enhanced knowledge of music from around the world. • Confidence in performing (voice and instruments). • Recognition of notation values. 	

Subject: English week 1 and 2 Narrative- viewpoint of the character	
Prior learning: Narrative work and character profiles T2/3- building on from this to encourage extended writing linking to characters changing emotions through the story.	
Concept:	
Vocabulary: Year 2 lesson focus language: sequence, retell, character, feeling, inference, subordination, clause, apostrophe, narrative story telling language: introduction, build up, problem, resolution, ending. Year 1 lesson focus language: Days of the week, sequence, retell, character, feelings, clause, capital letters, narrative story telling language: introduction, build up, problem, resolution, ending.	
Vocabulary from the text: jackal, mongoose, mound, termite, desert, greetings, motto, marsh.	
1	<i>LO develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing the sequence of events in books and how items of information are related y2</i> <i>develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, retelling them and considering their particular characteristics and discussing word meanings, linking new meanings to those already known. To spell the days of the week Y1</i> Task: Immersion of text- draw map story using days of the week- vocab focus
2	<i>LO develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing the sequence of events in books and how items of information are related</i> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, retelling them and considering their particular characteristics. Y1</i> Task: Drama/small world- retelling story, sequencing events.
3	<i>LO To make inferences on the basis of what is being said and done Y2</i> <i>To make inferences on the basis of what is being said and done Y1</i> Task: plotting character feelings on character chart
4	<i>LO To use subordination (using when, if, that, or because) Y2</i> <i>To use joining words and joining clauses using 'and' Y1</i> Task: Character profile about Sunny.
5	<i>LO To learn the possessive apostrophe (singular) y2.</i> <i>To use a capital letter for names of people, places, the days of the week. Y1</i> Task: Post card writing linking to possessive apostrophes y2/Capital letters year 1.
6	<i>LO To consider what they are going to write before beginning by: planning or saying out loud what they are going to write about, writing down ideas and/or key words, including new vocabulary, encapsulating what they want to say, sentence by sentence.</i> <i>Sequencing sentences to form short narratives. Saying out loud what they are going to write about. Y1</i> Task: planning story using hook lesson. Use photos of meerkat in local area.
7	<i>LO : To develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)Y2</i> <i>To write sentences by: saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives Y1</i> Task: Extended writing session writing the changed story.
8	<i>LO make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation.</i> <i>Evaluating their writing with the teacher and other pupils.</i> <i>re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Y1</i> Task: Editing and improving story in order to read to another class.
End point: Narrative written text based around the changing emotions of a character (Sunny) Use of subordination for year 2 and possessive apostrophes. Y1- conjunction joining and extending sentences, sequencing stories using the days of the week. Both year groups to create their own versions of the story.	

Subject: English week 3 and 4 Information text	
Prior learning: Applying use of apostrophes for possession year 2. Links to non-chronological reports/leaflets.	
Concept:	
Vocabulary: Year 2 lesson focus language: Year 1 lesson focus language:	
Vocabulary from the text	
1	<i>LOy2 being introduced to non-fiction books that are structured in different ways. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</i> <i>Y1 listening to and discussing a wide range of stories and non-fiction at a level beyond that at which they can read independently. Explain clearly their understanding of what is read to them.</i> Task: Reading task- what is this type of book? Comparing fiction/non-fiction texts around a similar theme.
2	<i>LO y2discussing how items of information are related. Being introduced to non-fiction books that are structured in different ways.</i> <i>Y1 participate in discussion about what is read to them, taking turns and listening to what others say. To explain clearly their understanding of what is read to them.</i> Task: Features of writing an information text.
3	<i>LO y2 sentences with different forms: statement, question.</i> <i>Y1 beginning to punctuate sentences using a capital letter and a full stop, question mark.</i> Task: Facts about the Blob fish- model features ready to write own next day.
4	<i>LO y2 consider what they are going to write before beginning by: planning or saying out loud what they are going to write about. Writing down ideas and/or key words, including new vocabulary. Encapsulating what they want to say, sentence by sentence.</i> <i>Y1 Write sentences by re-reading what they have written to check that it makes sense.</i> Task: Writing an information text about different animals from story.
5	<i>LO y2</i> <i>Y1</i> Task: Writing a letter to Ministry of Silly Names to ask about adding a new animal.

6	<p>LO y2 consider what they are going to write before beginning by: planning or saying out loud what they are going to write about. Writing down ideas and/or key words, including new vocabulary.</p> <p>Y1</p> <p>Task: Planning information text.</p>
7	<p>LO y2 Encapsulating what they want to say, sentence by sentence.</p> <p>Y1 write sentences by: saying out loud what they are going to write about, composing a sentence orally before writing it</p> <p>Task: Information text about made up creature.</p>
8	<p>LO y2 Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils. Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Proof-reading to check for errors in spelling, grammar and punctuation.</p> <p>Y1 To re-read what they have written to check that it makes sense. To discuss what they have written with the teacher or other pupils.</p> <p>Task:</p>

Subject: English week 5 and 6 - recount	
Prior learning: Applying use of apostrophes for possession year 2. Links to non-chronological reports/leaflets.	
Concept:	
Vocabulary: Year 2 lesson focus language: Year 1 lesson focus language:	
Vocabulary from the text	
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2	
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4	
5	
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End point:	