

Roskear Primary & Nursery School
Foundation Subjects – MEDIUM term plan

Year Group:	Two		Term:	Spring 1		Topic:	Island Adventures
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Stunning Start/ Fabulous Finish	<p>Ideas:</p> <ol style="list-style-type: none"> 1. Make your own island 2. Dress up as 'wild things' (Where the wild things are) then create an island and act out the story 3. Find a letter from Max – follow clues to find the teddy – the teddy has travelled to Truro and Liverpool (the cities we are studying) Liverpool has been chosen as it links to Titanic. 4. Any other ideas?!?! 					Caribbean Day!	
Writing	<p>Imitation Where the Wild Things Are Journey Tale WALT retell a story with expression WALT describe a setting WALT describe a character WALT describe character feelings WALT identify features of a journey tale</p>	<p>Exploration Where the Wild Things Are Journey Tale WALT explore vocabulary WALT use a suffix WALT use a conjunction WALT use a suffix WALT plan a journey tale</p>	<p>Innovation Where the Wild Things Are Journey Tale WALT edit and improve our writing WALT plan a journey tale</p>	<p>Invention Journey Tale</p>	<p>Non-fiction Recount letter</p>	<p>Non-fiction Recount letter</p>	
Handwriting spelling rule	<u>Unit 12 – igh</u>	<u>Unit 13 – dg, ng</u>	<u>Unit 14 – oo, oa</u>	<u>Unit 15 wa, wo</u>	<u>Unit 16 – air, ear</u> /Challenge words	<u>Unit 17 – oor, our</u>	

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	<i>/ Adding 'es' to nouns and verbs ending in 'y.'</i>	<i>/ Adding 'ed' to words ending in y. The y is changed to an i.</i>	<i>/ Adding 'er' to words ending in y. The y is changed to an i.</i>	<i>/ Adding 'ing' to words ending in 'e' with a consonant before it.</i>		<i>/ Adding 'er' to words ending in 'e' with a consonant before it.</i>
Maths	<p><i>WALT recognise equal groups</i></p> <p><i>WALT make equal groups</i></p> <p><i>WALT add equal groups</i></p> <p><i>WALT use the x symbol</i></p> <p><i>WALT multiply using pictures</i></p>	<p><i>WALT multiple using arrays</i></p> <p><i>WALT make doubles</i></p> <p><i>WALT use our 2 times-table</i></p> <p><i>WALT use our 5 times-table</i></p> <p><i>WALT use our 10 times-table</i></p>	<p><i>WALT make equal groups by sharing x2</i></p> <p><i>WALT make equal groups by grouping x2</i></p> <p><i>WALT make equal groups by sharing and grouping</i></p>	<p><i>WALT divide by 2</i></p> <p><i>WALT identify odd and even numbers</i></p> <p><i>WALT divide by 5</i></p> <p><i>WALT divide by 10</i></p> <p><i>WALT review our learning</i></p>	<p><i>WALT make tally charts x2</i></p> <p><i>WALT draw pictograms x2</i></p> <p><i>WALT interpret pictograms</i></p>	<p><i>WALT draw pictograms (2,5,10) x2</i></p> <p><i>WALT interpret pictograms (2,5,10)</i></p> <p><i>WALT draw and interpret block diagrams</i></p>

Science Materials	<p><i>Reactivate learning: What is an object? Can you tell me the name of this object and what it is made from?</i></p> <p><i>Tell me about the properties of metal/wood/glass/plastic?</i></p> <p><i>Are all materials natural?</i></p>	<i>WALT identify different materials</i>	<i>WALT compare what objects are made from and why</i>	<i>WALT investigate changing materials</i>	<i>WALT compare the suitability of everyday materials</i>	<i>WALT compare the suitability of a variety of everyday materials</i>
Geography	<i>WALT identify the continents and oceans in the world (reactivation)</i>	<i>WALT know the countries in the UK and understand what an island is</i>	<i>WALT name cities in the UK</i>	<i>WALT describe the physical geography of a small area in Trinidad and Tobago</i>	<i>WALT describe the human geography of a small area in Trinidad and Tobago</i>	<i>WALT compare and contrast parts of Trinidad and Tobago with my local area study</i>
History	N/A	N/A	N/A	N/A	N/A	N/A
RE	<i>WALT: understand who Jesus chose as his disciples</i>	<i>WALT: understand why forgiveness from people is important for all of us</i>	<i>WALT: understand how Christians receive peace from Jesus</i>	<i>WALT: explore ways in which Christians try to bring Jesus' 'good news' to others.</i>	<i>WALT: find out how Christians say sorry to God, and receive forgiveness</i>	<i>WALT: investigate a church building and find out how it helps Christians</i>
PSHE	<i>WALT explain how our skills complement each other in creating things</i>	<i>WALT explain how our skills complement each other in creating things</i>	<i>WALT explain how our skills complement each other in creating things</i>	<i>WALT explain how it feels to be part of a group and can identify a range of feeling about group work</i>	<i>WALT explain how it feels to be part of a group and can identify a range of feeling about group work</i>	<i>WALT explain how it feels to be part of a group and can identify a range of feeling about group work</i>
PE	<i>WALT name things I am good at</i>	<i>WALT order instructions, movements and skills</i>	<i>WALT order instructions, movements and skills</i>	<i>WALT order instructions, movements and skills</i>	<i>WALT order instructions, movements and skills</i>	<i>WALT order instructions, movements and skills</i>

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	WALT understand and follow simple instructions	WALT explain why someone is working or performing well WALT recognise similarities and differences in performance WALT explain what we are doing well and identify areas for improvement	WALT explain why someone is working or performing well WALT recognise similarities and differences in performance WALT explain what we are doing well and identify areas for improvement	WALT explain why someone is working or performing well WALT recognise similarities and differences in performance WALT explain what we are doing well and identify areas for improvement	WALT explain why someone is working or performing well WALT recognise similarities and differences in performance WALT explain what we are doing well and identify areas for improvement	WALT explain why someone is working or performing well WALT recognise similarities and differences in performance WALT explain what we are doing well and identify areas for improvement
Computing			WALT code	WAL about beebots	WALT give instructions to a program	WALT stay safe online
Music	WALT explore timbre and texture to understand how sounds can be descriptive WALT identify ways of making a specific sound WALT create and perform sound effects					
DT		WALT suggest purposes for a range of existing products (Levels/sliders)	WALT respond creatively and imaginatively to design briefs and identify problems to overcome	WALT make and evaluate a product that reflects my design		
Art	N/A	N/A	N/A	N/A	N/A	N/A