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| LKS2 Medium Term Plan – Autumn Term 2 *‘Celebrations’* |
|  | Maths | English | Challenge | Community | Individuality | Creativity | Core Words |
| 1 | Number & Place Value:L.O: To explore and use marks, drawings and pictures to represent numbers and quantitiesLane 1: I can draw lines that go across, up and down, round and round and pictures to show numbers and amounts. Lane 2: I am interested in making marks and calling them numbers. Lane 3: I can use marks and pictures to show you my counting.  | Fiction: Part of the Party (LGBT History month)Non-Fiction: Craft booksReading L.O:Lane 1-2: I can explore and show interest in books, rhymes, and print in my environment.Lane 2-3: I can listen to and join in with familiar stories, showing understanding through actions and talk.Lane 3-4: I can use my knowledge of sounds and letters to read simple words and sentences with understanding.Writing L.O: Lane 1-2: I can explore and make marks using different tools and materials.Lane 2-3: I can use a writing tool with increasing control to form shapes, letters, and give meaning to marks.Lane 3-4: I can use recognisable letters and words to communicate meaning through writing. | DTBonfire Night Creating a garland L.O: I can explore properties of everyday materials.Lane 1: Contribute to activities by coactively grasping and moving simple tools for example a glue spreader. Lane 2: Watch others using a basic tool and copy their actions, for example preparing a surface with a glass paper block. Lane 3: Use basic tools or equipment in simple processes, chosen in negotiation with staff, for example in cutting or shaping materials.  | HistoryBonfire NightLO: I have learnt about events beyond living memory that are significant nationally…or events commemorated through festivals or anniversaries.Lane 1: Demonstrates some understanding of temporal language e.g. now and next, morning and afternoon/ Relates present activities and past experiences e.g. rereading a story.Lane 2: Communicate using temporal language e.g. I go out to play later/ Talk simply how one day can be different from another e.g. at home or in school.Lane 3: Sequence 2 pictures of daily events | PE: MultiSkills:LO: To practise the skill of rolling and stopping a ball.LO: To practise the skill of catching.LO: To use and practise throwing and catching skills.Lane 2: They throw and kick a ball, but lack directionLane 3: Send/kick a ball to a classmate or member of staff / Attempt to catch/receive a ball.Lane 4: Throw/kick ball to person or target with direction)They listen to instructions, stop, and start with some accuracy / Receive/catch a beanbag/large ball consistentlyPSHCE:MHM: Meet Your Brain | ArtBonfire nightL.O: To improve their mastery of art and design techniques, including drawing, painting and printing with a range of materials.Lane 1: I can use one colour of paint or ink on a blockLane 2: I can copy a simple pattern with guidanceLane 3: I can make repeating patterns, random or organised, with range of blocks | Different  |
| 2 | Number & Place Value:L.O: To explore and use marks, drawings and pictures to represent numbers and quantitiesLane 1: I can draw lines that go across, up and down, round and round and pictures to show numbers and amounts. Lane 2: I am interested in making marks and calling them numbers. Lane 3: I can use marks and pictures to show you my counting.  | Fiction: Part of the Party (LGBT History month)Non-Fiction: Performance poems Reading L.O:Lane 1-2: I can explore and show interest in books, rhymes, and print in my environment.Lane 2-3: I can listen to and join in with familiar stories, showing understanding through actions and talk.Lane 3-4: I can use my knowledge of sounds and letters to read simple words and sentences with understanding.Writing L.O: Lane 1-2: I can explore and make marks using different tools and materials.Lane 2-3: I can use a writing tool with increasing control to form shapes, letters, and give meaning to marks.Lane 3-4: I can use recognisable letters and words to communicate meaning through writing. | Science L.O: I know which parts of my body are linked to my senses.Lane 1: I can use my senses to explore objects, materials, and living things. /I can use single words, signs, pictures, or symbols to nameLane 2: I can explore objects independently, finding and communicating simply what I notice Lane 3: I can label a simple diagram e.g. put pictures of body parts on a silhouette or match symbols to pictures | HistoryRemembrance DayLO: I have learnt about events beyond living memory that are significant nationally…or events commemorated through festivals or anniversaries.Lane 1: Demonstrates some understanding of temporal language e.g. now and next, morning and afternoon/ Relates present activities and past experiences e.g. rereading a story.Lane 2: Communicate using temporal language e.g. I go out to play later/ Talk simply how one day can be different from another e.g. at home or in school.Lane 3: Sequence 2 pictures of daily events | PE: MultiSkills:LO: To practise the skill of rolling and stopping a ball.LO: To practise the skill of catching.LO: To use and practise throwing and catching skills.Lane 2: They throw and kick a ball, but lack directionLane 3: Send/kick a ball to a classmate or member of staff / Attempt to catch/receive a ball.Lane 4: Throw/kick ball to person or target with direction)They listen to instructions, stop, and start with some accuracy / Receive/catch a beanbag/large ball consistentlyPSHCE:LO: I know why it is important to wash my hands after going to the toilet and before touching or eating food. I know that brushing my teeth is important for keeping them healthy.Lane 4-5: To describe ways to clean ourselves as well as understand how germs can spread. | Art Remembrance dayL.O: To improve their mastery of art and design techniques, including drawing, painting and printing with a range of materials.Lane 1: I can use one colour of paint or ink on a blockLane 2: I can copy a simple pattern with guidanceLane 3: I can make repeating patterns, random or organised, with range of blocks. | Stop  |
| 3 | Number & Place Value:L.O: Read, write and interpret mathematical statements involving +, –, =.Lane 1: I can show you which group of toys or plate of food has "more" / I can use words like "more" and "a lot" to describe amounts of objects. Lane 2: I compare two groups of objects, saying when I have the same number / I know when there are the same number of things, like 2 cakes, one for you and one for me. Lane 3: I can use words like "more", "add", "less" and "take away | Fiction: Pudsey's Great FundraiserNon-Fiction: Performance poems Reading L.O:Lane 1-2: I can explore and show interest in books, rhymes, and print in my environment.Lane 2-3: I can listen to and join in with familiar stories, showing understanding through actions and talk.Lane 3-4: I can use my knowledge of sounds and letters to read simple words and sentences with understanding.Writing L.O: Lane 1-2: I can explore and make marks using different tools and materials.Lane 2-3: I can use a writing tool with increasing control to form shapes, letters, and give meaning to marks.Lane 3-4: I can use recognisable letters and words to communicate meaning through writing. | Computing L.O: I can create simple documents on a computer using Word/InPrint.Lane 1: Touches a specific image on a screen Lane 2: Clicks icon to start familiar apps Lane 3: Uses single click of mouse to make a selection. / Finds letters on a QWERTY keyboard.  | History Children In Need (November 21st)LO: I have learnt about events beyond living memory that are significant nationally…or events commemorated through festivals or anniversaries.Lane 1: Demonstrates some understanding of temporal language e.g. now and next, morning and afternoon/ Relates present activities and past experiences e.g. rereading a story.Lane 2: Communicate using temporal language e.g. I go out to play later/ Talk simply how one day can be different from another e.g. at home or in school.Lane 3: Sequence 2 pictures of daily events | PE: MultiSkills:LO: To practise the skill of rolling and stopping a ball.LO: To practise the skill of catching.LO: To use and practise throwing and catching skills.Lane 2: They throw and kick a ball, but lack directionLane 3: Send/kick a ball to a classmate or member of staff / Attempt to catch/receive a ball.Lane 4: Throw/kick ball to person or target with direction)They listen to instructions, stop, and start with some accuracy / Receive/catch a beanbag/large ball consistentlyPSHCE:MHM: Meet Your Brain | MusicChoosing the Christmas performance songL.O: I have listened to different types of music, including music from different cultures and can say whether I like or don’t like a piece of music.Lane 1: I can listen to a piece of music and offer a simple thought about it e.g. I like/don't like this (may use symbols, signs or words)Lane 2: I can begin to move expressively to a piece of music, demonstrating how it makes me feel.Lane 3: I can describe a piece of music in simple terms using phrases or statements combing a small number of words, signs, symbols or gestures. | Go  |
| 4 | Number & Place Value:L.O: Read, write and interpret mathematical statements involving +, –, =.Lane 1: I can show you which group of toys or plate of food has "more" / I can use words like "more" and "a lot" to describe amounts of objects. Lane 2: I can use some number names and words like "more than" and "fewer than", when I am playing. Lane 3: I can use words like "more", "add", "less" and "take away | Fiction: Wee Granny’s Magic Bag and the CeilidhNon-Fiction: Traditional poemsReading L.O:Lane 1-2: I can explore and show interest in books, rhymes, and print in my environment.Lane 2-3: I can listen to and join in with familiar stories, showing understanding through actions and talk.Lane 3-4: I can use my knowledge of sounds and letters to read simple words and sentences with understanding.Writing L.O: Lane 1-2: I can explore and make marks using different tools and materials.Lane 2-3: I can use a writing tool with increasing control to form shapes, letters, and give meaning to marks.Lane 3-4: I can use recognisable letters and words to communicate meaning through writing. | Science L.O: I know which parts of my body are linked to my senses.Lane 1: I can use my senses to explore objects, materials, and living things. /I can use single words, signs, pictures, or symbols to nameLane 2: I can explore objects independently, finding and communicating simply what I notice Lane 3: I can label a simple diagram e.g. put pictures of body parts on a silhouette or match symbols to pictures | GeographySt Andrew’s DayLO: I can name, locate and identify characteristics of 4 countries…of UK.Lane 1: Identify how to get to toilet from class/ Name a place I know e.g. home, school, swimming pool.Lane 2: Name some common buildings Lane 3: Comment on different types of buildings and their use e.g. shop. | PE: Dance:LO: I can move in different ways.LO: I can communicate feelings through dance.LO: I can replicate a range of movementsLane 2: They explore a variety of movements and show some awareness of spaceLane 3: Experiment moving a variety of ways eg straight line Lane 4: Move in an increasing number of ways showing awareness of movement and direction / Use movement to express feelings.PSHCE:LO: To start to understand the life cycles of humans and animals (science link) | MusicChristmas performance practiceL.O: I can stand up in front of a group.Lane 1: I can intentionally make sounds with simple instruments without support e.g. banging, tapping, shaking.Lane 2: I can copy simple rhythms and musical patterns or phrases with minimal supportLane 3: I can play a simple pattern or sequence without support. | I  |
| 5 | Number & Place Value:L.O: Read, write and interpret mathematical statements involving +, –, =.Lane 1: I can show you which group of toys or plate of food has "more" / I can use words like "more" and "a lot" to describe amounts of objects. Lane 2: I can use some number names and words like "more than" and "fewer than", when I am playing. Lane 3: I can use words like "more", "add", "less" and "take away | Fiction: Wee Granny’s Magic Bag and the CeilidhNon-Fiction: Christmas playReading L.O:Lane 1-2: I can explore and show interest in books, rhymes, and print in my environment.Lane 2-3: I can listen to and join in with familiar stories, showing understanding through actions and talk.Lane 3-4: I can use my knowledge of sounds and letters to read simple words and sentences with understanding.Writing L.O: Lane 1-2: I can explore and make marks using different tools and materials.Lane 2-3: I can use a writing tool with increasing control to form shapes, letters, and give meaning to marks.Lane 3-4: I can use recognisable letters and words to communicate meaning through writing. | Science L.O: I know which parts of my body are linked to my senses.Lane 1: I can use my senses to explore objects, materials, and living things. /I can use single words, signs, pictures, or symbols to nameLane 2: I can explore objects independently, finding and communicating simply what I notice Lane 3: I can label a simple diagram e.g. put pictures of body parts on a silhouette or match symbols to pictures | GeographySt Andrew’s DayLO: I can name, locate and identify characteristics of 4 countries…of UK.Lane 1: Identify how to get to toilet from class/ Name a place I know e.g. home, school, swimming pool.Lane 2: Name some common buildings Lane 3: Comment on different types of buildings and their use e.g. shop. | PE: Dance:LO: I can move in different ways.LO: I can communicate feelings through dance.LO: I can replicate a range of movementsLane 2: They explore a variety of movements and show some awareness of spaceLane 3: Experiment moving a variety of ways eg straight line Lane 4: Move in an increasing number of ways showing awareness of movement and direction / Use movement to express feelings.PSHCE:MHM: Meet Your Brain | MusicChristmas performance practiceL.O: I can stand up in front of a group.Lane 1: I can intentionally make sounds with simple instruments without support e.g. banging, tapping, shaking.Lane 2: I can copy simple rhythms and musical patterns or phrases with minimal supportLane 3: I can play a simple pattern or sequence without support. | You  |
| 6 | Number & Place Value:L.O: Solve one-step problems involving addition and subtraction, using concrete objects and pictorial representations.Lane 1: I know that if I add a toy to a collection or some food to my plate I have more and if I take something away I don't have as muchLane 2: I show I am interested in playing with numbers when I share things out in different ways, like putting my 10 farm animals in 2 fields and then in 3 fields and I am beginning to know there are still 10 animals.Lane 3: I can use counting to help me solve problems that are important to me, like splitting my sandwich in half to share with my friend.  | Fiction: The NativityNon-Fiction: Christmas playReading L.O:Lane 1-2: I can explore and show interest in books, rhymes, and print in my environment.Lane 2-3: I can listen to and join in with familiar stories, showing understanding through actions and talk.Lane 3-4: I can use my knowledge of sounds and letters to read simple words and sentences with understanding.Writing L.O: Lane 1-2: I can explore and make marks using different tools and materials.Lane 2-3: I can use a writing tool with increasing control to form shapes, letters, and give meaning to marks.Lane 3-4: I can use recognisable letters and words to communicate meaning through writing. | Science Christmas senses L.O: Design purposeful, functional, appealing products for themselves and other users based on design criteriaScience:Lane 1: I can use my senses to explore textures in my immediate environment, including rocks. /I can communicate preferences about the different textures I explore Lane 2: I can begin to identify/name single properties of different materials from a small number of options.Lane 3: I can experiment mixing materials in water e.g. pebbles/small rocks, sand, coffee and with support use sieves, colanders, and filters to strain the mixtures  | RENativity LO: I have learnt about events beyond living memory that are significant nationally…or events commemorated through festivals or anniversaries. Lane 1: I can respond to appropriately to question about a religious event or experience / I can respond to new religious experiences involving — music, colour, food, drama, light or tactile objects.Lane 2: I can make my own contribution to celebrations and festivals.Lane 3: I am finding out about religion through stories, music or drama and answer simple questions about it. | PE: Dance:LO: I can move in different ways.LO: I can communicate feelings through dance.LO: I can replicate a range of movementsLane 2: They explore a variety of movements and show some awareness of spaceLane 3: Experiment moving a variety of ways eg straight line Lane 4: Move in an increasing number of ways showing awareness of movement and direction / Use movement to express feelings.PSHCE:LO: To start to understand the life cycles of humans and animals (science link) | ArtChristmas crafts L.O: Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.Lane 1: I can use glue to join materials together / I can snip with scissors.Lane 2: I can select the appropriate tool for the task from a choice of 2 / I can cut with scissors when someone holds the paper Lane 3: I can make my own choices and selections / I can use tools such as scissors, staplers, clay tools, split pins and shape cutters | This, That  |
| 7 | Number & Place Value:L.O: Solve one-step problems involving addition and subtraction, using concrete objects and pictorial representations.Lane 1: I know that if I add a toy to a collection or some food to my plate I have more and if I take something away I don't have as much. Lane 2: I show I am interested in playing with numbers when I share things out in different ways, like putting my 10 farm animals in 2 fields and then in 3 fields and I am beginning to know there are still 10 animals.Lane 3: I can use counting to help me solve problems that are important to me, like splitting my sandwich in half to share with my friend.  | Fiction: The NativityNon-Fiction: Christmas playReading L.O:Lane 1-2: I can explore and show interest in books, rhymes, and print in my environment.Lane 2-3: I can listen to and join in with familiar stories, showing understanding through actions and talk.Lane 3-4: I can use my knowledge of sounds and letters to read simple words and sentences with understanding.Writing L.O: Lane 1-2: I can explore and make marks using different tools and materials.Lane 2-3: I can use a writing tool with increasing control to form shapes, letters, and give meaning to marks.Lane 3-4: I can use recognisable letters and words to communicate meaning through writing. | DTChristmas garlandL.O: I can explore properties of everyday materials.Lane 1: Contribute to activities by coactively grasping and moving simple tools for example a glue spreader. Lane 2: Watch others using a basic tool and copy their actions, for example preparing a surface with a glass paper block. Lane 3: Use basic tools or equipment in simple processes, chosen in negotiation with staff, for example in cutting or shaping materials.  | RENativityLO: I have learnt about events beyond living memory that are significant nationally…or events commemorated through festivals or anniversaries. Lane 1: I can respond to appropriately to question about a religious event or experience / I can respond to new religious experiences involving — music, colour, food, drama, light or tactile objects.Lane 2: I can make my own contribution to celebrations and festivals.Lane 3: I am finding out about religion through stories, music or drama and answer simple questions about it. | PE:Dance:LO: I can move in different ways.LO: I can communicate feelings through dance.LO: I can replicate a range of movementsLane 2: They explore a variety of movements and show some awareness of spaceLane 3: Experiment moving a variety of ways eg straight line Lane 4: Move in an increasing number of ways showing awareness of movement and direction / Use movement to express feelings. PSHCE:MHM: Meet Your Brain | ArtChristmas crafts L.O: Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.Lane 1: I can use glue to join materials together / I can snip with scissors.Lane 2: I can select the appropriate tool for the task from a choice of 2 / I can cut with scissors when someone holds the paper Lane 3: I can make my own choices and selections / I can use tools such as scissors, staplers, clay tools, split pins and shape cutters | Wow  |