

MEDIUM TERM PLANNER (SINGLE TERM)

Cell Content: NC Objectives, key knowledge mapped out informed by schemes if used **Grey fill** = not taught this term

YEAR GROUP: 1 and 2

THEME: History of Calne.

Subject	Week 1 & 2	Week 3 & 4	Week 5 & 6
World/ National Events	▪	▪ Week 3 – 19/1/26 – Martin Luther King Day	▪ Week 6- 10/2/2026 – Safer Internet Day
School Events	▪	▪	▪ Week 5 - 4/2/26 – PSHE Join Your Child
Links to Priestley and British Values	▪ Safety	▪ Focus	▪ Respect
Hooks and Experiences	▪	▪	▪ Theme day – comparing Calne to another town in a non-European country exploring aspects of that culture for the day.
Main text	The Jolly Postman	▪ The Great explorer	▪ Oi Frog! ▪ Buttons – poem
Cultural Capital	▪ Studying local history	▪	▪ Exploring the culture of another country.
Spoken Language Oracy opportunities (debate, presentation)	<p>In Weeks 1 & 2, we're learning to:</p> <ul style="list-style-type: none"> Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. <p>In Weeks 1 & 2, we will be able to do:</p> <ul style="list-style-type: none"> Put forward ideas clearly. Listen carefully in class discussions. Respond appropriately to the class discussions. <p>We will do this by:</p> <ul style="list-style-type: none"> Participating in class discussions about our learning. Using partner talk to speak about our topic. Responding to questions asked about our learning. 	<p>In weeks 3 & 4 we're learning to:</p> <ul style="list-style-type: none"> Use relevant strategies to build our vocabulary. <p>In weeks 3 & 4, we will be able to:</p> <ul style="list-style-type: none"> Say 4 new words we have learnt and what they mean. Explain how we can find out what new words mean if we aren't sure. Say where we can find new words. <p>We will do this by:</p> <ul style="list-style-type: none"> Listen to stories being read to us by an adult and talking about the new words we come across. As a class, finding definitions to new words using a dictionary or drawing on knowledge of others. Create actions to the new words we find to help us remember them. 	<p>In weeks 5 & 6 we're learning to:</p> <ul style="list-style-type: none"> Consider and evaluate different viewpoints, attending to and building on the contributions of others. <p>In weeks 5 & 6 we will be able to:</p> <ul style="list-style-type: none"> Share our viewpoints on a particular topic. Listen to other people's viewpoints and use the key sentence stems to build on contributions of others: I agree with you because... I have listened to what you have said but I think that.... <p>We will do this by:</p> <ul style="list-style-type: none"> Contributing to class discussions about people's view on how the world was created (linked to our RE learning). Practicing using sentence stems when agreeing or disagreeing with what someone is saying.
Writing	<p>Writing Genre/Format</p> <ul style="list-style-type: none"> Letter Short narrative <p>In Weeks 1 & 2, we're learning to:</p> <p>Week 1:</p> <ul style="list-style-type: none"> Create a letter plan. <p>Week 2:</p> <ul style="list-style-type: none"> Write a letter from the perspective of a fairy tale character in The Jolly Postman <p>By the end of each week, we will know how to:</p> <p>Week 1 –</p> <ul style="list-style-type: none"> Identify the structure of a letter. Plan by writing down key ideas. <p>Week 2 –</p> <ul style="list-style-type: none"> Sequence sentences to form short narratives. Re-read what we have written to check that it makes sense. Write narratives about personal experiences and those of others (real and fictional). <p>We will do this by:</p> <p>Week 1 -</p> <ul style="list-style-type: none"> Reading through the Jolly Postman. 	<p>Writing Genre/Format</p> <ul style="list-style-type: none"> Instructions Question and statement sentences <p>In weeks 3 & 4, we're learning to:</p> <p>Week 3:</p> <ul style="list-style-type: none"> Write instructions on how to be a great explorer. <p>Week 4:</p> <ul style="list-style-type: none"> Write questions and statement sentences. <p>By the end of each week. We will know how to:</p> <p>Week 3 –</p> <ul style="list-style-type: none"> Identify the structure of instructions. What an imperative noun is. How to use an imperative now when writing. Use time conjunctions within writing. Re-read what we have written to check it makes sense. <p>Week 4 –</p> <ul style="list-style-type: none"> To write a question using the correct punctuation. Write a question using question words such as who, what, why. To write a statement using the correct punctuation. Re-read what we have written to check it makes sense. <p>We will do this by:</p> <p>Week 3 –</p>	<p>Writing Genre/Format</p> <ul style="list-style-type: none"> Descriptive writing Poetry <p>In weeks 5 & 6, we're learning to:</p> <p>Week 5:</p> <ul style="list-style-type: none"> Write a sentence using plural -s and -es. <p>Week 6:</p> <ul style="list-style-type: none"> Write a poem using rhyming couplets. <p>By the end of each week, we will know how to:</p> <p>Week 5:</p> <ul style="list-style-type: none"> Write a descriptive piece of writing based on the book 'oi Frog!' Identify plural word's that end with -s and -es Use plural -s and -es correctly within their sentences. Re-read what they have written to check it makes sense. <p>Week 6:</p> <ul style="list-style-type: none"> Identify a rhyming couplet within a poem. Write a piece of poetry that includes a rhyming couplet. Re-read what they have written to check it makes sense.

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	<ul style="list-style-type: none"> - Talking about what happened and how the main character felt because of that. - Introduce the activity of writing a letter from a fairy tale characters' perspective. - Look at example letters and discuss their format and key features. - Discuss what they would like to include in their letter. - Model planning a letter based on one of the children's ideas. Included new vocabulary from the book if possible. Complete letter plans in small groups with teacher. <p>Week 2 -</p> <ul style="list-style-type: none"> - Recap what needs to be included in a letter. - Create a shared writing of a letter as a group, thinking about the key features we need to include (capital I, exclamation sentence, first person, capital letters and full stops). - Use our plans to help us write our own letter, in the perspective of a character. 	<ul style="list-style-type: none"> - Sharing the story 'The Great Explorer' and introduce key vocabulary. Talk about what made Tom a great explorer. - Look at an example set of instructions and identify the key features that they need to include in their instructions. - Introduce time connectives – First, then, next, finally. - In groups children will then have to order these features to make a complete instruction. - Introduce imperative verbs and how they can be used within instructions. - In groups with the teacher write instruction on 'how to be a great explorer' <p>Week 4 -</p> <ul style="list-style-type: none"> - Introduce the characters involved in 'Curios Quest' and what they represent. - Introduce key vocabulary daily. Think of questions we can ask the characters as a class, teacher to model how to write a question. - Think of statements we write to introduce ourselves to the characters, teacher to model how to write a statement. - As a class identify key features and punctuation in questions and statements. - In groups with teacher children will draw what they think these character looks like. The children will then write question that they wish to ask the characters and statements introducing themselves to the characters in 'Curios Quest'. 	<p>We will do this by:</p> <p>Week 5 –</p> <ul style="list-style-type: none"> - Reading through the book 'oi frog!' and introduce the vocabulary. - Look at words in the book that have plural -s or -es. Practice writing plurals on a whiteboard before writing in books. - Explain that this week's 'code' must include a plural -s or -es. - Teacher models an example sentence with our 'code' included (plural -s or -es). - In groups with teacher children write a descriptive piece of writing based on the book 'io frog!' <p>Week 6 –</p> <ul style="list-style-type: none"> - Read through the poem 'buttons' and discusses the key vocabulary. - Identify the rhyming couplets within the poem. - Tell the children that the 'code' this week is rhyming couplets that they must include in their sentences. - Model writing a rhyming couplet that can continue the poem and is based around that day's character, setting or adventure idea that is shared with the children daily.
Vocabulary, Grammar & Punctuation	<p>In Weeks 1 & 2, we're learning to:</p> <p>Week 3-</p> <ul style="list-style-type: none"> - To be able to use a capital letter for the personal pronoun 'I'. <p>Week 4-</p> <ul style="list-style-type: none"> - To write and identify statements and exclamations. <p>By the end of the two weeks we will know how to:</p> <p>Week 3-</p> <ul style="list-style-type: none"> - Understand what is meant the term 'personal pronoun' - Use a capital letter for the word 'I' when writing from a main character's perspective. <p>Week 4-</p> <ul style="list-style-type: none"> - Identify the different types of sentences. - Identify statements and exclamations are and tell the difference between them. - Exclamation sentences start with 'what' or 'how'. - Write my own statements and exclamations. <p>We will do this by:</p> <p>Week 3-</p> <ul style="list-style-type: none"> - Being introduced to the term 'personal pronoun' and being given explicit examples of what it is. - Spotting in given sentences when a personal pronoun should be used. 	<p>In weeks 3 & 4, we're learning to:</p> <p>Week 3 –</p> <ul style="list-style-type: none"> - To write and use (correctly) an imperative verb in a sentence. <p>Week 4 –</p> <ul style="list-style-type: none"> - To write and identify questions and statements. <p>By the end of the two weeks, we will know how to:</p> <p>Week 3 –</p> <ul style="list-style-type: none"> - Understand what is meant by an imperative verb. - To use an imperative verb within our writing. <p>Week 4 –</p> <ul style="list-style-type: none"> - To know that there are different types of sentences. - To know that questions end with a question mark and a statement ends with a full stop. - To know and use question word's starting with 'wh' when writing a question. - To write their own questions and statements. <p>We will do this by:</p> <p>Week 3 –</p>	<p>In week 5 & 6, we're learning to:</p> <p>Weeks 5 –</p> <ul style="list-style-type: none"> - To use plural -s and -es correctly when writing. <p>Weeks 6 –</p> <ul style="list-style-type: none"> - To use rhyming couplets when writing a poem. <p>By the end of the two weeks, we will know how to:</p> <p>Weeks 5 –</p> <ul style="list-style-type: none"> - Understand what is meant by plural. - Know whether to use -s or -es when writing a plural - Write plurals within their own writing. <p>Weeks 6 –</p> <ul style="list-style-type: none"> - Understand what a rhyming couplet is. - Know that rhyming words don't need to end in the same letters just the same sounds - Be able to match rhyming words together to form a couplet when writing. - To write their own rhyming couplet. <p>We will do this by:</p> <p>Weeks 5 –</p> <ul style="list-style-type: none"> - Recap prior learning of plurals.

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	<ul style="list-style-type: none"> - Writing our own sentences using a capital letter for the personal pronoun I. <p>Week 4-</p> <ul style="list-style-type: none"> - Recap prior learning of the four different types of sentences. - Remind ourselves what an exclamation and statement sentence is by looking at explicit examples. - Write our own statement and exclamation sentences, using our key text to support us. 	<ul style="list-style-type: none"> - Being introduced to the term 'imperative verb' and being given explicit examples. - Spotting imperative verbs in sentences when given the opportunity. - Using an imperative verb within their own writing. <p>Week 4 –</p> <ul style="list-style-type: none"> - Recap prior learning of the four different types of sentences. - Remind ourselves what a question and statement look like by using explicit examples. - Use questions and statement sentences within their own writing. 	<ul style="list-style-type: none"> - Remind ourselves what a plural is and when to use -s and -es endings. - Identify when to use -s and -es to make a word plural through explicit examples. - Uses plural -s and -es within their own writing. <p>Weeks 6 –</p> <ul style="list-style-type: none"> - Being introduced to the term 'rhyming couplet' and given explicit examples of a rhyming couplet within a poem shared with the class. - Spot rhyming couplets within the poem. - Think of and discuss possible rhyming couplets as a class. - Use rhyming couplets to create their own poem.
	<p>In Weeks 1 & 2, we're learning to:</p> <ul style="list-style-type: none"> - Apply our phonic knowledge and skills as the route to decode words. - Re-read books to build up fluency and confidence in word reading. - Discuss and clarify the meanings of words. - Answering and asking questions about the books they have read. <p>Apply these sounds within our individual groups:</p> <p>Phase 2: g o</p> <p>Phase 3: ai ee oa oo ar or ow ear air er</p> <p>Phase 5: /e/ea /ee/y /igh/ y /oa/ ow /s/ c, se /v/ ve</p> <p>By the end of the two weeks, we will know how to:</p> <ul style="list-style-type: none"> - Tackle new words we come across, using our phonics to sound out unfamiliar words. - Re-read books with more confidence, taking into account the punctuation and reading with intonation. - Answer questions about the books we have read, thinking about Key characters and events. <p>We will do this by:</p> <ul style="list-style-type: none"> - Following the Little Wandle reading program, reading with an adult in a small group 3 times a week. Children will read - Sharing stories as a class; participating in discussions about new vocabulary and key events or characters in the story. 	<p>In Weeks 3 & 4, we're learning to:</p> <ul style="list-style-type: none"> - Apply our phonic knowledge and skills as the route to decode words. - Re-read books to build up fluency and confidence in word reading. - Discuss and clarify the meanings of words. - Answering and asking questions about the books they have read. <p>Apply these sounds within our individual groups:</p> <p>Phase 2: c k ck o</p> <p>Phase 3: ee igh oo or oa o oar ow oi air er</p> <p>Phase 5: /ar/ a /ch/ tch, ture /oo/ ou /s/ sc</p> <p>By the end of the four weeks, we will know how to:</p> <ul style="list-style-type: none"> - Tackle new words we come across, using our phonics to sound out unfamiliar words. - Re-read books with more confidence, taking into account the punctuation and reading with intonation. - Answer questions about the books we have read, thinking about Key characters and events. <p>We will do this by:</p> <ul style="list-style-type: none"> - Following the Little Wandle reading program, reading with an adult in a small group 3 times a week. Children will read - Sharing stories as a class; participating in discussions about new vocabulary and key events or characters in the story. 	<p>In Weeks 5 & 6, we're learning to:</p> <ul style="list-style-type: none"> - Apply our phonic knowledge and skills as the route to decode words. - Re-read books to build up fluency and confidence in word reading. - Discuss and clarify the meanings of words. - Answering and asking questions about the books they have read. <p>Apply these sounds within our individual groups:</p> <p>Phase 2: s p i n</p> <p>Phase 3: ee igh oa oo ar or ur ow oi air er</p> <p>Phase 5: /a/ ey, ea, aigh /ear/eer /m/mb /or/oar /zh/ su</p> <p>/By the end of the six weeks, we will know how to:</p> <ul style="list-style-type: none"> - Tackle new words we come across, using our phonics to sound out unfamiliar words. - Re-read books with more confidence, taking into account the punctuation and reading with intonation. - Answer questions about the books we have read, thinking about Key characters and events. <p>We will do this by:</p> <ul style="list-style-type: none"> - Following the Little Wandle reading program, reading with an adult in a small group 3 times a week. Children will read - Sharing stories as a class; participating in discussions about new vocabulary and key events or characters in the story.
	<p>In Weeks 1 & 2, we're learning to:</p> <ul style="list-style-type: none"> - Apply phonic knowledge and skills as the route to decode words. - Respond speedily with the correct sound to graphemes (letters or groups of letters). - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. - Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. <p>By the end of each week, we will know how to:</p> <p>Week 1-</p> <p>Respond speedily with the correct sound to the following graphemes, and be able to apply this knowledge when spelling words:</p>	<p>In Weeks 3 & 4, we're learning to:</p> <ul style="list-style-type: none"> - Apply phonic knowledge and skills as the route to decode words. - Respond speedily with the correct sound to graphemes (letters or groups of letters). - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. - Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. <p>By the end of each week, we will know how to:</p> <p>Week 3 –</p> <p>Respond speedily with the correct sound to the following graphemes, and be able to apply this knowledge when spelling words:</p>	<p>In Weeks 5 & 6, we're learning to:</p> <ul style="list-style-type: none"> - Apply phonic knowledge and skills as the route to decode words. - Respond speedily with the correct sound to graphemes (letters or groups of letters). - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. - Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. <p>By the end of each week, we will know how to:</p> <p>Week 5-</p> <p>Recognise that multiple graphemes make the same phoneme.</p>

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STEM	<p>/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder</p> <p>Recognise, read by sight and spell the common exception words: any many again</p> <p>Week 2- Respond speedily with the correct sound to the following graphemes, and be able to apply this knowledge when spelling words: /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone</p> <p>Recognise, read by sight and spell the common exception words: who whole where two</p> <p>We will do this by: Following daily phonics using Little Wandle. In these sessions we will: <ul style="list-style-type: none"> - Revisit previously taught GPCs (Grapheme, Phoneme, Correspondance) - Introduce the new GPC for the day. - Read words with the new GPC in. - Spell words with the new GPC in. - Spell the new tricky word introduced. </p>	<p>/I/ le al apple metal /s/ c ice /v/ ve give Phonics assessments for daily keep up to be completed.</p> <p>Recognise, read by sight and spell the common exception words: School call different</p> <p>Week 4- Respond speedily with the correct sound to the following graphemes, and be able to apply this knowledge when spelling words: /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey</p> <p>Recognise, read by sight and spell the common exception words: Thought through friend work</p> <p>We will do this by: Following daily phonics using Little Wandle. In these sessions we will: <ul style="list-style-type: none"> - Revisit previously taught GPCs (Grapheme, Phoneme, Correspondance) - Introduce the new GPC for the day. - Read words with the new GPC in. - Spell words with the new GPC in. - Spell the new tricky word introduced. </p>	<p>Know the following graphemes all make the /oo/ phoneme. u ew ue u-e ui ou oo fruit soup</p> <p>Know the following graphemes all make the /ee/ phoneme. ea e e-e ie ey y ee</p> <p>Know the following graphemes all make the /s/ phoneme. c se ce ss</p> <p>Know the following graphemes all make the /z/ phoneme. se s zz</p> <p>Know the following graphemes all make the /oa/ phoneme. ow oe ou o-e o oa</p> <p>Week 6- - Respond speedily with the correct sound to the all the graphemes taught this term.</p> <p>We will do this by: <ul style="list-style-type: none"> - Recapping all the graphemes that make a particular phoneme. - Reading words with different graphemes that make the same phoneme. - Thinking about which grapheme to use when spelling words. </p>
	<p>Maths</p> <p>In Weeks 1 & 2, we're learning to:</p> <p>Year 1: Partition 1-5 in different ways, find a missing part when one part and the whole are known and explore one more and one less in numbers to 5.</p> <p>Year 2: <ul style="list-style-type: none"> - Calculate the difference within 20. - Use knowledge of calculating within 20 to solve problems. - Add and subtract ones and tens to and from 2-digit numbers. </p> <p>By the end of each week, we will know how to:</p> <p>Week 1-</p> <p>Year 1:</p> <ul style="list-style-type: none"> - Partition the numbers one to five in a systematic way. - Find a missing part when one part and the whole is known. - Solve problems finding a missing part when one part and the whole is known. <p>Year 2:</p> <ul style="list-style-type: none"> - Find the difference when information is presented in bar charts. - Use knowledge of calculating within 20 to solve problems. - Use knowledge of calculating within 20 to solve problems involving statistics. <p>Week 2-</p> <p>Year 1:</p> <ul style="list-style-type: none"> - Show one more and one less than a number using representations and describe these accurately. 	<p>In Weeks 3 & 4, we're learning to:</p> <p>Year 1: Represent numbers 6-10 partitioning in different ways, identifying a missing part when a whole is partitioned into two parts and one part is known.</p> <p>Year 2: Add and subtract 1s and 10s from 2 digit numbers.</p> <p>By the end of each week, we will know how to:</p> <p>Week 3:</p> <p>Year 1:</p> <ul style="list-style-type: none"> - Compare two numbers with 6-10 and say which is greater than or less than the other. - Identify the whole and parts of the numbers 6-10 using the five and a bit structure. - Explore the numbers 6 to 10 using parts and wholes on a number line. - Explain and estimate where 6,7,8 and 9 lie on a number line. <p>Year 2:</p> <ul style="list-style-type: none"> - Use number facts to solve addition and subtraction problems. - Use number facts to solve problems in measures and data contexts. - Use number bonds to 10 to add/subtract one-digit and two-digit numbers. - Add by bridging a multiple of ten. <p>Week 4:</p> <p>Year 1:</p> <ul style="list-style-type: none"> - Order and sort numbers into odd and even sets. - Skip count in odds and evens. 	<p>In Weeks 5 & 6, we're learning to:</p> <p>Year 1: Partitioning numbers 6-10 in different ways. Combining two or more parts to make a whole, understanding addends can be represented in any order and that the = sign shows the whole.</p> <p>Year 2: <ul style="list-style-type: none"> - Add and subtract 1s and 10s from 2-digit numbers. - Describe how objects are grouped and represent equal groups as repeated addition and multiplication. </p> <p>By the end of each week, we will know how to:</p> <p>Week 5:</p> <p>Year 1:</p> <ul style="list-style-type: none"> - Partition the numbers 6 and 7 in different ways. - Partition numbers 8 and 9 in different ways. - Partition numbers 6 to 10 in different ways. - Identify a missing part when a whole is partitioned in two parts. <p>Year 2:</p> <ul style="list-style-type: none"> - Add multiples of 10 to 2-digit numbers. - Subtract multiples of 10 from 2-digit numbers. - Partition 2-digit numbers in different ways. - Use efficient strategies to solve problems. <p>Week 6:</p> <p>Year 1:</p> <ul style="list-style-type: none"> - Combine parts using the addition symbol.

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	<ul style="list-style-type: none"> - Use a bar model to represent a whole partition into two parts and use this to solve problems. <p>Year 2:</p> <ul style="list-style-type: none"> - Add and subtract one to or from a two-digit number within a decade. - Add and subtract 1 to and from a 2-digit number crossing the tens boundary. - Use number facts to add or subtract a one-digit number and a two-digit number. <p>We will do this by:</p> <p>Year 1:</p> <ul style="list-style-type: none"> - Using counters to help us partition numbers in different ways, thinking about how we can do it systematically to find all the ways. - Use part-part whole models with counters to help us work out missing parts when we know the whole. - Use groups of objects to help us see what happens when we have one more or one less than a number. - Be introduced to bar models, first with pictures or counters, before moving on to numbers to show parts and wholes. <p>Year 2:</p> <ul style="list-style-type: none"> - Explore bar charts and think about what they show, retrieving information to help us answer questions about finding the difference. - Look at word problems, pick out the key information that helps us to answer the question. Draw pictures, representations and equations with the information we have collected. - Use our knowledge of counting within one hundred to add and subtract one. - Use what we already know about adding within 10 and 20 to help us calculate with 2-digit numbers. 	<ul style="list-style-type: none"> - Explain what odd and even number are and the difference between them. <p>Year 2:</p> <ul style="list-style-type: none"> - Subtract by bridging a multiple of 10. - Use bridging to solve addition and subtraction problems. - Find 10 more or 10 less than a two-digit number. - Add and subtract 10 from a 2-digit number. <p>We will do this by:</p> <p>Year 1:</p> <ul style="list-style-type: none"> - Look at number 6-10 represented by different objects. Compare different amounts of objects using the vocabulary greater than, less than and equal too. Move on to using the symbols <>= - Use multilink cubes to represent the number 6-10 thinking about how they are made of 5 and a bit. - Use part-part whole models to partition the numbers 6-10 into 5 and a bit. - Looking at number lines. - Spotting patterns in odd and even numbers, making them with cubes and seeing what we notice. <p>Year 2:</p> <ul style="list-style-type: none"> - Recap our knowledge of number bonds to 10 and spot how we can use these when working with bigger numbers. - Recap that one ten is equal to 10 ones and notice what happens when we count up the decades. Using base 10 equipment to support our understanding. - Notice what happens when we add and subtract a tens number, recapping our knowledge of place value within two-digit numbers. 	<ul style="list-style-type: none"> - Understand that parts can be represented in any order. - Understand the use of the equals sign in equations. - Understanding part-part whole relationships. <p>Year 2:</p> <ul style="list-style-type: none"> - Explain and describe that objects can be grouped in different ways. - Represent equal groups as repeated addition. - Represent equal groups as multiplication. - Explain and represent multiplication when a group contains zero or one items. <p>We will do this by:</p> <p>Year 1:</p> <ul style="list-style-type: none"> - Using groups of objects to partition numbers in different ways. - Using part-part whole models to understand that a whole can be made up of two parts. - Be introduced to the addition and equal symbol and think about what it means in an equation. <p>Year 2:</p> <ul style="list-style-type: none"> - Using base 10 and picture representations to help add tens to 2-digit numbers. - Use part- part whole models to understand a whole can be made up of two parts. - Use objects to group them in different ways. - Make equal groups using objects and think about how these can be represented by equations.
Working Scientifically	<ul style="list-style-type: none"> - Asking simple questions and recognising that they can be answered in different ways - Using their observations and ideas to suggest answers to questions - Gathering and recording data to help in answering questions. 		
Science Knowledge	<p>In weeks 1 and 2, we're learning to:</p> <p>Week 1 –</p> <ul style="list-style-type: none"> - Find out about Joe Wicks, and what he has to do with healthy eating and exercise. <p>Week 2 –</p> <ul style="list-style-type: none"> - Find out what humans need to survive. <p>By the end of each week, we will know:</p> <p>Week 1 –</p> <ul style="list-style-type: none"> - Who Joe Wicks is and what his work has to do with healthy diet and exercise. <p>Week 2 –</p> <ul style="list-style-type: none"> - we will be able to explain the basic needs of humans to survive (Water, food, air). <p>We will do this by:</p> <p>Week 1 -</p> <ul style="list-style-type: none"> - Explore who Joe wicks is? Watch some of his videos and participate in them. We will explore how that made us feel and what that could mean. <p>Week 2 -</p>	<p>In week 3 and 4 we're learning to:</p> <p>Week 3 –</p> <ul style="list-style-type: none"> - Understand why humans need to exercise. <p>Week 4 –</p> <ul style="list-style-type: none"> - Say what germs are and how they spread. <p>By the end of each week, we will know:</p> <p>Week 3 –</p> <ul style="list-style-type: none"> - the importance for humans to exercise and the impact it has on the body. <p>Week 4 –</p> <ul style="list-style-type: none"> - how germs are spread and say why it's important humans have good hygiene. <p>We will do this by:</p> <p>Week 3 -</p> <ul style="list-style-type: none"> - We will perform simple test about what exercise does to our bodies and why it is important. <p>Week 4 -</p> <ul style="list-style-type: none"> - We will perform simple tests about germs, collected. 	<p>In weeks 5 and 6 we're learning to:</p> <p>Week 5 –</p> <ul style="list-style-type: none"> - Say what makes a healthy balanced diet. <p>Week 6 –</p> <ul style="list-style-type: none"> - Understand what makes up a healthy meal. <p>By the end of each week, we will know:</p> <p>Week 5 –</p> <ul style="list-style-type: none"> - The importance of eating the right amounts of different types of food for humans. <p>Week 6 -</p> <ul style="list-style-type: none"> - Humans need a balanced diet. - What makes up a balanced diet - How to create a balanced diet out of familiar foods. <p>We will do this by:</p> <p>Week 5:</p> <ul style="list-style-type: none"> - We will ask question about what makes a balanced diet. - Watch videos and look at pictures of different diets and what goes in them.

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	<ul style="list-style-type: none"> - We will re-cap previous learning about life cycles and think about what that told us animals need to survive. - We will explore what humans need to survive and investigate what happens to a human if they do not have what they need to survive. 	<ul style="list-style-type: none"> - record data to help us understand the importance of good hygiene. 	<ul style="list-style-type: none"> - Look at the 'Eatwell plate' and compare it to pictures of different meal. Discusses which ones are a balanced diet and why. <p>Week 6:</p> <ul style="list-style-type: none"> - Make our own version of the 'Eatwell plate' and plan a healthy meal.
Computing	<p>In Weeks 1 & 2, we're learning to:</p> <p>Week 1: To recognise the different ways technology can be used to go online.</p> <p>Week 2: To recognise examples of personal information and understand how to keep it safe online.</p> <p>By the end of each week, we will know how to:</p> <p>Week 1</p> <ul style="list-style-type: none"> - Know the names of some technology that can be used to go online. - Know the different things we can do online. - Know some ways we can use technology to find information online. - Know what to do if I see something upsetting online. <p>Week 2</p> <ul style="list-style-type: none"> - Know some examples of information that is personal to me. - Know what information can be shared online. - Know who to ask before sharing any information online. <p>We will do this by:</p> <ul style="list-style-type: none"> - Being introduced to the term internet and digital device. - Looking at pictures to recognise what a digital device is. - Asking children what they like to do online. - Discussing what we can do online. - Creating a junk model of a digital device. - Thinking about what personal information is, and playing a game where we sort out information that is personal or not. - Discussing what information we should not share online. 	<p>In weeks 3 & 4 we're learning to:</p> <p>Week 3: Recognise examples of personal information and understand how to keep it safe online.</p> <p>Week 4: To recognise how to learn and explore safely online.</p> <p>By the end of each week, we will know how to:</p> <p>Week 3:</p> <ul style="list-style-type: none"> - Know why it is important to keep personal information private. - Know ways I can protect my personal information online. - Know who to ask before sharing any information online. <p>Week 4:</p> <ul style="list-style-type: none"> - Know if apps and games are suitable for my age. <p>We will do this by:</p> <ul style="list-style-type: none"> - Thinking about the definition of trust and discussing whether we can trust everyone online. - Looking at different scenarios and thinking about what we would do in the situation. - Looking at different apps age restrictions and completing a matching activity. 	<p>In weeks 5 & 6 we're learning to:</p> <p>Week 5: Know ways to communicate safely online.</p> <p>Week 6: Know what to do if we don't feel safe online.</p> <p>By the end of each week, we will know:</p> <p>Week 5:</p> <ul style="list-style-type: none"> - How to be kind to others online. - That we should only talk to people online that you know and trust. <p>Week 6:</p> <ul style="list-style-type: none"> - When to get help from a trusted adult. <p>We will do this by:</p> <ul style="list-style-type: none"> - Looking at different scenarios and thinking about what we would do in the situation. - Discussing what to do if we see something online that worries us.
Geography			
History	<p>In weeks 1 and 2 we will be learning about:</p> <ul style="list-style-type: none"> - Who was Joseph Priestley? - How have houses changed from the past? Explore a selection of past and present houses. Identify similarities and differences. Evaluate which house the children would prefer and why. <p>By the end of each week, we will know that:</p> <p>Week 1 Joseph Priestley was a chemist who discovered Oxygen. He conducted some experiments in the pond in Calne town. There is a plaque to commemorate him.</p> <p>Week 2 houses have been made from different materials. Houses had different features e.g. the bathroom in an outhouse. Identify the differences with electrics and link to solar panels on newer houses.</p> <p>We will do this by:</p> <ul style="list-style-type: none"> - Looking at how Joesph Priestley. 	<p>In weeks 3 and 4 we will be learning about:</p> <ul style="list-style-type: none"> - What is the difference between shops from the past and shops in the present? - What is the history of our school? <p>By the end of each week, we will know that:</p> <p>Week 3 some shops may have been independent but may now be part of a supermarket e.g. a butcher shop compared to a supermarket.</p> <p>Week 4 The school has changed over time and we will be able to identify how the school has changed from it's opening to the new extension.</p> <p>We will do this by:</p> <ul style="list-style-type: none"> - Looking at pictures of different shops and compare how they have changed. - Discuss and record the difference we spot. 	<p>In weeks 5 and 6 we will be learning about:</p> <ul style="list-style-type: none"> - What did classrooms look like in the past? - How has Calne changed from the past? <p>By the end of each week, we will know that:</p> <p>Week 5 Explain they may have had a stove to keep warm. They may have wrote on slate. Children may have used dip pens and been squeezed into a small space. Children may have been hit with rulers. Children may have written lots of times on the board if they did not make good choices.</p> <p>Week 6 Identify that the town has changed. Identify new housing has been built. Identify that some areas may have stayed the same.</p> <p>We will do this by:</p> <ul style="list-style-type: none"> - Explore a range of photos of classroom from the past.

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	<ul style="list-style-type: none"> - Discuss what he has done and question why we remember him. - Write key facts they have learnt about Joesph Priestley. - Look at pictures of houses from the past and the present. - Look at layout of theses houses and spot differences and similarities. - Discuss the reasons for the differences. - Draw and label a house from the past and the present to highlight those similarities and differences. 	<ul style="list-style-type: none"> - Research the history of Priestley school. - Look at picture of what the school looked like in the past and what is looks like now. - Compare how the school has changed over the years. - Name and label the key difference we can spot. 	<ul style="list-style-type: none"> - Identify similarities and differences between their current classrooms. - Record our ideas using different medias, modelling, drawing writing. - Look at an old map and new map of Calne. What has changed? - Explore past and present photos of Calne. What is the same and what is different? - Identify, name and label these differences when looking at maps and pictures of the local area.
RE	<p>In weeks 1 and 2 we will be learning:</p> <p>Week 1:</p> <ul style="list-style-type: none"> - How Jewish people believe the world was created. <p>Week 2:</p> <ul style="list-style-type: none"> - When Shabbat starts and why it starts then. - About the Jewish holiday of Shabbat. <p>By the end of each week, we will know:</p> <p>Week 1:</p> <ul style="list-style-type: none"> - That Jews believe that God created the world in six days and rested on the Seventh. <p>Week 2:</p> <ul style="list-style-type: none"> - Shabbat is the day of rest and starts on the Friday night with a special family meal. <p>We will do this by:</p> <p>Week 1:</p> <ul style="list-style-type: none"> - Sharing the creation story for Judaism through pictures and videos. - Children to draw pictures re-telling the creation story. <p>Week 2:</p> <ul style="list-style-type: none"> - Sharing photos and videos of what it looks like to celebrate Shabbat. - Children to explore how a shabbat table is set up. E.g. the Challah cover and two candles in holder. - Re-create their own version of the Shabbat set up with resources provide to them. 	<p>In weeks 3 and 4 we will be learning:</p> <p>Week 3:</p> <ul style="list-style-type: none"> - What Jewish people do on Saturday's that may be different to others. <p>Week 4:</p> <ul style="list-style-type: none"> - How Jewish people say goodbye to Shabbat. <p>By the end of each week, we will know:</p> <p>Week 3:</p> <ul style="list-style-type: none"> - Jewish families don't work, cook clean, spend money, drive, use the telephones or electrical equipment, write or draw during Shabbat. Instead, they attend synagogue and think about God. <p>Week 4:</p> <ul style="list-style-type: none"> - What a Havdalah set (A braided candle, cup of wine and a spice box). - That Jews will light the candle, sip wine and sniff the spices to say goodbye to shabbat. <p>We will do this by:</p> <p>Week 3:</p> <ul style="list-style-type: none"> - Re visit video's and photo's showing how Jewish people celebrate Shabbat. <p>Week 4:</p> <ul style="list-style-type: none"> - Show a picture of a Havdalah set (A braided candle, cup of wine and a spice box). - Discuss what they notice about the set. - Explore why it is important during shabbat. 	<p>In weeks 5 and 6 we will be learning:</p> <p>Week 5:</p> <ul style="list-style-type: none"> - why it is important to rest. <p>Week 6:</p> <ul style="list-style-type: none"> - how shabbat is different to what we celebrate. <p>By the end of each week, we will know:</p> <p>Week 5:</p> <ul style="list-style-type: none"> - During shabbat, families rest. <p>Week 6:</p> <ul style="list-style-type: none"> - Reflect on previous learning about shabbat - How to compare the belief of Judaism to our own thoughts and beliefs. <p>We will do this by:</p> <p>Week 5:</p> <ul style="list-style-type: none"> - Have discussions as a class about why rest is important. Think about ways we can rest and how it makes us feel. <p>Week 6:</p> <ul style="list-style-type: none"> - Share our own ideas about what we do to celebrate, rest and how we believe the world may have started. - Make comparisons between our ideas and those of others.
Art & Design	<p>In Weeks 1 & 2, we're learning to:</p> <p>Week 1:</p> <ul style="list-style-type: none"> - To identify and describe the style of art created by Lowry. <p>Week 2:</p> <ul style="list-style-type: none"> - Explain how a piece of art might make you feel. - Begin to understand how colour can change the mood of a painting. <p>By the end of each week, we will know:</p> <p>Week 1</p> <p>Explain that Lowry was a British oil painter who painted cityscapes and landscapes. Identify that the common features in his pictures were flat, rectangular buildings; factories with tall, smoking chimneys; and "matchstick men", or tiny, stick-thin men, women and children that crowded his cityscapes and landscapes.</p>	<p>In Weeks 3 & 4, we're learning to:</p> <p>Week 3</p> <ul style="list-style-type: none"> - To practise simple sketched lines and free-hand circles and ovals and experiment drawing with a variety of media. <p>Week 4</p> <ul style="list-style-type: none"> - To identify and collect existing photographs/drawings/paintings of Calne town and add/draw features associated with the work of Lowry. <p>By the end of each week, we will know:</p> <p>Week 3</p> <ul style="list-style-type: none"> - Draw simple figures, using Sketched circles and lines. <p>Week 4</p> <ul style="list-style-type: none"> - Understand term "background" when creating a piece of art. - Add features of Lowry's work to existing art. 	<p>In weeks 5 & 6 we're learning to:</p> <p>Week 5</p> <ul style="list-style-type: none"> - To create a cityscape or urban landscape of buildings using simple shapes. - To create a background for a final piece of art. <p>Week 6</p> <ul style="list-style-type: none"> - Begin to understand "foreground". - Complete a "Lowry style" landscape picture. <p>By the end of each week, we will know:</p> <p>Week 5</p> <ul style="list-style-type: none"> - The landscape position of a piece of paper. - That cityscape refers to a picture of a city. - Understand term "background" when creating a piece of art. - How to use watercolour to create colour in a background.

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	<p>Week 2 Identify warm and cool colours and understand how colours can convey different moods and emotions. We will do this by:</p> <p>We will do this by:</p> <ul style="list-style-type: none"> - Exploring different pictures painted by Lowry and making observations, stating what we like and what we notice. - Carrying out research as a class to find out about who Lowry is. - Exploring pictures that use warm and cool colours and think about how they make us feel. - Creating our own warm and cool colours using paint. 	<p>We will do this by:</p> <p>Week 1:</p> <ul style="list-style-type: none"> - Practicing drawing simple stick figures. - Learn how to use lines and circles to improve our stick figures to show movement. <p>Week 2:</p> <ul style="list-style-type: none"> - Exploring Lowry's pictures and discussing what part of the image is the background. - Looking at local images of Calne and adding our own stick figures in the style of Lowry. 	<ul style="list-style-type: none"> - Use lines to draw buildings. <p>Week 6:</p> <ul style="list-style-type: none"> - "Foreground" refers to the part of the picture nearest the viewer. - To sketch simple stick figures in the style of Lowry using line and shape. <p>We will do this by:</p> <ul style="list-style-type: none"> - Using step by step videos to help us learn how to use shape and draw lines to create a cityscape. - Using watercolour paint to create colour in our final piece. - Using line and shape to add stick figures to our background.
Music	<p>In weeks 1 & 2 we are learning to:</p> <p>Week 1-</p> <ul style="list-style-type: none"> - Identify a song as blues and how to sing it. <p>Week 2-</p> <ul style="list-style-type: none"> - Learn how to play our glockenspiel <p>By the end of each week we will know:</p> <p>Week 1-</p> <ul style="list-style-type: none"> - the style indicators for a blues song. <p>Week 2-</p> <ul style="list-style-type: none"> - the notes C and D on the glockenspiel. <p>We will do this by:</p> <ul style="list-style-type: none"> - Listening to I am in the Groove and learning the song. - Playing our glockenspiel in time to the music. 	<p>In weeks 3 &4 we are learning to:</p> <p>Week 3- i</p> <ul style="list-style-type: none"> - Improvise to the music <p>Week 4 –</p> <ul style="list-style-type: none"> - Compose our own tune. <p>By the end of each week we will know:</p> <p>Week 3-</p> <ul style="list-style-type: none"> - What improvising is and be able to improvise with the notes C and D. <p>Week 4-</p> <ul style="list-style-type: none"> - How to compose a tune using the notes C, D, E, G and A. <p>We will do this by:</p> <ul style="list-style-type: none"> - Working through the improvising exercises that teach us about rhythm and melody. - Composing a tune as a class, using Charanga. 	<p>In weeks 5 &6 we are learning to:</p> <p>Week 5-</p> <ul style="list-style-type: none"> - Play our composition as a class. <p>Week 6 –</p> <ul style="list-style-type: none"> - Identify the different styles of music we have listened to this term. <p>By the end of each week we will know:</p> <p>Week 5-</p> <ul style="list-style-type: none"> - How to perform our composition. <p>Week 6-</p> <ul style="list-style-type: none"> - How to identify different styles of music. <p>We will do this by:</p> <ul style="list-style-type: none"> - Practicing as a class and working together. - Play a game of music bingo, where we have to guess the style of music.
PE-Yoga	<p>In Weeks 1 & 2, we're learning to:</p> <p>Week 1: Settle ourselves for a yoga session by exploring breathing. Follow instructions for poses.</p> <p>Week 2: Link 3 yoga poses together to create a story.</p> <p>By the end of each week, we will know:</p> <p>Week 1:</p> <ul style="list-style-type: none"> - Maintain still and quietness for a short period of time. - Be able to demonstrate some of the following yoga poses: - Mountain, Warrior, Starfish, Jellyfish, Crab, Shark <p>Week 2:</p> <ul style="list-style-type: none"> - How to create our own under the sea yoga story using the poses we have learnt. <p>We will do this by:</p> <ul style="list-style-type: none"> - Focusing on our slow breathing. - Being introduced to new yoga poses, using pictures to help us. - Listening to calming music and a chime bar to help focus our minds. - Working in pairs to create our own 3 post yoga sequence to a story. 	<p>In Weeks 3 & 4, we're learning to:</p> <p>Week 3: Participate in co-operative yoga with a partner.</p> <p>Week 4: Create a yoga sequence using partner poses.</p> <p>By the end of each week, we will know:</p> <p>Week 3:</p> <ul style="list-style-type: none"> - How to support one another in holding yoga poses. - Know some of the following partner yoga poses: seesaw, sailboat, pretzel, ragdoll. <p>Week 4:</p> <ul style="list-style-type: none"> - How to sequence a series of partner poses. <p>We will do this by:</p> <ul style="list-style-type: none"> - Using photos to help use learn new Yoga poses. - Working with a partner to create different poses. 	<p>In weeks 5 & 6 we're learning to:</p> <p>Week 5: Improve our execution of yoga poses.</p> <p>Week 6: Put together what we have learnt to create a yoga sequence involving 6 poses.</p> <p>By the end of each week, we will know:</p> <p>Week 5:</p> <ul style="list-style-type: none"> - How we can be more stable in our yoga poses by engaging our core muscles, pointing our toes and stretching up tall. <p>Week 6:</p> <ul style="list-style-type: none"> - How to put together a sequence of 6 yoga poses with a partner. <p>We will do this by:</p> <ul style="list-style-type: none"> - Focusing on when to breath and how this can help us stretch out our bodies. - Thinking about our core muscle how what it feels like to make sure these are engaged. - Working with a partner to create a 6 step sequence and then sharing these with the class. - Giving each other feedback on our sequences to think about what we have successfully achieved and what we could do to improve.
PSHE	Jigsaw	Jigsaw	Jigsaw
	In weeks 1 & 2 we will be learning to:	In weeks 3 & 4 we will be learning to :	In week 5 & 6 we will be learning to

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	<p>Week 1 Goals to success</p> <ul style="list-style-type: none"> - Can choose a realistic goal and think about how to achieve it - Can tell you things I have achieved and say how that makes me feel <p>Week 2</p> <p>My learning strengths</p> <ul style="list-style-type: none"> - Carry on trying (persevering) even when I find tasks difficult - Can tell you some of my strengths as a learner <p>By the end of each week we will know:</p> <p>Week 1 –</p> <ul style="list-style-type: none"> - Choose a realistic goal that they believe they can achieve - How to reflect on their previous achievements. <p>Week 2 –</p> <ul style="list-style-type: none"> - How to plan steps when trying to achieve a goal. <p>We will do this by:</p> <p>Week 1 –</p> <ul style="list-style-type: none"> - Discussing with the class what the word achievement means. - Draw a picture of something they feel like they achieved last year and another picture of what they hope to achieve this year. <p>Week 2 –</p> <ul style="list-style-type: none"> - Teacher will model making manageable steps to achieving a goal. - Children plan two steps using the terms first and next that will help them achieve their goal. 	<p>Week 3 Learning with others</p> <ul style="list-style-type: none"> - recognise who I work well with and who it is more difficult for me to work with <p>Week 4</p> <p>A group challenge</p> <ul style="list-style-type: none"> - Can work well in a group to create a product <p>By the end of each week we:</p> <p>Week 3 –</p> <ul style="list-style-type: none"> - Can tell you how working with other people helps me learn <p>Week 4 –</p> <ul style="list-style-type: none"> - Can work with other people in a group to solve problems <p>We will do this by:</p> <p>Week 3 –</p> <ul style="list-style-type: none"> - In groups children will work together to choose a goal and work towards completing it together. <p>Week 4 –</p> <ul style="list-style-type: none"> - In groups children will be given a challenge to create a bird from their imaginations. - We will discuss how we can work in a group, lessening to others and letting other have a turn. 	<p>Week 5 A group challenge</p> <ul style="list-style-type: none"> - explain some of the ways I worked well in my group to create the end product <p>Week 6</p> <p>Celebrating our achievements</p> <ul style="list-style-type: none"> - Know how to share success with other people <p>By the end of each week we will know:</p> <p>Week 5 –</p> <ul style="list-style-type: none"> - How we can express how I felt to be working as part of this group <p>Week 6 –</p> <ul style="list-style-type: none"> - Know how contributing to the success of a group feels and I am able to store those feelings in my internal treasure chest (proud) <p>we will do this by:</p> <p>week 5 –</p> <ul style="list-style-type: none"> - In groups they will be completing their challenge set for last week. Continuing to work as a team to complete their challenge. <p>week 6 –</p> <ul style="list-style-type: none"> - As a class we are going to reflect on the goals we set ourselves that term. - Discussing of they achieved their goal. What helped them achieve their goal.