

## Fox Class Medium Term Plan - Autumn Term 1 '23-'24

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Maths</b>	<b>Place Value</b>				<b>Addition and Subtraction</b>		Assess and review
<b>Guided Reading</b>	<b>The Boy Who Grew Dragons by Andy Shepherd</b>						
<b>Phonics &amp; Spellings (Twinkl)</b>	<b>Phase 5 Mastery (Unlocking Letters and Sounds)</b>						
	Y2- <a href="#">kn/gn</a>	Y2- wr <a href="#">wr</a>	Y2- /s/ spelt as ci, ce and cy <a href="#">s/c</a>	Y2- dge and ge <a href="#">dge</a>	Y2-g and j <a href="#">g/j</a>	<a href="#">Y2 Review</a>	Y2- CEW <a href="#">CEW</a>
<b>PaG (Word Classes)</b>	Nouns <a href="#">PaG 1</a>	Vowels and Consonants <a href="#">PaG 2</a> Ext: Mat 1.pdf	Demarcating Sentences <a href="#">PaG 3</a> Ext: <a href="#">Mat 2.pdf</a>	Forming Nouns using 'ness' <a href="#">PaG 4</a> Ext: <a href="#">Mat 3.pdf</a>	Punctuating Sentences <a href="#">PaG 6</a> Ext: <a href="#">Mat 4.pdf</a>	Assess and Review Ext: <a href="#">Mat 5.pdf</a>	Ext: <a href="#">Mat 6.pdf</a>
<b>Handwriting</b>	Nelson	Nelson	Nelson	Nelson	Nelson	Nelson	Nelson
<b>The Write Stuff</b>	<b>The Great Fire of London by Emma Adams and James Weston Lewis</b>						
<b>History</b>	<b>What happened at Farriner's Bakery?</b>	<b>What historical evidence do we have from 1666?</b>	<b>How did the Great Fire spread?</b>	<b>How did the Great Fire change London forever?</b>	<b>Who should we blame for the Great Fire?</b>	<b>What might it have been like to live through it?</b>	<b>POP Task</b>
<b>Science</b>	<b>Life processes</b> To identify some of the characteristics of living things.	<b>It feels good to be alive</b> To recognise the difference between things that are alive,	<b>Introduction to habitats</b> To identify plants and animals in different habitats.	<b>Woodland habitats</b> To identify how a habitat provides animals and plants with what they need to survive.	<b>Rainforest and ocean habitats</b> To recognise how animals and plants depend on each other.	<b>Food chains</b> To recall how animals get their food from plants and other animals.	<b>POP Task</b>  Junk model:: create and explain a habitat of choice
<b>Computing</b>		What is IT?	IT in school	IT in the world	The benefits of IT	Using IT safely	Using IT in

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							different ways
<b>RE</b>	<b>Christianity</b> <b>Gospel</b> What do Christians believe about love?						
		The Good Samaritan	Zacchaeus: A fresh start	The 12 Disciples	Unmerciful Servant (parable)	The Lord's Prayer	Feeding 5000
<b>PE</b>	<b>Dance Invasion Games</b>	<b>Dance Invasion Games</b>	<b>Dance Invasion Games</b>	<b>Dance Invasion Games</b>	<b>Dance Invasion Games</b>	<b>Dance Invasion Games</b>	<b>Dance Invasion Games</b>
<b>Jigsaw</b>	Help others to feel welcome Hopes and Fears for the year	Try to make our school community a better place Rights and responsibilities	Think about everyone's right to learn Rewards and consequences	Care about other people's feelings Rewards and consequences	Work well with others Our learning charter	Choose to follow the learning charter Drawing our learning charter	
<b>Art</b>	<b>Colour magic</b>  To develop knowledge of colour mixing.	<b>Texture hunt</b>  To know how texture can be created with paint.	<b>Making textures</b>  To use paint to explore texture and pattern.	<b>Collage creation</b>  To compose a collage, choosing and arranging materials for effect.	<b>Developing detail</b>  To evaluate and improve artwork.	<b>POP Task</b>	
<b>Music</b>		Step One	Step Two	Step Three	Step Four	Step Five	Step Six
<b>French</b>		Classroom introductions	My body new	Actions	Colours	Clothes 1	Clothes 2