



HADLOW PRIMARY SCHOOL
 Medium Term Curriculum Plan
 Spring Term-Year Two



	Once Upon A Time Imagination- The Muscle of the Soul	Horrible History Rule and Revolution	
Termly Focus	Twisted Fairy tales	I'm the King of the Castle!	
Stunning Start	Creative immersion into the topic- a mystery parcel containing extracts, props, and characters from texts	A trip to Leeds Castle	
Fabulous Finish	Red Carpet Event-	Red Carpet Event-	
Enrichment	<ul style="list-style-type: none"> - Parents as partners- invite parents in to read their favourite fairy tale - Share stories with EYFS and Y1 (whole focus on fairy tales) - Swan Princess workshop at Leeds Castle 	<ul style="list-style-type: none"> - A tour of Leeds Castle - Home Learning- making a 3d model of a castle 	
Key Texts	<ul style="list-style-type: none"> - Into the Forest- Anthony Browne - Goldilocks and Just the One Bear- Leigh Hodgkinson - Jack and the Baked Beanstalk- Colin Stimpson - The Swan Princess- Russian Fairytale - Poetry Focus- Roald Dahl- Revolting Rhymes 	<ul style="list-style-type: none"> - Everything Castles- National Geographic- Crispin Boyer - The Knight Who Wouldn't Fight- Helen Docherty - There Was An Old Dragon Who Swallowed A Knight- Penny Klostermann 	
English Genres	<ul style="list-style-type: none"> - Retelling a familiar story (Into the Forest) - 1st person diary entry (Jack and the Baked Beanstalk) - Adapting a familiar story (Goldilocks and Just the One Bear) - Performance poetry 	<ul style="list-style-type: none"> - 1st person recount (Visit to Leeds Castle) - A persuasive leaflet (Leeds Castle) - Non- chronological report (Castle Defence, why castles were built) - Comparative writing (famous castles then and now) - Drama, role play and 1st person narrative (Life in a Castle) - Famous Castles and why they were first built - Non-fiction text- Queen Elizabeth I and II - Comparative writing- Queen Elizabeth I and II 	
Continuous English Skills	<u>Writing</u> <ul style="list-style-type: none"> - Spell by segmenting into phonemes - Learn to spell common 'exception' words - Spell using common suffixes, etc. - Use appropriate size letters and spaces 	<u>Grammar</u> <ul style="list-style-type: none"> - Use. ! ? and ' <ul style="list-style-type: none"> - Use simple conjunctions - Begin to expand noun phrases - Use some features of standard English 	<u>Speaking and Listening</u> <ul style="list-style-type: none"> - Articulate and justify answers - Initiate and respond to comments - Use spoken language to develop understanding



	<ul style="list-style-type: none">- Develop positive attitude and stamina for writing- Begin to plan ideas for writing- Record ideas sentence-by-sentence- Make simple additions and changes after proof-reading		
Maths	<p><u>Calculation</u></p> <ul style="list-style-type: none">- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot- solve problems in contexts involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts <p><u>Fractions</u></p> <ul style="list-style-type: none">- Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity- Write simple fractions, e.g. $\frac{1}{2}$ of $6=3$- Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$-	<p><u>Measures</u></p> <ul style="list-style-type: none">- Choose and use appropriate standard units to estimate and measure length/height in any direction (mm/cm); mass (kg/g), temperature $^{\circ}$C, capacity (l/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels- Compare and order lengths, mass, volume/capacity, and record the results using $>$, $<$ and $=$- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value- Find different combinations of coins that equal the same amounts of money- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change- Compare and sequence intervals of time- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times	
Science	<p><u>Living Things and Their Habitats</u></p> <ul style="list-style-type: none">• Explore and compare the differences between things that are living, dead, and things that have never been alive• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other• Identify and name a variety of plants and animals in their habitats, including microhabitats	<p><u>Plants</u></p> <ul style="list-style-type: none">• Observe and describe how seeds and bulbs grow into mature plants• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	



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	<ul style="list-style-type: none">Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food	
History	All objectives covered in terms 2 and 4	<p>Key events in History</p> <p>Battle of Hastings and the Normans</p> <p>The introduction of castles</p> <p>Lives of significant local people- Trip to Leeds Castle</p> <p>King Henry VIII used Leeds Castle as a residence for his first wife, Catherine of Aragon.</p> <p>Lives of significant historical figures and comparisons of those from different periods</p> <p>Compare the lives and times of Queen Elizabeth I and Queen Elizabeth II</p>
Geography	All objectives covered in terms 1 and 6	All objectives covered in terms 1 and 6
Art and Design/ Design and Technology	<ul style="list-style-type: none">Design purposeful, functional and appealing productsGenerate, model and communicate ideasUse a range of tools and materials to complete practical tasksEvaluate existing products and own ideasBuild and improve structure and mechanisms <p>Children to design make and evaluate a Jack and the Beanstalk toy using a wind-up</p>	<ul style="list-style-type: none">Use drawing ,painting and sculptureDevelop techniques or colour, pattern, texture, line, shape, form and space <p>Observe portraits of famous Monarchs and create own using a range of techniques. Pencil and charcoal sketches of Leeds Castle.</p>



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	mechanism.	
Music	<ul style="list-style-type: none"> - Make and combine sounds musically <p>Children to compose their own 'Into the Forest' soundtrack using a combination of voice and percussion instruments.</p>	<ul style="list-style-type: none"> - Play untuned instruments musically <p>Choose a song of British significance for children to adapt using untuned musical instruments</p>
Computing	<p><u>IT</u></p> <ul style="list-style-type: none"> - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Recognise common uses of information technology beyond school - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>Create a Fairytale front cover using ICT including word art, text and picture. Reinforce Online Safety when using the internet to create an image search.</p>	<p><u>Computer Science</u></p> <ul style="list-style-type: none"> - Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions - Create and debug simple programs - Use logical reasoning to predict the behaviour of simple programs <p>Using floor turtles to input and follow algorithms. Using Online software to create and debug programs and use logical reasoning. Children to create their own games.</p>
RE	<ul style="list-style-type: none"> - Christianity- The Church <p>The features of the church and important services that take place; baptism and funerals</p>	<ul style="list-style-type: none"> - Christianity- Easter <p>The Easter Story- Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday and Easter Monday</p>
PE	<ul style="list-style-type: none"> - Master basic movements, e.g. running, jumping, throwing, catching, balance, agility and coordination - Perform dances using simple movement <p>Gymnastics (PS) and Dance</p>	<ul style="list-style-type: none"> - Master basic movements, e.g. running, jumping, throwing, catching, balance, agility and coordination - Participate in team games <p>Net and wall tennis, volleyball skills (PS) and badminton skills</p>



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PSHE	- Dreams and Goals Jigsaw	- Healthy Me- Jigsaw
Special Weeks/ Important Event	Science Week Outdoor Learning Day Safer Internet Day (6 th -10 th February) Create, Connect and Share Respect: A better internet starts with you!	Book Week