








Medium Term Plan: Spring 2 2024-2025									
			Week 1 Bgn 24/2/25	Week 2 Bgn 3/3/25	Week 3 Bgn 10/3/25	Week 4 Bgn 17/3/25	Week 5 Bgn 24/3/25	Week 6 Bgn 31/3/25 (Plus 7/8 April)	
English	Key Text Supporting Texts		The Lion Inside – Rachel Bright Rumble in the Jungle by Giles Andreae The Koala Who Could by Rachel Bright The Journey Home by Frann Preston-Gannon Giraffes Can’t Dance by Giles Andreae Handa’s Surprise by Eileen Browne						
	Y1 & Y2		Book illustration Labelling characters Reading VIPERs	Descriptive sentences using the suffix ‘est’ Description – mouse’s feelings	Diary Entry Features Diary Entry	Thought Bubbles Alternative Story Plans Alternative Story			
Phonics	R/ Y1	EW	Review week R:4 /oo/ <oo> (book)	/ ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or> They, all, are	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /oa/ <ow> Ball, tall	Assess and review week R:5 When, what	Review week R:6	
	Y1/2	MD	Review week Y1:8	/ai/ <a> (acorn) /ai/ <ey> (they) /ai/ <ea> (great) /ai/ <eigh> (weight) /ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by)	/oa/ <o> (go) /o/ <a> (was) /oo/ <u> (push) /y/+/oo/ <u> (music) /c/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head) Here, sugar, friend	/ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/+/l/ <oul> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym) Because	Assess and review week Y1:9	/air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> (catch)	
	Y2/3	AW	Apostrophes for contraction Apostrophes for possession	Drop <e> add suffix -ing	Drop <e> add suffix -ed /id/ /t/ /d/	Drop <e> add suffix -er	Drop <e> add suffix -y Drop <e> add suffix -est <a> spelled /ar/ and other common words	-tion endings Common words: people, busy, water Common words: would, should, could /oo/ spelled <oul>	
Maths	R		Growing 6, 7, 8 (cont.) - Find and represent 6, 7 and 91 more and 1 less - Composition of 6, 7 and 8 - Make pairs, odd and even - Find and make doubles to 8 - Combine 2 groups Conceptual subitising	Length, Height and Time (2 weeks) - Explore and compare length and height - Talk about time - Order and sequence time		Building 9 and 10 (3 weeks) - Find, compare and represent 9 and 10 - Ceonceptual subitising to 101 more and 1 less - Composition and bonds to 10 - Make arrangements to 10 - Find and make doubles to 10 - Explore odd and even			
	Y1/2		Number: Multiplication and Division (2 weeks) <ul style="list-style-type: none">Count in 2s, 5s and 10sCount in 3sRecognise equal groupsMake equal groupsMake arraysAdd equal groupsMultiplication sentencesCommutativity	<ul style="list-style-type: none">Make equal groups – groupingMake equal groups – sharingThe 2 times-tableDivide by 2Doubling and halvingOdd and evenThe 10 times-tableDivide by 10The 5 times-tableDivide by 5The 5 and 10 times-tables	Measurement: Length and Height (2 weeks) <ul style="list-style-type: none">Measure length using objectsMeasure length in centimetresMeasure length in metresCompare length and heightsOrder length and heightsFour operations with length and heights		Statistics (1 week) <ul style="list-style-type: none">Tally chartsTablesBlock diagramsDraw pictogramsInterpret pictograms		Consolidation
EYFS			Communication and Language <ul style="list-style-type: none">Describe events in detail beginning to use time connectives (relating to Literacy/topics) and provision activitiesRetell a story with story language in more detail during story sharingUnderstand how to listen carefully and why listening is important (PSHE and circle time)Use picture cue cards to talk about objects and artifacts “What colour is it? Where would you find it?” in relation to topic or helping around the classroomEncourage use of topic related vocabulary during play activities, model, practise and rehearse using these (e.g. caterpillar, chrysalis, metamorphosis)Sustained focus when listening to a story – longer and more interactive story times		Personal Social and Emotional Development <ul style="list-style-type: none">Making healthy choicesBeing physically activeKeeping themselves and others safeKnowing how to be a good friend and enjoying healthy relationshipsKnowing how to keep calm and deal with difficult situationsStaying safe in the local area (Spring Walk)		Physical Development Fine Motor <ul style="list-style-type: none">Threading, cutting, playdough, focus fine motor activities.Hold pencil effectively with comfortable grip, encourage children to practise forming recognisable letters during handwriting activitiesPattern tracing and anti-clockwise drawing practice Gross Motor (PE Planning Scheme) Dance <ul style="list-style-type: none">Explore different movements – keeping good balance and coordination.Listen to the music and move in time with it.Work well with a partner, copying and mirroring movements.		
			Literacy Comprehension <ul style="list-style-type: none">Stories from other cultures and traditionsInformation leaflets about wild animals Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <ul style="list-style-type: none">World Book DayUses vocabulary and forms of speech that are increasingly influenced by their experiences of booksThey develop their own narratives and explanations by connecting ideas or events Word Reading <ul style="list-style-type: none">Story structure-beginning, middle, end.Innovating and retelling stories to an audienceExploring non-fiction books.Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.Further developing sight recognition of ‘Harder to Read and Spell Words’ Blending and segmenting Writing <ul style="list-style-type: none">Writing opportunities and supported writing activities: CVC/ CCVC/CVCC words, simple sentence writing using taught ‘Harder to Read and Spell Words’(dictation)Name writingSpeech bubbles, captions for pictures, lists of fruit, feelings and emotionsCreating own story mapsWriting captions and labelsWriting 2 (or more) simple sentences.Beginning to use fingerspaces.Writing short sentences to accompany story maps.Sequencing storiesCharacter descriptions		Understanding the World <ul style="list-style-type: none">Listening to stories and placing events in chronological orderCan learn and begin to compare their life to those in other countries using the Handa story seriesFruit tasting following Handa's surprise storyChildren explore a range of wild and farm animals. Learn their names and label their body parts and what makes them specialCompare animals from a jungle to those on a farm.Fiction and non-fiction texts that offer an insight into contrasting environments/animal habitatsLive caterpillars for children to observe the life cycle and changes day to dayChildren create basic maps of the local area (KS1 Geog Link)Spring Walk around local areaAfter close observation, draw pictures of the natural world, including animals and plantsPancake Day (Tues 4th March)Create Easter treasure hunts to find places/ objects within our learning environment.Easter celebrations and the Easter story		Expressive Arts and Design <ul style="list-style-type: none">Images of wild animals and habitats to provoke painting and artwork along with cold and warm colour palettes – paint, tissue paper, collage materials, pens, pencilsKenyan craft – develop weaving skills using fabric and woolHanda’s surprise small world and role play props for children to recreate and adapt the story – basket, fruit, animalsKenyan animal stick puppet craftsButterfly crafts, paint printing, collage, filter paper butterflies (to go alongside live caterpillars)Mothers’ Day card craftsEaster card crafts Access Art KS1 Link – Exploring Watercolour <ul style="list-style-type: none">Art Exhibition – children display and share their artwork to the whole school/parents??		

Topic Y1/Y2 Science History Geography Art/DT		Science: Living Things and Their Habitats 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 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 Seasonal Changes (Spring) Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.	Local Area: Hebden Bridge (Mapping) Use basic geographical vocabulary to refer to key human features of the local area, the UK and a contrasting non-European locality, inducing: city, town, village, factory, farm, house, office, port, harbour and shop. Use basic geographical vocabulary to refer to key physical features of the local area, the UK and a contrasting non-European locality, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Name, locate and describe key landmarks in the local area, using simple locational/directional language and the four main compass directions. Construct simple maps Use simple locational/directional language and the four main compass directions to describe the location of features on a local map and follow/create a route in the local area. Use simple fieldwork and observational skills to study the human and physical geography of the school, its grounds and the local area (eg, note taking, videoing, taking photos, data collection, sketches, observations, labelled maps and photos of roads, parks, nature spots, rivers, shops and buildings), suggesting reasons for the cause of similarities and differences.	Exploring Watercolour I can explore watercolour and understand the different effects I can achieve. I can work without an end goal in mind – letting the paint lead me. I have had the opportunity to see the work of other artists who use watercolour and share my thoughts about their work. I can name and use primary colours and begin to understand how colours mix to make secondary colours. I can understand that we all see different things in the artwork we make. We all have a different response. I can think about the marks I make and develop them further.	DT: Mechanisms: Making a Moving Monster Identify the correct terms for levers, linkages and pivots. Analyse popular toys with the correct terminology. Create functional linkages that produce the desired input and output motions. Design monsters suitable for children, which satisfy most of the design criteria. Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design. Select and assemble materials to create their planned monster features. Assemble the monster to their linkages without affecting their functionality.
Music (Music Express)	Rec	Amazing African Animals			<i>Seasonal Songs (Spring) Sparkyard</i>
	Y1 & 2	<i>Calderdale Music Service</i>			
PE (PE Planning)	Rec	Tues: Dance			
	Y1 & 2	Tues: Dodgeball Thurs: Hockey			
RE	All	How can we look after our planet? 2.4 <i>Spring Festivals: Easter</i>			
PSHE (Jigsaw)	Rec	Healthy Me			
	Y1 & 2	Healthy Me			
Computing (Purple Mash)	Y1	1.5 Maze Explorers			1.6 Animated Story Books
	Y2	2.5 Effective Searching			2.6 Creating Pictures

Key Vocabulary

Living		Living things need certain things to survive such as water, food and air.
Dead		When something is dead, it was once living.
Never alive		Some things were never alive such as rocks, water or toys.
Habitat		A place where an animal or plant lives.
micro-habitat		A very small habitat where plant, animals and insects live.
Predator		An animal that naturally preys on others
Prey		Animals that are hunted by another animal for food
Food chain		Shows what animals eat and how the energy is transferred.

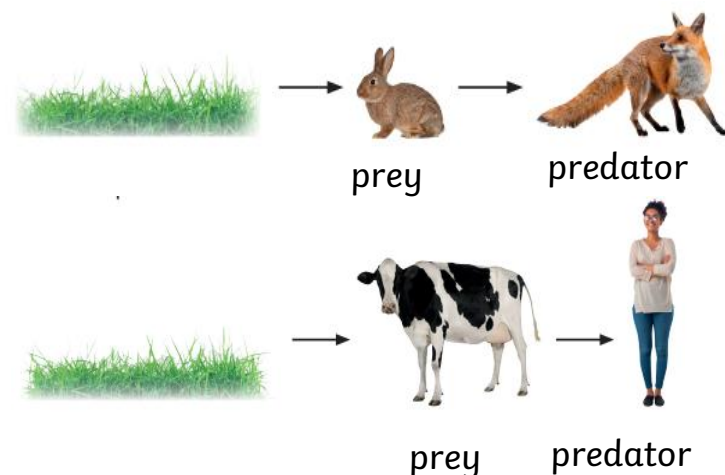
Key Information I will learn...

Local and world habitats

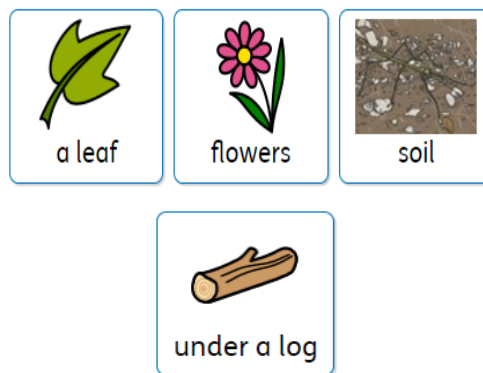


Food chains

The arrows means 'is eaten by'



Micro-habitats





Key Vocabulary

seasons	In places like the UK, there are four seasons each year, autumn, winter, spring and summer.
weather	The weather includes the temperature outside, the wind direction and strength, as well as rain, cloud, snow and sun.
daylight	Daylight is when it is light outside. The amount of daylight changes with each season.
Spring	The season after winter and before summer, in which plants begin to grow
Summer	The season that comes after Spring and before Autumn and usually has the warmest weather
Autumn	The season that comes after Summer and before Winter where temperatures begin to decrease
Winter	The season that comes after Autumn and before Spring and is the coldest season of the year.



Key Information I will learn...

Spring

In spring, the weather starts to get warmer. The leaves begin to grow on the trees and some trees may blossom (have flowers). Plants begin to grow and you may see baby animals like lambs around. The daytimes start to get longer.



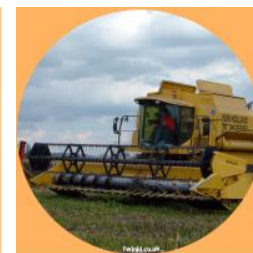
Summer

In summer, the weather gets hotter. The daytime is long and the nights are short. Summer has the longest days. The trees are full of leaves and there are lots of flowers, bees, butterflies and other insects.



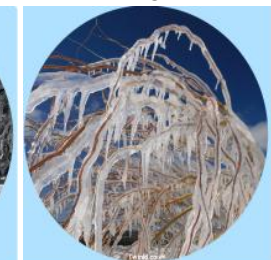
Autumn

In autumn, the weather begins to get colder. The leaves start to fall from the trees. The amount of daylight becomes less. This means the daytimes are shorter and the night times are longer.



Winter

In winter, the weather is much colder. Sometimes it is cold enough to freeze, leaving frost and ice on the ground. It sometimes snows. Many trees have bare branches as all their leaves have fallen off. The daytimes are the shortest in the year and the night times are the longest.



Month	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Hours of Daylight	13	11	9	8	8	10	12	14	15	16	16	14

Spring



March
April
May

Summer



June
July
August

Autumn



September
October
November

Winter



December
January
February



Key Questions

- How many seasons are there in a year?
- What are the four seasons?
- Can you describe the weather and features of the different seasons?
- Can you name the months that belong to each of the seasons?
- How are the seasons different to each other?
- How are animals affected by the seasons?
- Can you name some of the different foods that are grown in different seasons?
- How do the numbers of daylight hours change throughout the seasons?

End Goals

- I know that the weather is always changing and that we have many different types of weather.
- I know that there are four seasons in the UK.
- I can name the months each season occurs in.
- I can identify the main features of each of the different seasons.
- I can describe different clothing that is appropriate to wear during each season.
- I can identify differences between each of the four seasons.
- I can describe how animals are affected by each of the four seasons, and how their behaviour changes during each one.
- I can describe some of the ways humans adapt to the different seasons, e.g. by what we wear, eat and do.
- I know that some foods are seasonal.
- I know that the number of hours of daylight changes throughout each of the four seasons.
- I know that there are more hours of sunlight during the summer than during the winter.

Working Scientifically

- I can transfer data from a tally chart into a pictogram to show what seasonal clothing was worn.
- I can use collected data to answer questions.

Geography – Our Local Area: Hebden Bridge Acorn Class – Heptonstall School



Key Vocabulary

Directions	The way that someone or something travels
Compass	A device that shows directions used for navigation
Landmarks	Something in a place that is well known and easily seen or recognised from a distance
Symbols	Pictures on a map that show different features

Key Information I will learn...

Aerial view of Calder Holmes Park



Aerial view of Hebden Bridge



This is a Geography topic.
We will be working as Geographers.

Our Local Area

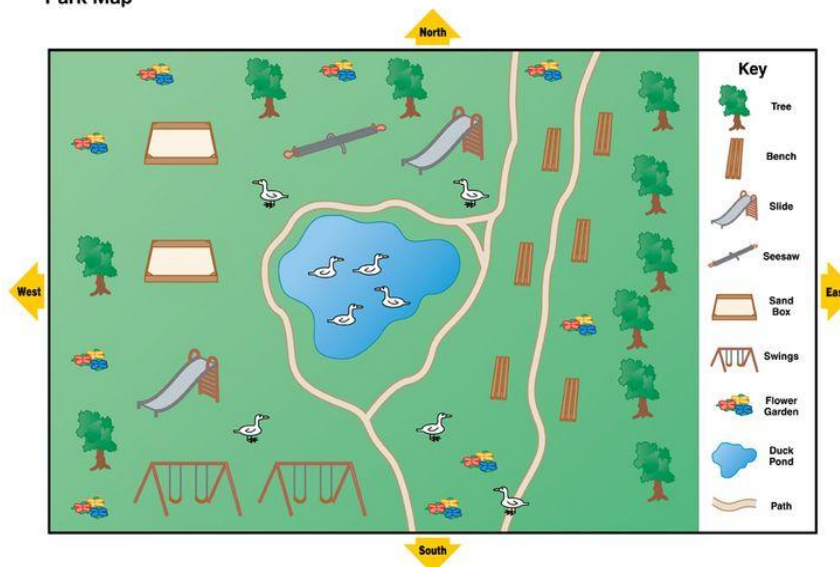


This is a compass.
The points are North, South, East and West



A map shows what there is in an area. It needs a title so that we know the place it is showing us. They have a key so that we can understand what each symbol means.

Park Map



Key Vocabulary

Watercolour	A type of paint that can be mixed with water
Wash	A thin layer of watercolour paint applied to paper smoothly.
Wet on dry	When you apply wet paint onto dry paper, or wet paint onto an area of dry paint.
Wet on wet	When wet paint is applied to wet paper, or added to a wash of fresh wet paint.
Primary colours	Red, yellow and blue. Colours that cannot be made through mixing.
Secondary colours	Orange, green and purple. Colours that are made through mixing primary colours.



Key Information I will learn...

Exploring watercolour



Paul Klee



Temple Gardens (1920) by Paul Klee. Original from The MET Museum



Persian Nightingales (1917) Paul Klee

Key Questions

- What is watercolour?
- How can watercolour be used?
- Can you name the primary colours?
- Can you name the secondary colours?
- Which primary colours make which secondary colours?
- Who is Paul Klee?

End Goals

- Children can;
- explore watercolour and understand the different effects they can achieve.
 - work without an end goal in mind – letting the paint lead them.
 - Take the opportunity to see the work of other artists who use watercolour and share their thoughts about their work.
 - name and use primary colours and begin to understand how colours mix to make secondary colours.
 - understand that we all see different things in the artwork we make and we all have a different response.
 - think about the marks they make and develop them further.

DT – Mechanisms: Making a Moving Monster Acorn Class – Heptonstall School



Key Vocabulary

Design criteria	A set of rules to help designers focus their ideas and test the success of them.
Evaluation	When you look at the good and bad points about something, then think about how you could improve it.
Input	The energy that is used to start something working.
Linkage	Lengths of materials that are joined together by pivots, so that links can move as part of a mechanism.
Mechanical	Something that can move because several pieces work together like a machine.
Mechanism	A collection of parts that work together to create a movement e.g a bicycle
Output	Output is the motion that happens as a result of starting the input.
Pivot	The central point, pin or shaft on which a mechanism turns or swings.
Survey	To ask a group of people questions about something and to use their answers to make improvements.

Key Information I will learn...

The four types of motion:



Linear motion

Movement in a straight line in any one direction.



Reciprocating motion

Movement in a straight line, back and forth, in any direction.



Rotary motion

Movement in a circular motion.



Oscillating motion

Movement in a curve, back and forth.

End Goals

Children can;

Identify the correct terms for levers, linkages and pivots.
Analyse popular toys with the correct terminology.

Create functional linkages that produce the desired input and output motions.

Design monsters suitable for children, which satisfy most of the design criteria.

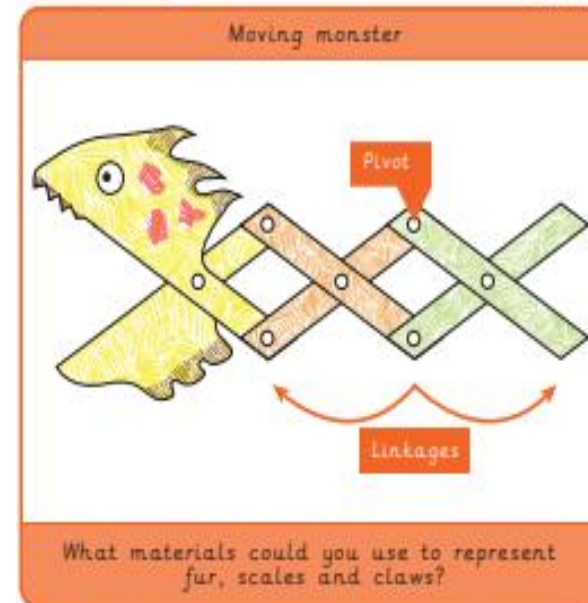
Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design.

Select and assemble materials to create their planned monster features.

Assemble the monster to their linkages without affecting their functionality.

Key Questions

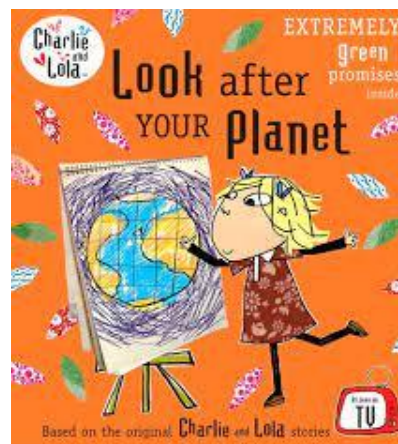
- What is a lever?
- What is a linkage?
- What does input and output mean?
- Why do designers have design criteria?
- What is a pivot point?
- What do you like about your moving monster? What would you change if you were to make it again? How could it be improved?



Key Information I will learn...

Top Vocabulary

	God	is the creator of the Earth and of everything on it.
	recycle	taking a material like the plastic in a plastic bottle or the metal in a drink can and putting it through a process so the material can be used again instead of being wasted.
	reuse	to make use of an item or an object more than once
	environment	all the physical surroundings on Earth. It includes everything living and everything nonliving
	responsibility	making good choices and taking accountability for your actions.
	world	the earth and all the people and things on it.
	natural	something produced by nature; not made by humans.
	Christians	are people who believes in Jesus and follows his teachings.
	Muslims	followers of Islam. They believe there is one true God, Allah.
	Humanists	is someone who doesn't believe in God, they believe that humans look after the planet.



We can look after our world by recycling and reusing items.



Christians and Muslims believe God/Allah created the world.

Christians and Muslims believe that god created our planet so it is important to look after it.



Humanists don't believe in God. They believe that humans are responsible for looking the planet.