



**Hillcrest Primary School  
Medium Term Plan**

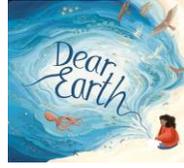
At Hillcrest, we nurture a love of reading to empower the children to unlock the full wonders of the curriculum, supporting them to unleash their creativity and champion their independence, helping them to achieve their full potential.

**Year Group: 2**

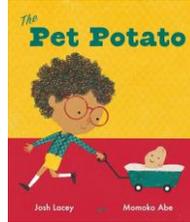
**Term: Spring 1**

**TLC Text:**

**Dear Earth by Isabel Otter**



**The Pet Potato by Josh Lacey**



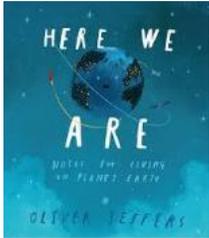
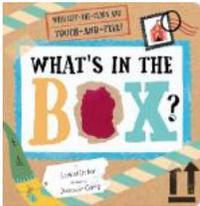
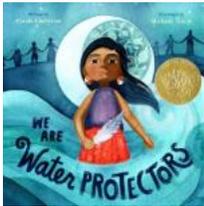
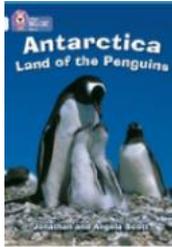
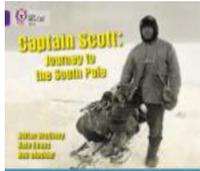
**TLC Hook: TLC Hook  
: Animal experience**

**Spring Half Term 1**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>English</b>	To create language linked to a range of different habitats.	To collect information about different habitats.	To write a letter about a chosen habitat.	To explore our new TLC text.	To plan and re-write the story.	To explore a range of poetry.
<b>Grammar &amp; Punctuation</b>	To identify different word clauses.	To consistently use present and past tense.	To use different types of sentences, such as: command, question, exclamation or statement.	To use sub-ordinating and co-ordinating clauses.	To use different types of sentences, such as: command, question, exclamation or statement.	To find and locate adjectives and adverbs.
<b>Spelling</b>	To know some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/.	To know some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/.	To learn how to drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y.	To learn how to drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y.	To know that some words end in 'ge' and 'dge'.	To know why 'j' can be spelled 'j' or 'g' in different words.
<b>Maths Money  Multiplication and division</b>	To count money.  To make amounts	To compare money  To calculate change  To solve money problems	To make groups  To write multiplication statements	To use arrays  Make equal groups – grouping  Make equal groups – sharing	To use the 2 times-table  To divide by 2  To double and halve	To use Odd and even numbers  To use the 10 times-table  To divide by 10
<b>Science Living things and their habitats</b>	To say if something is living, dead or never been alive.	To say what is a microhabitat.	To say how habitats are different round the world.	To say how living things adapt to their habitat.	To say what a food chain in.	Assessment To design a bug hotel 'Animal home build'.
<b>Geography We are going to the jungle</b>		To locate jungles around the world and begin to describe them.	To identify some features and weather of Indian tropical seasonal forests..	To identify the locations of mangroves and describe their features and weather.	To compare British woodland to a tropical jungle.	To summarise what has been learned about the locations, weather and geographic features of jungles.
<b>Art</b>	To use a variety of mediums, focussing on watercolour. To use drawing and painting to share their ideas.					

Please note that additional time is dedicated to Art lessons in the first part of the half-term to ensure we cover all objectives effectively.						
<b>Music</b>		To mark the pulse, learn the actions	To Learn Grandma rap words and actions (actions and notation)	Assessment To practise drawing the shape of a melody.	To rehearse the rap, introduce the 'jogging' duration and practise 'walk' duration with notation.	To create 4-beat rhythms featuring 'walk' and 'jogging' durations using a rhythm grid.
<b>Outdoor P.E.</b> <i>Winter Sport day prep</i>	To dribble a ball using your feet.	To use a hockey, stick safely.	To dribble a ball using a hockey stick.	To dribble a ball by bouncing.	To throw accurately at a target. To take part in a team event.	To take part in a team event
<b>Indoor P.E.</b> <i>Dance</i>	To remember, repeat and link actions to tell a story.	To develop an understanding of dynamic and how they can show an idea.	To use counts of 8 to help you stay in time with the music.	To copy, remember and repeat actions using facial expressions to show different characters.	To explore pathways and levels.	To remember and rehearse our circus dance showing expression and character.
<b>R.E.</b>	How can we tell Jesus is special to some people?	Why might some people think Guru Nanak is special?	How do religious stories show some people are special?	How do we know that Krishna is special to some people?	What can a story tell us about why Muhammad is special to some people?	Why might some people believe Jesus continued to be special when he grew up?
<b>Computing</b> <i>We are connected</i>	To browse some online collections of photographs to understand what makes a good photo.	To learn how to use a digital camera.	To practise taking effective photos.	To review photos and select the best for further work.	To edit and enhance photographs.	To use selective editing tools.
<b>Life Skills (PSHE &amp; RSHE)</b> <i>Safety and the changing body</i>		To understand what the internet is and how it can help us.	To understand how to stay safe when using the internet.	To begin to understand the difference between secrets and surprises.	To begin to understand the concept of privacy and the correct vocabulary for body parts.	To understand safe and unsafe touches.

We would love for children to experience first-hand the surprise and mystery of the TLC text when we first read it together in class. Therefore, here are some supplementary texts they may enjoy alongside!

Supplementary Texts	Same Author		Readers also liked...		Non-Fiction	
						
Oliver Jeffers	Isabel Otter	Isabel Otter	Carole Lindstrom	Stacy McAnulty	Jonathan & Angela Scott	Adrian Bradbury