


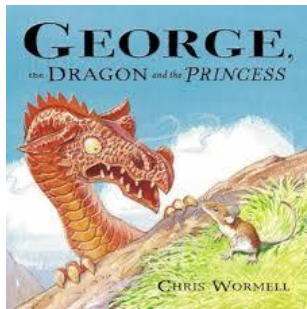
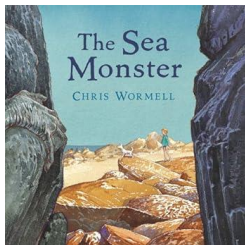
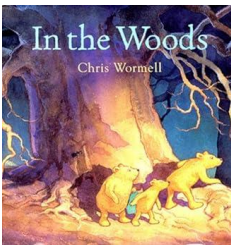
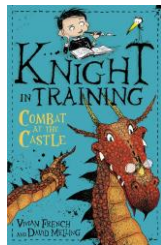
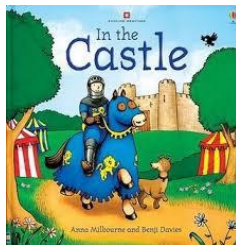
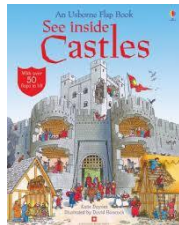
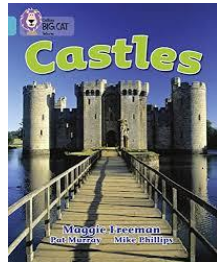


<div><b>Hillcrest Primary School</b> <b>Medium Term Plan</b> <i>At Hillcrest, we nurture a love of reading to empower the children to unlock the full wonders of the curriculum, supporting them to unleash their creativity and champion their independence, helping them to achieve their full potential.</i></div>			<b>TLC Text:</b> <b>George and the Dragon by Christopher Wormell</b> <b>The Castle the King Built by Rebecca Colby</b>			<div><b>TLC Hook:</b> <b>Building Castles</b><div></div></div>	
<b>Year Group: 2</b>		<b>Term: Spring 2</b>					
<b>Spring Half Term 2</b>							
	<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 appreciate and learn our new TLC text.	To look at features of a book review, writing descriptively.	To write a book review and character description.	To appreciate our new TLC text.	To learn about the features of a recount.	To write a recount.	
<b>Grammar &amp; Punctuation</b>	To look at different punctuation.	To use expanded noun phrases to describe and specify.	To use a range of suffixes.	To look at present and past tenses correctly and consistently including the progressive form.	To learn how to use sentences with different forms: statement, question, exclamation, command.	To learn how to use both familiar and new punctuation correctly.	
<b>Spelling</b>	To learn how do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	To learn why do I swap the 'y' for an 'i' when I add the suffix -es?	To learn why do some words have the spelling 'ey' for the sound /ee/?	To learn why do some words end -le, -al, -il or -el?	To review sounds we have previously learnt and practise spelling common exception words.	To review sounds we have previously learnt and practise spelling common exception words.	
<b>Maths</b> <i>Multiplication and division</i> <i>Measurement</i>	To explore the 5 and 10 times tables.	To continue exploring the 5 and 10 times tables, including division.	To measure, order and compare lengths and heights.	To measure in grams and kilograms.	To measure in millilitres and litres.	To solve word problems about mass and capacity.	
<b>Science</b> <i>Use of everyday materials</i>	To say what materials are.	To know what things are made f from.	To say which material should be used.	To investigate which material will protect.	To think about how we can change materials.	TAPS assessment	
<b>History</b> <i>Kings, Queens and Castles</i>		To say why monarchs-built castles.	To say who were the kings and queens of the past.	To say who Queen Victoria was and where she lived.	To say who was the first Queen Elizabeth.		
<b>Design &amp; Technology</b> <i>Making a draw bridge</i>				To design a castle , thinking of its features.	To think about how to attach a draw bridge.	To evaluate our 3D castles.	
<b>Art</b>	To explore drawing using different lines.	To use shading as a technique.	To work collaboratively to create a piece of art.	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> <i>Trains</i>	To Listen to and discuss four pieces of music inspired by travel/vehicles.		To perform different rhythm durations.		To layer up different rhythm durations		
<b>Outdoor P.E.</b> <i>Fundamentals</i>	To explore how the body moves when running at different speeds.	To develop changing direction and dodging.	To develop balance, stability and landing safely.	To explore and develop jumping, hopping and skipping actions.	To develop co-ordination and combining jumps.	To develop combination jumping and skipping in an individual rope.	
<b>Indoor P.E.</b> <i>Invasion games</i>	To understand what being in possession means and support a teammate to do this.	To understand that scoring goals is an attacking skill and to explore ways to do this.	To understand that stopping goals is a defending skill and explore ways to do this.	To explore how to gain possession.	To mark an opponent and understand that this is a defending skill.	To apply simple tactics for attacking and defending.	
<b>R.E.</b> <i>What is a prophet?</i>	To identify the characteristics of a prophet by exploring a story.	To investigate stories about people's responses to the role of a prophet.	To explore the promises made to some prophets in stories and scriptures.	To investigate how the role of Muhammad is important to some Muslims using stories and scripture.	To explore the role of Jesus in different worldviews using stories and scripture.	To explain the importance of Guru Nanak for some Sikhs by looking at key events and teachings.	
<b>Computing</b>		To organise questions on a mind map.	To cite the sources of the information they include.	To find information using a general purpose.	To add appropriate images to a presentation.	To present their findings to an audience.	

<b>Life Skills (PSHE &amp; RSHE)</b> Safety and the changing body		To begin to understand the concept of privacy and the correct vocabulary for body parts.	To understand safe and unsafe touches.	To understand ways to keep safe on and near roads.	To understand ways to keep safe on and near roads.	To begin to understand how to stay safe with medicines.	
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*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	
						
<b>George, the Dragon and the Princess</b>  Chris Wormell	<b>The Sea Monster</b>  Chris Wormell	<b>In the Woods</b>  Chris Wormell	<b>Combat in the Castle: Knight in Training</b>  Vivian French	<b>In the castle</b>  Anna Melbourne	<b>See inside castles</b>  Katie Doynes	<b>Castles</b>  Maggie Freeman