



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: Summer 1

TLC Text:
Fantastic Mr Fox by Roald Dahl




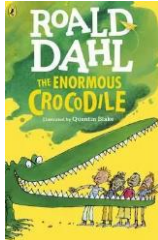
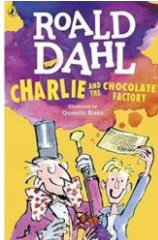
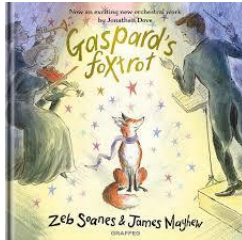
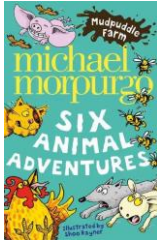

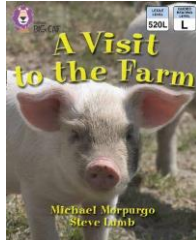
TLC Hook:
To use the allotment to grow plants.



Summer Half Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	To learn our new TLC text.	To describe a character	To create a wanted poster.	To add suffixes to spell longer words.	To plan a continuation to the story.	To write their own continuation.
Grammar & Punctuation		To use expanded noun phrases.	To use a range of suffixes to describe.	To use contracted forms.	To use a range of suffixes to describe.	
Spelling	To say why 'c' makes the sound 's' in some words.	To spell the sound /zh/.	To say what happens when we add suffixes – ment, -ness, -ful, -less and -ly to a root word.		To say how we can show missing letters in words.	To say why some longer words have the spelling 'ti' for /s
Maths	To recognise equal parts.	To recognise a half and quarter.	To look at unit and non-unit fractions.	To tell the time using: o'clock, half past, quarter to and past.	To tell the time to 5 minutes.	To use graphs and tables to record data.
Science <i>Plants</i>		To say what plants can eat.	To ask whether all seeds are the same.	To say what plants need.	To say where they will grow.	To say where they will grow.
Geography <i>My local area and Tulum Mexico</i>		To use atlases and globes to discover the continents and oceans of the world.	What are the effects of the equator and the poles on the climate worldwide?	To know where is my local area, and what are the key human and physical features?	To create a map of my school using key map features?	
Art	To use colour through different mediums.	To use painting to develop and share their ideas and imagination.	To explore the work of Kadinsky.	<i>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.</i>		
Music <i>Tańczymy labada</i>		To learn a song and how to sidestep in a circle.	To learn to play the game to Tańczymy labada.	Progression snapshot 3.	To invent new words and actions.	To learn a new singing game – Plynie statek.
Outdoor P.E. <i>Net and wall games</i>	To use the ready position to defend space on court	To develop returning a ball with hands	To play against a partner.	To develop racket skills and use them to return a ball.	To develop returning a ball using a racket.	To play against an opponent using a racket.
Indoor P.E. <i>Target games</i>		To consider how much power to apply when aiming at a target.	To understand how to score using overarm and underarm throwing.	To develop striking to a target.	To develop hitting a moving target.	To select and apply the appropriate skill to the target game
R.E. <i>How do some people talk to God?</i>		To discover why some people talk to God.	To investigate ways some people pray.	To recognise how different people use their bodies to pray by exploring practices.	To understand why some people, use special objects and clothes during prayer.	
Computing <i>We are Connected</i>	To know how to stay safe online.	To organise questions on a mind map.	To cite the sources of the information they include.	To add appropriate images to a presentation.	To present their findings to an audience.	
Life Skills (PSHE & RSHE) <i>Citizenship</i>		To understand the importance of rules.	To understand ways to look after the school environment.	To recognise the role people play in looking after the environment.	To begin to understand the roles people have in community.	To recognise similarities and differences between people in the local community.

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	
						
<p>Foxes Laura Marsh</p>	<p>The Enormous Crocodile Roald Dahl</p>	<p>Charlie and the Chocolate Factory Roald Dahl</p>	<p>Gaspard's Foxtrot Zeb Soanes</p>	<p>Mudpuddle farm: six animal adventures Michael Morpurgo</p>	<p>How to find a Fox Kate Gardener</p>	<p>A visit to the farm Michael Morpurgo</p>