



## Year 2 Maths Medium Term Planning – Spring 1

Week	Milestone	National Curriculum Objectives
1	The child demonstrates secure understanding of place value in a two-digit number and applies this when solving calculations	<ul style="list-style-type: none"> <li>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>identify, represent and estimate numbers using different representations, including the number line</li> <li>compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>read and write numbers to at least 100 in numerals and in words</li> <li>use place value and number facts to solve problems.</li> </ul>
2	The child recognises money symbols; combines amounts and gives change	<ul style="list-style-type: none"> <li>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>find different combinations of coins that equal the same amounts of money</li> <li>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>
3	The child selects the appropriate standard unit to estimate and measure in order to solve problems	<ul style="list-style-type: none"> <li>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul>
4	The child can use mathematical vocabulary to describe position, direction and movement	<ul style="list-style-type: none"> <li>order and arrange combinations of mathematical objects in patterns and sequences</li> <li>use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</li> </ul>
5 6	The child is secure in using the vocabulary related to the properties of 2D and 3D shapes	<ul style="list-style-type: none"> <li>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul>

## Year 6 English Medium Term Planning – Spring 1

Week	Milestone	National Curriculum Objectives
1	Poetry - Rhymes	<p>writing poetry</p> <p><i>Develop positive attitudes towards and stamina for writing by:</i></p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>

2	Recount - ?????	<ul style="list-style-type: none"> <li>• <i>Develop positive attitudes towards and stamina for writing by:</i> writing narratives about personal experiences and those of others (real and fictional) writing about real events</li> <li>• <i>Consider what they are going to write before beginning by:</i> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• <i>Make simple additions, revisions and corrections to their own writing by:</i> evaluating their writing with the teacher and other pupils</li> <li>• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>
3		
4	News reports The child is developing the organisation of their writing according to the genre.	<ul style="list-style-type: none"> <li>• <i>Develop positive attitudes towards and stamina for writing by:</i> writing narratives about personal experiences and those of others (real and fictional) writing for different purposes</li> <li>• <i>Consider what they are going to write before beginning by:</i> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• <i>Make simple additions, revisions and corrections to their own writing by:</i> evaluating their writing with the teacher and other pupils</li> <li>• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>
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6		

### Year 6 Topic Medium Term Planning – Spring 1

Week	Milestone	National Curriculum Objectives
1	Pirate day	•
2	Maps	<ul style="list-style-type: none"> <li>• identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</li> </ul>
3	Captain Cook	<ul style="list-style-type: none"> <li>• Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>• Compare aspects of life in different periods.</li> </ul>
4	Famous explorers	<ul style="list-style-type: none"> <li>• Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>• Compare aspects of life in different periods.</li> </ul>
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6	Treasure hunt –	<ul style="list-style-type: none"> <li>• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>

## Year 6 Science Medium Term Planning – Spring 1

Week	Milestone	National Curriculum Objectives
1	Pirate week – model boat	<ul style="list-style-type: none"><li>• Pupils should be taught to:<ul style="list-style-type: none"><li>- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li><li>- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li></ul></li></ul> <p>They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways.</p>
2	Floating experiment (testing materials)	
3	Floating experiment (shape and types of water)	
4	Planning boat/ raft – research	
5	Make and test boat - evaluation	
6	??	