



Churchill Park School

**Mid Term Plan – Key Stage 2 Past, Present and Future**

	Week 1	Week 2	Week 3	Week 4	Week 5
English	<p>Objective: I can explore books from a generation ago when my parents were children</p> <p>Literature focus: The Tiger who Came to Tea, Judith Kerr Mr. Magnolia, Quentin Blake Non-Fiction as appropriate</p> <p>Outcomes: <b>Sensory</b> : I can show some understanding of how books work S4 RC I can select a few words or symbols that are familiar and have meaning S4 RC I can listen and respond to familiar stories (S4) RC I can sit and look at books by myself (S4) WR I can begin to engage with the speaker S4 L I can respond appropriately to one key word requests S4 L I can use single symbols/words for familiar objects S4 S I can make marks or symbols in my preferred mode of communication S4 W I can show an understanding that marks and symbols convey meaning S4 W</p> <p><b>Support:</b> I can match letters and short words S5 RC I can select, recognize or read a small number of words or symbols S5 RC I can enjoy sharing stories for extended periods S5 RC I can listen to the answer to a question as part of a simple two way conversation S6 L I can listen and respond to questions e.g. "Where has the boy gone?" S7 L I can ask a simple question to obtain information S6 S I can copy letter forms S6</p> <p><b>Core:</b> I can recognize a few letters by sound, name or shape (S7) RC I can predict elements of a narrative (fill in missing words) S6 RC I can participate in a group discussion about what is being read to me S9 RC I can, when encouraged link what is being read to my own experiences S9 RC I can write left to right S8 VG&amp;P I can form lower case letters correctly S9 WTHC I can form capital letters S10</p> <p><b>Extension:</b> I can take turns in discussions about what is being read to me S10 RC I can join in with predictable phrases S10 RC I can explain clearly what is being read to me S11 RC I can retell stories and consider what they mean S11 RC I can use capital letters, full stops and ? and ! in writing S11 WTHC I can sequence sentences to form a narrative S11 WTHC I can show understanding of the books that are read to me (S12) RC I can ask and answer questions about what I have read (S12) RC</p> <p>Suggested Activities: Read a selection of children's books from a generation ago, (The Tiger Who Came To Tea, Dr Suess) and examine how they might be different (no mobile phones, computers, computer games, playing outside etc Use information in books, on the internet to allow the students to retrieve and record information from non-fiction sources.</p>	<p>Objective: I can explore books from the second World war era</p> <p>Literature Focus: The Lion and the Unicorn, Shirley Hughes The Enchanted Wood, Enid Blyton Nonfiction as appropriate</p> <p>Outcomes: <b>Sensory</b> : I can show some understanding of how books work S4 RC I can select a few words or symbols that are familiar and have meaning S4 RC I can listen and respond to familiar stories (S4) RC I can sit and look at books by myself (S4) WR I can begin to engage with the speaker S4 L I can respond appropriately to one key word requests S4 L I can use single symbols/words for familiar objects S4 S I can make marks or symbols in my preferred mode of communication S4 W I can show an understanding that marks and symbols convey meaning S4 W</p> <p><b>Support:</b> I can match letters and short words S5 RC I can select, recognize or read a small number of words or symbols S5 RC I can enjoy sharing stories for extended periods S5 RC I can listen to the answer to a question as part of a simple two way conversation S6 L I can listen and respond to questions e.g. "Where has the boy gone?" S7 L I can ask a simple question to obtain information S6 S I can copy letter forms S6</p> <p><b>Core:</b> I can recognise a few letters by sound, name or shape (S7) RC I can predict elements of a narrative (fill in missing words) S6 RC I can participate in a group discussion about what is being read to me S9 RC I can, when encouraged link what is being read to my own experiences S9 RC I can write left to right S8 VG&amp;P I can form lower case letters correctly S9 WTHC I can form capital letters S10</p> <p><b>Extension:</b> I can take turns in discussions about what is being read to me S10 RC I can join in with predictable phrases S10 RC I can explain clearly what is being read to me S11 RC I can retell stories and consider what they mean S11 RC I can use capital letters, full stops and ? and ! in writing S11 WTHC I can sequence sentences to form a narrative S11 WTHC</p> <p>I can show understanding of the books that are read to me (S12) RC I can ask and answer questions about what I have read (S12) RC</p>	<p>Objective: I can explore books from the First World War era</p> <p>Literature Focus: The Little Hen and the Great War, Jennifer Beck and Robyn Belton Rags: Hero Dog of WWI – a True Story, Margot Theis Raven Non Fiction as appropriate</p> <p>Outcomes: <b>Sensory</b> : I can show some understanding of how books work S4 RC I can select a few words or symbols that are familiar and have meaning S4 RC I can listen and respond to familiar stories (S4) RC I can sit and look at books by myself (S4) WR I can begin to engage with the speaker S4 L I can respond appropriately to one key word requests S4 L I can use single symbols/words for familiar objects S4 S I can make marks or symbols in my preferred mode of communication S4 W I can show an understanding that marks and symbols convey meaning S4 W</p> <p><b>Support:</b> I can match letters and short words S5 RC I can select, recognize or read a small number of words or symbols S5 RC I can enjoy sharing stories for extended periods S5 RC I can listen to the answer to a question as part of a simple two way conversation S6 L I can listen and respond to questions eg "Where has the boy gone?" S7 L I can ask a simple question to obtain information S6 S I can copy letter forms S6</p> <p><b>Core:</b> I can recognise a few letters by sound, name or shape (S7) RC I can predict elements of a narrative (fill in missing words) S6 RC I can participate in a group discussion about what is being read to me S9 RC I can, when encouraged link what is being read to my own experiences S9 RC</p>		



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<p>Outdoor learning – set up the outdoor area to reflect the toys and games that our parents had when they were children</p>	<p>Outdoor learning – introduce some popular WWII games and build an air raid shelter building</p>	<p>I can write left to right S8 VG&amp;P I can form lower case letters correctly S9 WTHC I can form capital letters S10</p> <p><b>Extension:</b> I can take turns in discussions about what is being read to me S10 RC I can join in with predictable phrases S10 RC I can explain clearly what is being read to me S11 RC I can retell stories and consider what they mean S11 RC I can use capital letters, full stops and ? and ! in writing S11 WTHC I can sequence sentences to form a narrative S11 WTHC</p> <p>I can show understanding of the books that are read to me (S12) RC I can ask and answer questions about what I have read (S12) RC</p> <p>Suggested Activities: To explore the literature of WWI era, and investigate some of the animals who fought in WWI through the Books detailed above. To make a story map, sequencing,</p> <p>Outdoor learning – Build a trench</p>
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	Week 6 (as 5)	Week 7	Week 8	Week 9	Week 10
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### Mid Term Plan – Key Stage 2, Past, Present and Future

Objective: I can explore the Edwardian era focusing on the investigations of Sherlock Holmes

#### Literature Focus

Sherlock Holmes – The Red Headed League (retold for children) Mark Holmes

Sherlock Holmes – The Blue Carbuncle (retold for children) Mark Holmes

Non Fiction as appropriate

#### Outcomes:

**Sensory** I can show some understanding of how books work S4 RC

I can select a few words or symbols that are familiar and have meaning S4 RC

I can listen and respond to familiar stories (S4) RC

I can sit and look at books by myself (S4) WR

I can begin to engage with the speaker S4 L

I can respond appropriately to one key word requests S4 L

I can use single symbols/words for familiar objects S4 S

I can make marks or symbols in my preferred mode of communication S4 W

I can show an understanding that marks and symbols convey meaning S4 W

**Support:** I can match letters and short words S5 RC

I can select, recognize or read a small number of words or symbols S5 RC

I can enjoy sharing stories for extended periods S5 RC

I can listen to the answer to a question as part of a simple two way conversation S6 L

I can listen and respond to questions eg “ Where has the boy gone?” S7 L

I can ask a simple question to obtain information S6 S

I can copy letter forms S6

**Core:** I can recognise a few letters by sound, name or shape (S7) RC

I can predict elements of a narrative (fill in missing words) S6 RC

I can participate in a group discussion about what is being read to me S9 RC

I can, when encouraged link what is being read to my own experiences S9 RC

I can write left to right S8 VG&P

I can form lower case letters correctly S9 WTHC

I can form capital letters S10

**Extension:** I can take turns in discussions about what is being read to me S10 RC

I can join in with predictable phrases S10 RC

I can explain clearly what is being read to me S11 RC

I can retell stories and consider what they mean S11 RC

I can use capital letters, full stops and ? and ! in writing S11 WTHC

I can sequence sentences to form a narrative S11 WTHC

I can show understanding of the books that are read to me (S12) RC

I can ask and answer questions about what I have read (S12) RC

#### Suggested Activities:

Listening to the stories about Sherlock Holmes and thinking about mysteries and how we solve them now with fingerprints etc, Making up our own mystery story, set up a crime scene to see if the students can investigate the theft of something from the classroom

Objective: I can explore some ways we may live in the future (living under the sea)

#### Literature Focus

Commotion in the Ocean, Gil Andreae

The Seashore Book, Charlotte Zolotow

Non fiction as appropriate

#### Outcomes:

**Sensory** I can show some understanding of how books work S4 RC

I can select a few words or symbols that are familiar and have meaning S4 RC

I can listen and respond to familiar stories (S4) RC

I can sit and look at books by myself (S4) WR

I can begin to engage with the speaker S4 L

I can respond appropriately to one key word requests S4 L

I can use single symbols/words for familiar objects S4 S

I can make marks or symbols in my preferred mode of communication S4 W

I can show an understanding that marks and symbols convey meaning S4 W

**Support:** I can match letters and short words S5 RC

I can select, recognize or read a small number of words or symbols S5 RC

I can enjoy sharing stories for extended periods S5 RC

I can listen to the answer to a question as part of a simple two way conversation S6

I can listen and respond to questions eg “ Where has the boy gone?” S7 L

I can ask a simple question to obtain information S6 S

I can copy letter forms S6

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I can participate in a group discussion about what is being read to me S9 RC

I can, when encouraged link what is being read to my own experiences S9 RC

I can write left to right S8 VG&P

I can form lower case letters correctly S9 WTHC

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I can explain clearly what is being read to me S11 RC

I can retell stories and consider what they mean S11 RC

I can use capital letters, full stops and ? and ! in writing S11 WTHC

I can sequence sentences to form a narrative S11 WTHC

I can show understanding of the books that are read to me (S12) RC

I can ask and answer questions about what I have read (S12) RC

#### Suggested Activities:

Explore the book Commotion under the Ocean and The Seashore and talk about what it would be like to live under the sea, design your underwater house and write about it.

#### Suggested Activities:



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Week 11	Week 12	Week 13	Week 14	Notes...
<p>Objective: I can explore some ways we may live in the future (living on the moon)</p> <p>Literature focus: Baby Brains – Simon James Man on the Moon, Simon Bartram Non Fiction as appropriate</p> <p>Outcomes: Sensory I can show some understanding of how books work S4 RC I can select a few words or symbols that are familiar and have meaning S4 RC I can listen and respond to familiar stories (S4) RC I can sit and look at books by myself (S4) WR I can begin to engage with the speaker S4 L I can respond appropriately to one key word requests S4 L I can use single symbols/words for familiar objects S4 S I can make marks or symbols in my preferred mode of communication S4 W I can show an understanding that marks and symbols convey meaning S4 W</p> <p>Support: I can match letters and short words S5 RC I can select, recognize or read a small number of words or symbols S5 RC I can enjoy sharing stories for extended periods S5 RC I can listen to the answer to a question as part of a simple two way conversation S6 L I can listen and respond to questions e.g. "Where has the boy gone?" S7 L I can ask a simple question to obtain information S6 S I can copy letter forms S6</p> <p>Core: I can recognize a few letters by sound, name or shape (S7) RC I can predict elements of a narrative (fill in missing words) S6 RC I can participate in a group discussion about what is being read to me S9 RC I can, when encouraged link what is being read to my own experiences S9 RC I can write left to right S8 VG&amp;P I can form lower case letters correctly S9 WTHC I can form capital letters S10</p> <p>Extension: I can take turns in discussions about what is being read to me S10 RC I can join in with predictable phrases S10 RC I can explain clearly what is being read to me S11 RC I can retell stories and consider what they mean S11 RC I can use capital letters, full stops and ? and ! in writing S11 WTHC I can sequence sentences to form a narrative S11 WTHC I can show understanding of the books that are read to me (S12) RC I can ask and answer questions about what I have read (S12) RC</p> <p>Suggested Activities: Explore the stories about living in space and think about what it might be like to live in space by looking in reference books.</p>		<p>Objective: : I can explore Christmas in the past, present and the future</p> <p>Literature Focus Twas the Night Before Christmas By Clement Clarke Moore Winnie and Wilbur meet Santa, Valerie Thomas</p> <p>Outcomes: Sensory I can show some understanding of how books work S4 RC I can select a few words or symbols that are familiar and have meaning S4 RC I can listen and respond to familiar stories (S4) RC I can sit and look at books by myself (S4) WR I can begin to engage with the speaker S4 L I can respond appropriately to one key word requests S4 L I can use single symbols/words for familiar objects S4 S I can make marks or symbols in my preferred mode of communication S4 W I can show an understanding that marks and symbols convey meaning S4 W</p> <p>Support: I can match letters and short words S5 RC I can select, recognize or read a small number of words or symbols S5 RC I can enjoy sharing stories for extended periods S5 RC I can listen to the answer to a question as part of a simple two way conversation S6 L I can listen and respond to questions e.g. "Where has the boy gone?" S7 L I can ask a simple question to obtain information S6 S I can copy letter forms S6 W</p> <p>Core: I can recognize a few letters by sound, name or shape (S7) RC I can predict elements of a narrative (fill in missing words) S6 RC I can participate in a group discussion about what is being read to me S9 RC I can, when encouraged link what is being read to my own experiences S9 RC I can write left to right S8 VG&amp;P I can form lower case letters correctly S9 WTHC I can form capital letters S10</p> <p>Extension: I can take turns in discussions about what is being read to me S10 RC I can join in with predictable phrases S10 RC I can explain clearly what is being read to me S11 RC I can retell stories and consider what they mean S11 RC I can use capital letters, full stops and ? and ! in writing S11 WTHC I can sequence sentences to form a narrative S11 WTHC I can show understanding of the books that are read to me (S12) RC I can ask and answer questions about what I have read (S12) RC</p> <p>Suggested Activities: I can explore the stories about Christmas past and present and think about what might happen in future with Christmas. Story sequencing, creative writing about what a perfect Christmas might be in the future, design a toy and write about it</p>		<p>One English Session a week will be dedicated to Diary writing (Non Fiction Narrative writing) following a standard template of symbol selection from Colourful semantics (Support) Symwriter symbol support plus writing (Core) Free writing (Extension)</p>



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