

Medium term plan - Summer 1

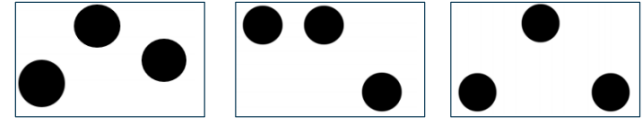
Week	1 25/4	2 2/5 Monday 5 <sup>th</sup> – Bank Holiday 4 day week SATS Eid-al-fitr – Shared reading	3 9/5 Marvellous maths day	4 16/5	5 23/5 Jubilee Activities Monday 23 <sup>rd</sup> – INSET 4 day week 26 <sup>th</sup> Street party celebration
Wow	<b>Rubbish tipped all over classroom!!</b>				
Maths	Fractions SATs revision	Fractions SATs revision	Time SATs revision	Position and Direction SATs revision	Weight, Volume and Temperature.
English	1.Introduce the Tin Forest book. Explore out doors Hot Seating role of old man – developing creative responses to the text through drama, storytelling and art work. Story retelling- using story necklaces, Act out, using a story map.	2. Gather vocab and sentences starters to write a diary.in the role as old man. How does he feel? Develop empathy for characters. to wake up to find that the world outside is filled not with animals but with rubbish	3. Persuasive writing. Create an advert or a leaflet to promote the new forest. Focus on language used to encourage people to come and visit.	4. Science theme, write predictions, observations, and conclusions about materials.	5. Queen Jubilee activities. To be confirmed
Handwriting Joins	ng dg iq oq	ht ha wh th	ki mi cl wl	ky kn ok rk	vm am ny en
Handwriting Not joining	v w u y	s f x z	i l j t	c o a d g q e	m n r h b k p
Exception Words year 1	his, has, today, you, your, they	be, he, me, she, we, ask	no, go, so, by, my, put	here, there, where, pull, full, our	love, come, some, one, once, push
Common Exception Words year 2	wild, bath, Mr, Mrs, any	Most, hour, parents, many, clothes	only, move, would, Christmas, busy	both, prove, cold, hold, told	old, improve, should, floor, poor
RHE	→ I know how to be a 'sun safe super star'.	→ I know how important my mental health is.	→ I know how to recognise and talk about my emotions.	→ I know that friends should make me feel happy.	→ I know why it is important to spend time with my family.

	<p>Sun Safety day activities and discussion. Sun Safety – children will know the 6 s’s – slip, slop, slap, slide, sip, shade and understand what UV levels are and why they are harmful..</p>	<p>Mindfulness Colouring, calm activities for SATs, Yoga for Kids – Zen Den, Emotion Coaching</p>	<p>Mood Monsters – explore the colours, their meaning, why do you feel like that? Green – happy, calm, ready to learn Blue – sad, tired, lonely Yellow – scared, excited, silly Red – angry, unkind, unsafe What can I do to self-regulate?</p>	<p>→ I know how to be a good friend. Use the Mood Monsters to identify and explain different feelings e.g. “I am blue, I am feeling sad because.....I can do ... to make me happy”</p>	<p>→ I know that every family is different. Through carefully selected books – e.g. All Kinds of Families (Sophy Henn). Talking about the relationships between the animals in the book and extending this to how this relates to families and humans (e.g. single parent families, same sex parents, blended families, extended families)</p>
<p><b>Science</b></p>	<p>Planting grass seeds to make mini gardens. Cress experiment growing in different conditions- light, water, warmth. Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Explorify- Zoom in Zoom out – Green patterns Odd one Out – Flowers in Spring Sun safety launch Reach out Reporter – weekly</p> <p>Make a poster to raise awareness of looking after our environment. Use the words ‘Reduce, Reuse, Recycle’. <a href="https://www.youtube.com/watch?v=USo_vH1Jz7E&amp;ab_channel=SpacesofLife">https://www.youtube.com/watch?v=USo_vH1Jz7E&amp;ab_channel=SpacesofLife</a> 3R’s Song (Reduce, Reuse, Recycle).</p>			<p>→ Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. → Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. → Experiments – How do material change their form? Pipe cleaners, twigs, cotton wool, polystyrene – Recycling – Tin Forest.</p> <p>Explorify – Zoom in Zoom Out – Cosy Comfort, All Mixed Up, Beans Anyone?, Stringy Patterns. Odd One Out - Fit for Purpose, Write Away, Fascinating Forks, Brushing Up, It’s in the Bag. Reachout Reporter - weekly</p>	
<p><b>Computing</b></p>	<p>→ I can use technology purposefully to create, organise, store, manipulate and retrieve digital content. → Draw the forest and programme the Beebot – continuous provision.</p>			<p>→ For jubilee celebrations, collect pictures of Geography curriculum elements for comparisons, such as bridges, buildings etc. Make into a powerpoint, save and print.</p>	

	<p>→ Pic Collage/ J2E – create a picture using paint, label/write a comment. Using the keyboard, spacebar, enter, backspace, return - ‘Technology Zone’</p> <p>→ Use sketch a song app</p>		
<b>Art</b>	<p>→ I can use <b>drawing</b> to develop and share their ideas, experiences and imagination.</p> <p>→ I can use <b>painting</b> to develop and share their ideas, experiences and imagination.</p> <p>-Paint will be available for children to freely explore in provision. Children can independently mix their own powder paint.</p> <p>-Talk to a partner and paint their portrait. Use appropriate colours to reflect their mood (monochromatic, different tones, shades, tints, abstract). Learn about Pablo Picasso (‘blue period’ -monochromatic work compared to ‘rose period’).</p>	<p>→ I can use <b>drawing</b> to develop and share their ideas, experiences and imagination.</p> <p>→ I can use <b>painting</b> to develop and share their ideas, experiences and imagination.</p> <p>-Paint a rainforest animal onto a textured layered collage like Henri Rousseau Tiger picture, discussing if they chose landscape/ portrait composition.</p>	<p>→ I can use <b>sculpture</b> to develop and share their ideas, experiences and imagination.</p> <p>Sculpture</p> <p>→ Explore scale</p> <p>→ Explore and create installation art</p> <p>→ Use a variety of materials to make 3D sculptures in a variety of sizes, working independently or collaboratively as a group. E.g clay models, large paper mache structures, recycled materials, natural materials.</p> <p>→ Understand different techniques for using clay. E.g coil pot and making a model by adding clay to a structure or frame.</p> <p>→ Develop skills and knowledge of joining techniques.</p> <p>-Plants – Tin Forest Book –. Create Tin Forest installation using recycled materials and foil. Carefully selecting material and joining techniques.</p>
<b>D&amp;T</b>	<p>→ Mechanisms Wheels and axles</p> <p>→ Design, make and evaluate a moving <b>vehicle</b> (product) for the <b>Tin Forest Old Man</b> (user) to <b>move around the Tin Forest</b> (purpose) (Outlined in project on a page document)</p> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• Generate initial ideas and simple design criteria through talking and using own experiences.</li> <li>• Develop and communicate ideas through drawings and mock-ups.</li> </ul> <p><b>Making</b></p>		<p>Food Preparing fruit and vegetables (including cooking and nutrition requirements for KS1)</p> <ul style="list-style-type: none"> <li>→ Make a super salad for Healthy Eating week</li> <li>→ Designing</li> <li>→ Design appealing products for a particular user based on simple design criteria.</li> <li>→ Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.</li> <li>→ Communicate these ideas through talk and drawings.</li> <li>→ Making</li> </ul>

	<ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing.</li> <li>• Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of products with wheels and axles.</li> <li>• Evaluate their ideas throughout and their products against original criteria.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Explore and use wheels, axles and axle holders.</li> <li>• Distinguish between fixed and freely moving axles.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>	<ul style="list-style-type: none"> <li>→ Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</li> <li>→ Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</li> <li>→ Evaluating</li> <li>→ Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.</li> <li>→ Evaluate ideas and finished products against design criteria, including intended user and purpose.</li> <li>→ Technical knowledge and understanding</li> <li>→ Know that food ingredients should be combined according to their sensory characteristics</li> <li>→ Know the correct technical vocabulary for the projects they are undertaking</li> <li>→ Cooking and Nutrition</li> <li>→ Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</li> <li>→ Understand that all food comes from plants or animals</li> <li>→ Name and sort foods into the five groups in the Eatwell guide.</li> <li>→ Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate.</li> <li>→ Know how to prepare simple dishes safely and hygienically without using heat source.</li> <li>→ Know how to use techniques such cutting, peeling and grating.</li> <li>→ Know and use technical and sensory vocabulary relevant to the project.</li> </ul>
<b>History</b>	<p>→ To be taught about significant historical events, people and places in their own locality. The children will find out about Robin Hood and Sherwood Forest, and make links to the Amazon Rainforest.</p>	<p>→ To be taught about significant historical events, people and places in their own locality. Research the Queen and answer the Medium Term Powerpoint Planning questions.</p>
<b>Geography</b>	<p>Locate and find rainforests in the world. Which continents and countries are they in?</p>	<p>Identify landmarks and features in Derby; Derby Cathedral</p>

		<p>River Derwent          Bridges – St Mary’s Bridge and Friar Gate Bridge          Market Place          Council House          Derby train station          Compare to London landmarks and features;          St Paul’s Cathedral          River Thames          London Bridge, Tower Bridge          Trafalgar Square          London Underground          Houses of Parliament (Makes links back to previous learning on Great Fire of London)</p>
<b>RE</b>	<p>1.8 How should we care for others and the world, and why does it matter? Living:</p> <ul style="list-style-type: none"> <li>• Talk about the benefits and responsibilities of friendships and the ways in which people care for others. Explore stories from the Bible. Luke (5v.1-11 The Good Samaritan, Luke 10::25-37)</li> <li>• Explore the account in Genesis 2. Talk about ways in which religious believers might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God’s representatives on God’s creation, to care for it, as a gardener tends a garden). Investigate ways that people can look after the world and think of good reasons they this is important.</li> </ul>	
<b>Construction/small world</b>	<p>Creating different rainforests from around the world.          Sorting the animals into categories and their babies.</p>	
<b>Real Maths Role play area</b>	<p>Materials to explore and sort.          Garden centre</p>	
<b>Music</b>	<p>→ I can create, select and combine sounds using the inter-related dimension of pulse/beat, rhythm and pitch          Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces</p> <p>Use music technology, if available, to capture, change and combine sounds.          use the ‘Sketch-a-Song’ app on the i-pads to combine sounds to create music.</p>	<p>→ I can play tuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch.          Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer?) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.</p> <p>Sing short phrases independently within a singing game or short song.</p> <p>Recognise dot notation and match it to 3-note tunes played on tuned percussion, for example:</p>



Learn to play and perform on a tuned instrument musically (eg recorder) following simple notation.

Creating recycled musical instruments be inspired by the group STOMP.

Use Sound bible download: Rainforest Ambience:  
<http://soundbible.com/1818-RainforestAmbience.html> alongside photographs of a jungle to give a sense of the sounds and sights of the jungle.

REAL PE

Unit 5- Applying Physical

FUNS target- Co-ordination, sending and receiving.

- I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.
- I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.
- I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.