

Medium term plan-Summer 2 -

Continuous provision challenges whole class

Week	6 <sup>th</sup> June Phonics screening Science deep dive	13 <sup>th</sup> June 17 <sup>th</sup> Craft afternoon Maths deep dive Assessments in!	20 <sup>th</sup> June Football challenge wk 21 <sup>st</sup> Trip	27 <sup>th</sup> June 29 <sup>th</sup> Teach Rex 30.6 Mr Arter Reports home.	4 <sup>th</sup> July (4days) Transitions 5 <sup>th</sup> Parents eve Talk boost in	11 <sup>th</sup> July 12 <sup>th</sup> sports day	18 <sup>th</sup> July 20 <sup>th</sup> St Marys
<b>Wow</b>	Letter from Nogal		Trip	Treasure Chest			
<b>Maths</b>	Numbers to 100.			Time		Money	
<b>English</b>	Shared reading : Moon landing newspaper. My trip to Space. story writing...beginning-rocket launch. Middle-exploring the moon/planet and meeting an alien. Ending- escaping the moon.	Shared reading.-Who is Robin Hood? Picture stimulus- write a description of the picture. Create a wanted poster for Robin Hood. Plan a story of Robin Hood- own text map...beginning (setting and intro RH, middle (characters he meets including enemy). Ending (the get away) Drama- telling the story	Shared reading- Nottingham Castle information. -Trip Write the story of Robin Hood. (story map from previous week plus trip stimulus) Thank you letters to Castle.	Dragon – green screen animation- wed Shared reading- The Pirates next door. Turn myself into a pirate and write a description. Story prediction of ending- use picture as stimulus.	Shared reading: pirates next door. Create Pirate animations on J2e showing Tildas adventures as a Pirate.	Shared reading: Blackbeard. Write a letter home to tell them about your pirate adventures with Tilda.  My favourite adventure was.... Because....	Memories of Year 1.
<b>Wordwise</b>	'are' and 'ear' saying 'air'	've' saying 'v'	'ore' saying 'or'	Adding the prefix 'un-'	Revisit and Revise blending and segmenting words containing previously taught graphemes		
<b>Handwriting Not joining</b>	Individual targeted practise of lower case letters. Focus – correct formation starting and finishing in the correct place.			Individual targeted practise of capital letters. Focus – correct formation starting and finishing in the correct place.			
<b>Time for us/ Health and Relationships</b>	<p>→ I know how to recognise and talk about my emotions.</p> <p>Mood Monsters – explore the colours, their meaning, why do you feel like that?</p> <p>Green – <b>happy, calm</b>, ready to learn Blue – <b>sad, tired</b>, lonely Yellow – <b>scared</b>, excited, <b>silly</b> Red – <b>angry, unkind</b>, unsafe Develop a whole class toolkit. Choose another <i>strength</i> card.</p>						

<p><b>Science</b></p> <p>Explorify</p> <p>Reachout Reporter</p>	<p>-Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals.</p> <p>-Identify and name a variety of common animals that are carnivores, herbivores, and omnivores.</p> <p>-Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets).</p> <p>Alien descriptions- matching them to the correct descriptions/ Kims game</p>			<p>-Distinguish between an object and the material from which it is made.</p> <p>-Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Sorting the treasure into groups.</p>	<p>-Describe the simple physical properties of a variety of everyday materials.</p> <p>-Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Making boats for the pirates.</p> <p>Which treasure sinks and floats.</p> <p>best material-</p> <p>Flappy Fish race/ making a sail for a boat.</p>		
<p><b>Computing</b></p>	<p>→ I can create and debug simple programs. Use j2e software to give instructions on a programme.</p> <p>→ I can use logical reasoning to predict the behaviour of simple programs. Children will explore the BeeBot and give instructions to a partner verbally.</p>		<p>→ I can use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use sketch a song to make alien music</p> <p>→ Art link -use j2e to draw</p>	J			
<p><b>Art</b></p>	<p><b>Explore colour</b></p>	<p>Fruit to dye fabrics</p>	<p>Van Gogh picture. Exploring shells and creating in various ways</p>	<p>Turn myself into a parent Skull and crossbone flags- save for end picture</p>	<p>Peg pirates Printing treasure J2e animations</p>	<p>Sea side picture to build up</p>	

	<p><b>Create different values of colour: Mix different shades (adding black)</b>  <b>-Mix different tints (adding white)</b>  <b>Record colour experiments to make shades and tints. Record investigations in sketchbooks</b></p>	<p>Textiles</p> <p>→ Use dyeing techniques to change a materials colour</p> <p>- As part of healthy eating week use fruits and vegetables to dye recycled fabric (old clothing, bedding, socks). Explore different techniques such as absorbing from fabric ends to create flags and bunting to decorate the school</p>	<p><b>Preliminary work:</b>  Working directly on copy of Van Gogh <i>'Fishing Boats on the Beach at Saintes-Maries-de-la-Mer'</i>.</p> <p><b>Paint on different surfaces, including fabric, layering and mixed media.</b></p> <p>-Make studies of shells on various papers/ material backgrounds.</p> <p>--using pencils, and chalk to draw studies of shells onto textured backgrounds.</p> <p><b>Investigate tone by:</b>  drawing dark/ light lines and shading using different grades of pencil.</p> <p>-Mix different tones of colours. Using language such as light/ dark, highlights/ shadows.</p> <p>-Create tone in drawing when drawing from observation of shells.</p> <p>Use different grades</p>	<p>Explore manmade (e.g in clothes and buildings)</p> <p>-Design a new outfit for a pirate using patterns.</p> <p>Warm up: Put a picture of a pirate with tshirt/ trousers <a href="#">cut out</a> held up to things in the environment/ printed patterns.</p> <p><b>Use drawing equipment in a variety of ways e.g shading.</b></p> <p>-skull and crossbone- shade and rub out features. showing shading/ different grades of grey inspired by artist <a href="#">Vija Celmins</a>. Also introduce rubbing out to create negative white spaces (e.g highlights</p>	<p>Use a variety of painting equipment including non standard equipment for painting e.g bottle ends, sponges, lego bricks, as well as making own stamps.</p> <p>-Paint pirate treasure using different objects to paint</p> <p><b>Match and sort fabrics and threads for colour, texture, length, size and shape.</b></p> <p><b>Cut and shape fabric using scissors.</b></p> <p>-Make peg pirates like <a href="#">Edwina Bridgeman</a> peg people.</p> <p>Drawing <b>Develop mark- making using a range of media and tools: pencil, chalk,</b></p>	<p>-Replicate different textures/ surfaces through a range of media.</p> <p>-Investigate textures by describing, naming, rubbing, copying (smooth, rough, crinkly, bumpy, shiny, soft, hard etc). Including natural and manmade.</p> <p>-Begin to add textural effects e.g adding sand to paint.</p> <p>-Create seaside landscape pictures.</p> <p>Listen to seaside sounds, imagine how things feel. Use materials to add textures (e.g foil, lentils, sand, tissue, cloth) trying to represent things in the painting, creatively and exploratively. Children will be able to justify their decisions.</p> <p>Main piece: Work in stages exploring composition and space, considering where the foreground, middle ground/ horizon line, background will be. Working on background to create a 'wash' for the sky – using tissue to wipe paint away for clouds, middle ground learn about creating different tints, shades and hues for water on top of their chosen materials. In foreground, add sand and glue to paint to create texture. Once dry use a sponge to add another layer of paint to represent change in hue</p>
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			of pencil and pressure to create tones/ shades.		<b>pastel, charcoal, pens.</b> Use J2E app to draw. Select a background, add shapes and pictures, draw freely and add animations.	
<b>D&amp;T</b>  <b>To cover over 6 weeks to lead to kebab making</b>	<b>Evaluating</b> <ul style="list-style-type: none"> <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> </ul>	<b>Cooking and Nutrition</b> <ul style="list-style-type: none"> <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 <i>The eatwell plate</i>.</li> <li>• Know how to prepare simple dishes safely and</li> </ul>	<b>Making</b> <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> </ul>	<b>Technical knowledge and understanding</b> <ul style="list-style-type: none"> <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> </ul>	<b>Designing</b> <ul style="list-style-type: none"> <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> </ul>	Design, make and evaluate a <b>rainbow fruit/ vegetable kebab</b> (product) for <b>yourself and friends</b> (user) for <b>learning how to eat healthy and celebrate Sports day</b> (purpose). (Outlined in project on a page document)

		<p>hygienically without using heat source.</p> <ul style="list-style-type: none"> <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>Geography</b>			<p>I will use basic geographical vocabulary to refer to human features; city, town, house, port, harbour, village and shop</p> <p>Discussion of our visit to Nottingham- what did we see- find on the map and compare.</p>	<p>I will use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm,</p>	<p>I will use simple compass directions North, South, East and West</p> <p>Beebots/ beebot app/ turtle app</p>		

				house, office, port, harbour and shop			
				create treasure maps			
<b>History</b>	→ <b>To be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</b> Children will learn about Neil Armstrong, Robin Hood, Famous pirates						
<b>RE</b>			Relate to Robin Hood – marriage 1.7 - What does it mean to belong to a faith community? * Identify two ways people show they belong to each other when they get married (A1). * Respond to examples of co-operation between different people (C2)		Relate to transion 1.7 - What does it mean to belong to a faith community? * Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).		
<b>Construction/small world</b>	Making animals	Creating a woodland scene Nottingham castle		Pirate island			
<b>Real Maths shop</b>	Alien cafe	Robin Hood gift shop		Seaside gift shop and ice cream parlour			
<b>Music</b>	Create sound effects to the story using various tuned and untuned instruments. Use the sketch a song app.						
<b>PE</b>	REAL PE – Unit 1- Personal						
	FUNS target-						

→ As part of healthy eating week use fruits and vegetables to dye recycled fabric (old clothing, bedding, socks). Explore different techniques such as absorbing from fabric ends to create flags and bunting to decorate the school