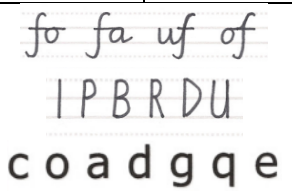
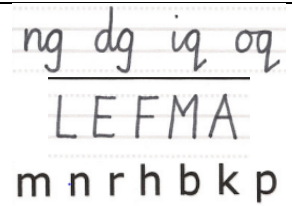
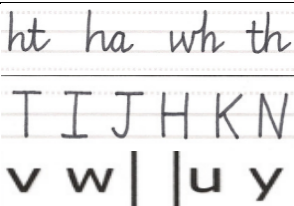
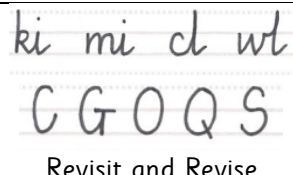
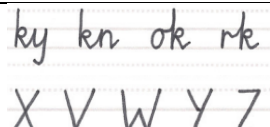


Topic Overview – What's inside the egg?

Summer Term 1

Medium term plan- Summer 1 – What's inside the egg?

	Week 1 w/c 17/4 St. Georges Day (23.4)	Week 2 w/c 24/4	Week 3 w/c 1/5 SATS Monday 1 st May – Bank Holiday King Charles II Coronation	Week 4 w/c 8/5 SATS Monday 8th May – Bank Holiday	Week 5 w/c 15/5 SATS	Week 6 w/c 22/5 SATS 26 th May Rolls Royce DT project introduction.
Wow	Dinosaur- find a giant egg and video of dinosaur in school.					
Maths Y1	Length and height	Weight and Volume	Multiplication		Division	Halves and quarter
Maths Y2	Addition and subtraction Division multiplication Time Position and Direction	Fractions Money Shape	SATS Paper 1 Paper 2	2C book Position and direction	Problem solving and efficient methods	
English Y1 & Y2	Children will be able to respond to Tom and the Island of Dinosaurs by: sequencing writing about the feeling of characters structuring stories planning stories	Week 2 and Week 3 Children will be able to write a story by: focusing on good story openings focusing on familiar well-structured stories writing an effective ending editing and writing a final draft		SATS Paper 1	SATS Paper 1 SATS Paper 2	SATS Paper 2
				Children will be able to learn about the features of non-chronological reports by: writing good descriptions writing sentences using expanded noun phrases planning ideas to write a non-chronological report.	Children will begin to create a dinosaur information book. This term the focus will be on: <ul style="list-style-type: none"> ▪ Contents ▪ Introduction Complete information book during summer 2	

Phonics Y1	ay play a-e shake ea each e he	ie pie i-e time o go o-e home	ue blue rescue ew chew new u-e rude cute aw claw	ea head ir bird ou cloud oy toy	i tiger a paper ow snow u unicorn	ph phone wh wheel ie shield g giant
Phonics Y2	's' sound spelt c before e, i, and y	Adding suffixes -ment, -ness to words	's' saying /zh/	'wa' saing /wo/ 'qua' saying /quo/	'tion' saying /shun/	Assessments
Handwriting Y1 & Y2					 Revisit and Revise	 Revisit and Revise
SPaG Y2	Adverbs	Word classes	Co-ordination	Apostrophes for possession	Past and Present Tense	Revisit & revise
Spellings Y1	has, his, 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	Revisit & revise
Spellings Y2	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	Revisit & revise

<p>Time for us/ Relationships and Health Education (RHE) Year 1 & Year 2</p>	<ul style="list-style-type: none"> → I know that friends should make me feel happy. → I know how to be a good friend. → I know that I should never make others feel unhappy. <p>I know who to ask for help if friends make me feel unhappy.</p> <ul style="list-style-type: none"> → I know how important my mental health is. → I know how to recognise and talk about my emotions. <p>Would you feel lonely living in the Tin Forest? Use the Mood monsters to express feelings</p> <p>***highlighted Blue is Y2 new learning</p>	<ul style="list-style-type: none"> → I know how important my mental health is. <p>Mindfulness Colouring, calm activities for SATs, Yoga for Kids – Zen Den, Emotion Coaching</p> <ul style="list-style-type: none"> → I know who to talk to if I feel unwell. → I know how to be a ‘sun safe super star’. <ul style="list-style-type: none"> → I know that I need to eat well, drink well, move well and sleep well. <p>Sun Safety day activities and discussion. Sun Safety – children will know the 6 s’s – slip, slop, slap, slide, sip, shade and UV levels. Children will be able to understand and explain UV levels and their importance. Year 2 children will be able to track the UV levels on a daily basis during the spring/ summer months. Children to be aware of sun damage photographs.</p>
<p>Science Y1</p>	<ul style="list-style-type: none"> → I know how to identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals. → I know how to identify and name a variety of common animals that are carnivores, herbivores, and omnivores. → I know how to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets). → I know how to observe changes across the four seasons. → I know how to observe and describe weather associated with the seasons and how day length varies. 	

- I know how to explore and compare the differences between things that are living, dead, and things that have never been alive.
- I know how to identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Dinosaurs** - T-Rex, Apatosaurus, Iguanodon, Plesiosaur, Velociraptor, Ichthyosaur, Pterodactyl, Triceratops
Compare with animals, plants from previous learning (carnivores, herbivores, omnivores).
- I know how to describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Zoom in Zoom Out	Solar Does It	Fuzzy Friends	Blackened Edges	Pink and Bumpy	Hooks & Loops	Rugged Ridges
Odd One Out	Pollution Everywhere	Meadow Feast	Through the Looking Glass	Wonderful Wheels	Meadow Feast	Just a Ball

Reach Out Reporter – weekly

→ I can use technology purposefully to create, organise, store, manipulate and retrieve digital content.
Take a picture of my model using a camera. Add a caption.

Pic Collage/ J2E – create a picture using paint, label/write a comment. Using the keyboard, spacebar, enter, backspace, return - 'Technology Zone' Using technology:

Algorithms



- I know and understand what algorithms are.
- I know algorithms are implemented as programmes on digital devices.
- I know that programs execute by following precise and unambiguous instructions.

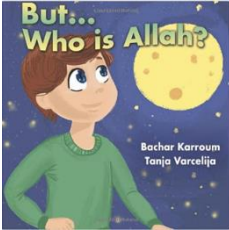
Programmes


- I know how to create and debug simple programs.
- I know how to use logical reasoning to predict the behaviour of simple programs.

Create a BeeBot map of the land of dinosaurs and programme the Beebot.
Children will programme the BeeBot to check instructions. They will rectify and debug any mistakes.

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.

Art	<p>Painting-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>-Use masking tape/ wax/ flour paste to resist paint when printing dinosaur skin patterns/ texture.</p> <p>-Draw overlaid prehistoric leaves like ferns from primary source. Colour in the negative spaces.</p> 	<p>create a prehistoric jungle using textured papers to create a layered collage like Henri Rousseau Tiger picture, discuss composition of trees and dinosaurs and if they chose landscape/ portrait.</p>	<p>-Create Dinosaur prehistoric jungle installation using recycled materials and foil. Carefully selecting material and joining techniques.</p> <p>Making different lines.</p> <p>-R Time game: sit back to back. One child gives instructions such as 'draw a short horizontal line from bottom right corner', the other child to draw it.</p>	<p>-Create different textures such as add sand to paint, create layers backgrounds gluing materials.</p> <p>-Make mini clay dinosaur sculptures paying attention to the skin textures..</p>	<p>-Design a shelter for Tom in the Land of the Dinosaurs in the style of Friedensreich Hundertwasser</p> 
D&T	Develop cutting and joining DT skills (Den building – conkers trip and Rolls Royce project: mechanisms – wheels and axels in Summer 2)					
Geography Y1 & Y2	St Georges Day- I know key features and characteristics of the four capital cities and countries that make up the UK.	I will use simple compass directions North, South, East and West I know how to locate different places around the world where dinosaurs lived and where fossils have been found in England and the world.			I will use basic geographical vocabulary to refer to key physical features - Through learning about Mary Anning and the Jurassic Coast I know key physical features of the coast.	
History Y1 & Y2	To be taught about events beyond living memory that are significant nationally or globally - The children will find out about Dinosaurs, using technology to find out facts and dates of when the dinosaurs lived.		King Charles II Coronation -To be taught about significant historical events, people and places in their own locality. -To be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods			

RE Y1 & Y2	<p>1.8 I know how we should care for others and the world, and why does it matter?</p> <ul style="list-style-type: none"> → Re-tell Bible stories and stories from another faith about caring for others and the world (A2). → Identify ways that some people make a response to God by caring for others and the world (B1). → Talk about issues of good and bad, right and wrong arising from the stories (C3). → Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</p> 	<p>Introduce the idea that each person is unique and important, using e.g. Christian teachings that God values everyone (Matthew 6.26); Jesus blesses the children (Matthew 19, Mark 10, Luke 18); Psalm 8 (David praises God's creation and how each person is special in it).</p> <p>Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Explore stories from the Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 5 v.1–11), four friends take the paralysed man to Jesus (Luke 5 v 17–26), Bible Story – The Paralyzed Man – The New Testament.</p> <p>Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. Zakat, alms giving, in Islam, Read stories about how some people have been inspired to care for people because of their religious beliefs e.g. Mother Teresa, Dr Barnardo, Sister Frances Dominica; people known in the local area. Florence Nightingale.</p> <p>Having studied the teachings of one religion on caring, work together as a group to create an event e.g. a 'Thank you' tea party for some school helpers – make cakes and thank-you cards, write invitations and provide cake and drink, or organise a small fund-raising event and donate the money to a local charity.</p> <p>Look carefully at some texts from different religious scriptures about the 'Golden Rule' and see if the children can suggest times when it has been followed and times when it has not been followed. Talk about how the golden rule can make life better for everyone. Make cartoons to show their ideas.</p> <p>Explore the creation account in Genesis 1 in varied and creative ways, to find out what it tells Christian believers about what God is like, and what these stories tell believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it).</p> <p>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. Make links with the Jewish idea of tikkun olam (repairing the world) and Tu B'shevat (new year for trees).</p>
Construction Small world	<p>Dinosaurs</p> <p>Build a... land of the dinosaurs scene using small world and construction</p>	

Role play/ explore area	Be a palaeontologist. Dinosaur excavation site- bones, sand, paint brushes, magnifying glasses, rulers, clipboards, Dinosaur fact books.	
Music Y1 & Y2	<p>→ I can create, select and combine sounds using the inter-related dimension of pulse/beat, rhythm and pitch. 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. Learn to play and perform on a tuned instrument musically (eg recorder) following simple notation.</p> <p>→ I know how to experiment with the inter-related dimensions of pulse/beat, rhythm and pitch.</p> <p>Use topic related vocabulary – bird names, plant/tree names, dinosaur names. Copy rhythms made by an adult on claves.</p>	
PE Year 1	 <p>Exceeding</p> <ul style="list-style-type: none"> • I can begin to compare my movements and skills with those of others. • I can select and link movements together to fit a theme. <p>Expected</p> <ul style="list-style-type: none"> • I can explore and describe different movements. <p>Emerging</p> <ul style="list-style-type: none"> • I can observe and copy others. 	

PE
Year 2



Exceeding

- I can make up my own rules and versions of activities.
- I can respond differently to a variety of tasks or music.

Expected

- I can select and link movements together to fit a theme.
- I can begin to compare my movements and skills with those of others.

Emerging

- I can explore and describe different movements.