

Medium term plan-Summer 2 -

Continuous provision challenges whole class

| | | | | | | | |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------|
| Week | 5 th June Creative arts week | 12 th June Healthy eating week Phonics screening Assessments in | 19 th June | 26 th June Reports go home. | 3 rd July (4days) Transitions 4 th Parents eve | 10 th July 11 th sports day | 17 th July 19 th St Marys |
| Wow | Treasure Chest | | | | | | |
| Maths | Position and direction | Numbers to 100. | | Time | | Money | |
| English | Hook: find a pirate chest full of treasure. Read and collect pirate words – topic vocabulary. Create a pirate word bank using words. Van Gogh painting- Fishing boats The beach Speech bubble a day I see... I can hear... I feel... If I had a boat I would ...because.... | Shared reading - The Pirates Next door (VIPERS) Talk boost- what do the pirate characters look like? Character descriptions - nice, friendly, fierce. Create a word bank. Using colourful semantics write sentences about pirates eg The ugly pirate jumped over the huge treasure chest. (use CIP wordbank to support) Handwriting | Shared reading - The Pirates Next door (VIPERS) Write a prediction for what will happen next in the story. Receive a letter from Tilda asking them to say what will happen to her. Create a class text map of story. Record on whiteboards. Write the beginning of Tilda’s story using text map. Handwriting | Shared reading - The Pirates Next door (VIPERS) Verbally recite and act out the next part of our stories. Write middle part of the story using a text map. Complete stories. Handwriting. | Shared reading – Blackbeard (VIPERS) Learn about the pirate roles in a crew. Create and write a word bank of jobs. Write a speech bubble naming and describing their pirate job. Handwriting. | | Memories of Year 1. |
| Wordwise | /ai/ eigh aigh ey ea eight straight grey brea /n/ n gn nee gnaw /m/ mb thumb /ear/ ere eer here deer | /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large | /sh/ ti ssi si ci potion mission mansion delicious | /or/ augh our oar ore daughter pour oar more | | | |
| Handwriting Not joining | | | | | | | |
| Spellings | busy beautiful pretty hour | move improve parents shoe | | | | | |

| | | | | | | | |
|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------|--|
| Time for us/ Health and Relationships | Revisit learning from previous terms as needed in each class. | | | | Transition New beginnings Relationships- helping hands. | | |
| Science Explorify Reachout Reporter | - | <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>Pirate finds the animals on his adventures...sends postcards, 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. Which treasure sinks and floats. best material- Flappy Fish race/ making a sail for a boat.</p> | | | |
| Computing | <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 know how to use technology safely and respectfully. Engage with Project Evolve activities and stimulus: Copyright and ownership</p> | | <p>→ I can use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use sketch a song to make pirate music</p> <p>→ Record a film in groups, acting out a story</p> <p>→ J2E Animate – Create a simple animation of a</p> <p>→ Art link -use j2e to draw</p> | | | | |
| Art (Creative arts week- to launch) | Van Gogh picture. Exploring shells and creating in various ways | Explore colour | Fruit to dye fabrics | Turn myself into a pirate Skull and crossbone flags- save for end picture | Peg pirates Printing treasure J2e animations | Sea side picture to build up | |
| | Preliminary work: Working directly on copy of Van Gogh | Create different values of colour: | Textiles → Use dyeing techniques to | Explore manmade (e.g in | Use a variety of painting equipment | -Replicate different textures/ surfaces through a range of media. | |

| | | | | | | |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p><i>'Fishing Boats on the Beach at Saintes-Maries-de-la-Mer'.</i></p> <p>Paint on different surfaces, including fabric, layering and mixed media.</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>Investigate tone by: 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. Use different grades of pencil and</p> | <p>Mix different shades (adding black)</p> <p>-Mix different tints (adding white) Record colour experiments to make shades and tints. Record investigations in sketchbooks</p> | <p>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>clothes and buildings)</p> <p>-Design a new outfit for a pirate using patterns. Warm up: Put a picture of a pirate with tshirt/ trousers cut out held up to things in the environment/ printed patterns.</p> <p>Use drawing equipment in a variety of ways e.g shading.</p> <p>-skull and crossbone- shade and rub out features. showing shading/ different grades of grey inspired by artist Vija Celmins. Also introduce rubbing out to create negative white spaces (e.g highlights</p> | <p>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>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Cut and shape fabric using scissors.</p> <p>-Make peg pirates like Edwina Bridgeman peg people.</p> <p>Drawing Develop mark- making using a range of media and tools: pencil, chalk, pastel, charcoal, pens. Use J2E app to draw. Select a</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> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | | | | | | |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | pressure to create tones/ shades. | | | | background, add shapes and pictures, draw freely and add animations. | |
| D&T | <p>Evaluating</p> <ul style="list-style-type: none"> • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. | <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand that all food comes from plants or animals • Name and sort foods into the five groups in the Eatwell guide. • 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>. • Know how to prepare simple dishes safely and hygienically without using heat source. | <p>Making</p> <ul style="list-style-type: none"> • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. | <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know that food ingredients should be combined according to their sensory characteristics • Know the correct technical vocabulary for the projects they are undertaking | <p>Designing</p> <ul style="list-style-type: none"> • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. | <p>Design, make and evaluate a rainbow fruit/ vegetable kebab (product) for yourself and friends (user) for learning how to eat healthy and celebrate Sports day (purpose). (Outlined in project on a page document)</p> |

| | | | | | | | |
|------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--|--|
| | | <ul style="list-style-type: none"> • Know how to use techniques such cutting, peeling and grating. • Know and use technical and sensory vocabulary relevant to the project. | | | | | |
| Geography | | | <p>I will use basic geographical vocabulary to refer to human features; city, town, house, port, harbour, village and shop</p> <p>- 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, house, office,</p> | <p>I will use simple compass directions North, South, East and West</p> <p>Beebots and</p> | | |

| | | | | | | | |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| | | | | port, harbour and shop | | | |
| | | | | create treasure maps | | | |
| History | <p>→ To be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Children will learn about Neil Armstrong, Robin Hood, Famous pirates</p> | | | | | | |
| RE | | | <p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). → 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)</p> | | <p>1.5 – I know what makes some places sacred? → Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). → Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). → Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them fee</p> | | |
| Construction/small world | Creating pirate ships. | | | | | | |
| Real Maths shop | Seaside gift shop and ice cream parlour | | | | | | |
| Music | I can create, select and combine sounds using the inter-related dimensions of pulse/beat, rhythm and pitch.Create musical sound effects and short sequences of | Use music technology, if available, to capture, change and combine sounds. | Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. | | | | |

| | | | | | | | |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| | sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves) | | | | | | |
| | create a sequence of sounds using a treasure island as a stimulus using percussion instruments – link to stories. | Create sound effects to the story using various tuned and untuned instruments. Use the sketch a song app. | | | | | |
| | | | | | | | |
| PE | REAL PE – Unit 2- Social | | | | | | |
| | 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