

Topic Overview – What’s inside the egg? Summer Term 2

Medium term plan- Summer 2 – What’s inside the egg?

	Week 1 w/c 5/6 Creative Arts week 9 th RR DT vehicle project 2	Week 2 w/c 12/6 Phonics Screening Check 15 th Classes 4, 7 and 9 visit Conkers 16 th Meet the author online 16 th RR DT vehicle project 3 Mr Arter’s steel band music workshops for the Year 1 children	Week 3 w/c 19/6 23 rd RR DT vehicle project 4	Week 4 w/c 26/6 28 th RR celebration event (3 children)	Week 5 w/c 3/7 INSET day 5 Transition visit 1 9:30 to 11:30 Transition visit 2 9:30 to 11:30 Transition visit 3 9:30 to 11:30	Week 6 w/c 10/7 Sports day Year 2 graduation event day	Week 7 w/c 17/7 Rock Steady club concert for parents and carers St Mary’s Church visit school for an end of year assembly
Wow	The children will see the dinosaur come to our school - video						
Maths Y1	1C book Numbers to 100 See Power Maths long term plan for objectives	Time			Money		End of unit
Maths Y2	2C book Position and direction	Problem Solving and Efficient Methods		Time	Weight, Volume and Temperature		

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- writing good descriptions
- writing sentences using expanded noun phrases
- planning ideas to write a non-chronological report

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English Y1 & 2	Children will create a dinosaur information book. Contents Introduction	Herbivore Dinosaur	Carnivore Dinosaur Omnivore Dinosaur	Dinosaurs that can fly My Favourite Dinosaur Front cover	Glossary	Showcase Museum	
Phonics Y1	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee 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 review	review		
Phonics Y2	Adding the suffixes -ful, -less, and -ly to words	Homophones	Adding the prefix dis-	The possessive apostrophe (singular nouns)	Revisit & revise	Revisit & revise	Revisit & revise
Handwriting Y1	c o a d g q	m n r h b k	v w u y	s f x z	b k p	i l j t	Revisit
Handwriting Y2	IPBRDU er nw wo we	LEFMA vy zi ze iz	TIJHK wm am ny en	ki mi cl u CGOQS	ky kn ok rk XVWYZ	qu nq us os Revisit	lt it lit cu up Revisit
SPaG Y2	Recapping pronouns	Forming nouns using -er	Progressive tense	Apostrophes for contractions	Up-levelling sentences	Revisit & revise	Revisit & revise
Spellings Y2	Race, ice, cell, fancy	Cold, sugar, kind, mind, behind	Gold, eye, told, everybody, every	Hold, could, child, children, sure	Revisit & revise	Revisit & revise	Revisit & revise

<p style="text-align: center;">Time for us/ Relationships and Health Education (RHE) Year 1&2</p>	<p>→ I know that I need to eat well, drink well, move well and sleep well. → I know how to be a 'sun safe super star'.</p> <p>Continuation of Sun Safety activities and regular discussions. 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>***highlighted Blue is Y2 new learning</p>	<p style="text-align: center;"><u>Supporting children through transition to CCJA</u></p> <p>→ I know how important my mental health is.</p> <p>→ I know who to talk to if I feel unwell.</p> <p>→ I know how to recognise and talk about my emotions.</p> <p>→ I know that friends should make me feel happy.</p> <p>→ I know how to be a good friend.</p> <p>→ I know that I should never make others feel unhappy.</p> <p>→ I know who to ask for help if friends make me feel unhappy.</p> <p>→ I know who to talk to if I feel unhappy.</p> <p>→ I know exercise and being outside helps me to be happy.</p>
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<p style="text-align: center;">Science Y1&2</p>	<p>→ I know how to explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>→ 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.</p> <p>Dinosaurs - T-Rex, Apatosaurus, Iguanodon, Plesiosaur, Velociraptor, Ichthyosaur, Pterodactyl, Triceratops Compare with animals, plants from previous learning (carnivores, herbivores, omnivores).</p> <p>→ 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.</p> <table border="1" data-bbox="257 1133 1787 1343"> <thead> <tr> <th></th> <th>Week 1</th> <th>Week 2</th> <th>Week 3</th> <th>Week 4</th> <th>Week 5</th> <th>Week 6</th> </tr> </thead> <tbody> <tr> <td>Zoom in Zoom Out</td> <td>Solar Does It</td> <td>Fuzzy Friends</td> <td>Blackened Edges</td> <td>Pink and Bumpy</td> <td>Hooks & Loops</td> <td>Rugged Ridges</td> </tr> <tr> <td>Odd One Out</td> <td>Pollution Everywhere</td> <td>Meadow Feast</td> <td>Through the Looking Glass</td> <td>Wonderful Wheels</td> <td>Meadow Feast</td> <td>Just a Ball</td> </tr> </tbody> </table> <p>Reach Out Reporter – weekly</p>		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
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→ 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

See Art week plan

Make a dinosaur fossil picture using paper straws to represent bones. Bring it forward: positive negative space.
[Looking at work of Ernst Haeckel](#)

-Drawing Biannual self-portrait. Children will reflect on progression in drawing skill and decision making. Inspired by famous artist: [Seurat](#)
 Learn about -pointillism
 -Stippling

-Use computer to draw pictures of dinosaurs Bring it forward: Shape, background/ foreground

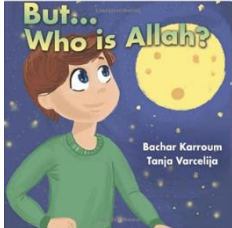
Learn about warm/ cool colours to create atmosphere. Create a background for next weeks picture.

-Draw/ cut out/ paint dinosaur silhouettes to add to last weeks background. Talk about contrast
 Learn about space: Develop skills to express a sense of space e.g using foreground, middle ground, background, perspective

- Express form in 3D sculpture/ materials. Make miniature dinosaur models. Make armature structure from wire and foil and add clay. Use tools to create skin texture.

-Add materials to paint e.g sand and glue to paint to represent skin texture on dinosaur pictures.

D&T	<p>Develop cutting and joining DT skills Den building – conkers trip</p> <p>→ Rolls Royce project: I know how to use Mechanisms: Wheels and axles</p> <p>→ Design, make and evaluate a moving vehicle (product) for toy dinosaur (user) to move around the Island of Dinosaurs (purpose)</p> <p>Designing</p> <ul style="list-style-type: none"> • Generate initial ideas and simple design criteria through talking and using own experiences and research. • Develop and communicate ideas through drawings and mock-up models. <p>Making</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> • Explore and evaluate a range of products with wheels and axles. • Evaluate their ideas throughout and their products against original criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project: vehicle, wheel, axle, axle holder, chassis, body, cab, assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism, names of tools, equipment and materials used, design, make, evaluate, purpose, user, criteria, functional. <p>Learn about Henry Royce and Charles Rolls and meet local engineers.</p>
History	<p>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.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Religious Educations</p>	<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>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Construction Small world</p>	<p>Dinosaurs Build a... land of the dinosaurs scene using small world and construction</p>	

<p>Role play/ explore area</p>	<p>Be a palaeontologist. Dinosaur excavation site- bones, sand, paint brushes, magnifying glasses, rulers, clipboards, Dinosaur fact books.</p>
<p>Music</p>	<p>→ I know how to experiment with the inter-related dimensions of pulse/beat, rhythm and pitch. Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch) Use a dinosaur picture or video clip as a stimulus for children to create their own music using body percussion and/or instruments.</p> <p>→ I can play untuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch. Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</p> <p>Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).</p> <p>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</p> <p>Create and perform their own chanted rhythm patterns with the same stick notation. Use topic related vocabulary – bird names, plant/tree names, dinosaur names. Copy rhythms made by an adult on claves.</p> <p>Read and perform chant rhythm patterns with these words and represent with stick notation. Ext – create their own patterns and perform.</p>

PE
Year 1



real gym / Year 1

Unit

Learning Focus

1



Exceeding

- I can help others in their learning.

Expected

- I can work sensibly with others, taking turns and sharing.

Emerging

- I can play with others with help.



PE
Year 2



real gym / Year 2

Unit

Learning Focus

1



Exceeding

- I am happy to show and tell others about my ideas.

Expected

- I can help, praise and encourage others in their learning.

Emerging

- I can work sensibly with others, taking turns and sharing.

