

Topic Overview – What's inside the egg?
Summer Term 1 – Year 1 and Year 2




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

	Week 1 w/c 21/4	Week 2 w/c 28/4	Week 3 w/c 5/5	Week 4 w/c 12/5	Week 5 w/c 19/5
	Bank holiday Engineer visit (22.3) St. Georges Day (23.4)	KS1 tests Optional National Curriculum Tests D&T Celebration Event-2/5	Bank holiday Sun safety week 80 th anniversary Victory in Europe-8 ⁵	SEND meetings	Class 4 assembly 20/5 Class 5 assembly 22/5 Class 6 assembly 23/5 Junior tour 20/5
Wow	Dinosaur – Explore the giant egg and video coverage of a dinosaur visiting school. Make a hot air balloon.				Class assemblies
Maths Year 1	Unit 12 Fractions		Unit 13 Position and direction		Unit 14 Numbers to 100
Maths Year 2	Unit 9: Mass, Capacity & Temperature (8 lessons)		2C book Unit 10: Fractions(12 lessons)		Unit 10: Time (5 lessons)
English	Writing focus – engineering visit Structural theme Making cars	Sentence structure Editing parts of the story. Focus punctuation	Week 3 and 4 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 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		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: Contents, Introduction

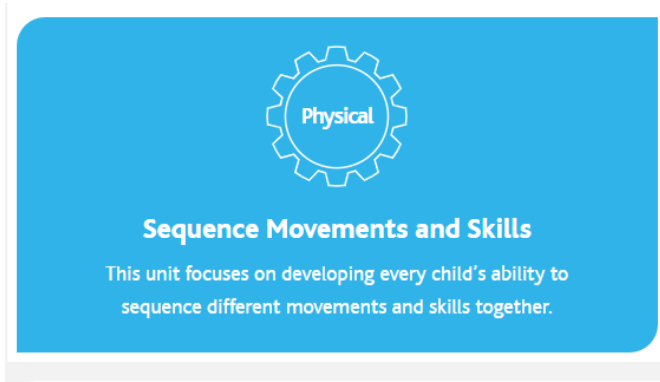
Little Wandle Year 1	Summer 1 LW - Week 3	Summer 1 LW – Week 4	Summer 1 LW – Week 5	Summer 1 LW – Week 6	Assessment Week
Phonics	Why does 'c' make the sound /s/ in some words?	How can I spell the sound /zh/?	What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?		How can I show missing letters in a word?
Handwriting Year 1	i, l	j, t	c, o, a	d, g, q	e
Handwriting Year 2	fo fa uf of IPBRDU coadgqe	LEFMA mnrhbkp ngdg iq oq	v w u y ht ha wh th TIJHKN	ki mi cl wl Revisit and Revise CGOQS	ky kn ok rk Revisit and Revise XVWYZ
SPaG Year 1	Space rhyming words	Adding 'ing and er'	Adding 's and -es'	Adding 'ed'	Revisit suffixes
SPaG Year 2	Adverbs	Word classes	Co-ordination	Apostrophes for possession	Past and Present Tense
Spellings	Beautiful, laugh Here/hear	Busy, pretty Be/bee	Parents, because Bare/bear		There/their/they're

Time for us/ Relationships and Health Education (RHE)	<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 how important my mental health is.</p> <p>→ I know how to recognise and talk about my emotions.</p> <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>	<p>→ I know how important my mental health is.</p> <p>Mindfulness Colouring, calm activities for transition, Yoga for Kids – Zen Den, Emotion Coaching</p> <p>→ I know who to talk to if I feel unwell.</p> <p>→ I know how to be a ‘sun safe super star’.</p> <p>→ I know that I need to eat well, drink well, move well and sleep well.</p> <p>Sun Safety day activities and discussion.</p> <p>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>																									
Science Y2	<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</p> <p>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><tr><td></td><td>Week 1</td><td>Week 2</td><td>Week 3</td><td>Week 4</td><td>Week 5</td><td>Week 6</td></tr><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></table> <p>Classifying – Living, non-living, never been alive</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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	RSPB Curriculum for Nature - How to grow sunflowers. TAPS - Plant growth comic strip – complete from Spring 2 Reach Out Reporter – weekly			
	Images to sort things that are living, dead and never been alive.	Find the dinosaur egg in the garden. Habitats- revisit animal habitats we have learnt about- Africa, Antarctica and our school grounds. Find dinosaur poo- investigate which group it is from carnivores, herbivores, omnivores	Create food chains. Compare where dinosaurs live to maps using geographical language, make links to food sources. Using dinosaur information place them on a map eg eats fish- needs to live near water.	
Computing	→ I can use technology purposefully to create, organise, store, manipulate and retrieve digital content. → I can label/write a comment. Using the keyboard, spacebar, enter, backspace, return	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.		Use music technology, to capture, change and combine sounds.
	J2E – Take a picture of my model using a camera. Add a caption.	‘Technology Zone’ Using technology: 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 the ‘Sketch-a-Song’ app on the i-pads to combine sounds to create music- dinosaur theme
Art	I know how to use painting to develop and share their ideas, experiences and imagination	I know how to use a wide range of art and design techniques using space	I know how to use sculpture to develop and share their ideas, experiences and imagination	I know how to use a wide range of art and design techniques using texture.

	<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 overlayed 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>Design a shelter for Tom in the Land of the Dinosaurs in the style of Friedensreich Hundertwasser</p>	<p>-Create Dinosaur prehistoric jungle/ tom and the dinosaurs 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>	
D&T	<p>Develop cutting and joining DT skills</p> <p>Vehicle project: Mechanisms – wheels and axels</p> <p>→ Design, make and evaluate a moving vehicle (product) for a toy dinosaur (user) to move (purpose)</p> <p>(Outlined in project on a page document)</p>					
Geography	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			I will use basic geographical vocabulary to refer to key physical features -	
	St Georges Day-small world- dragons etc Maps of UK Story of St George	Find Where dinosaurs lived and where fossils have been found in England and the world.			Through learning about Mary Anning and the Jurassic Coast I know key physical features of the coast.	

History	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. Person to study: Mary Anning Week 3- 80 th anniversary Victory in Europe- British Values lessons - What are British values? Session 1- Democracy and the rule of Law Session 2- Tolerance and respect Session 3- Celebrating you!				
Religious education	1.8 I know how we should care for others and the world, and why does it matter? → 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) Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).				
	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).	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.	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.	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.	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). 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).

Construction Small world	<p>Dinosaurs</p> <p>Build a... land of the dinosaurs scene using small world and construction Relating to the book</p> <p>Build a... volcanoes</p> <p>Build a... city,</p>
Role play/ explore area	Be a palaeontologist. Dinosaur excavation site- bones, sand, paint brushes, magnifying glasses, rulers, clipboards, Dinosaur fact books.
Music	<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	<p>Unit 5</p> <p>I know how to send with good accuracy and weight.</p> <p>I know how to get in a good position to receive.</p> <p>I know how to collect the ball safely</p> <div data-bbox="927 983 1585 1366">  <p>The graphic is a blue rounded rectangle with a white gear icon at the top center containing the word 'Physical'. Below the icon, the text reads: 'Sequence Movements and Skills', 'This unit focuses on developing every child's ability to sequence different movements and skills together.'</p> </div>