**STUNNING STARTER**

Exploring Habitats – Carousel across the three
classes to learn about different habitats and to produce art work for display.
JH – Ocean EC – Rainforest SB - Woodland

**FANTASTIC FINISH**

Children to produce a 3D model of an animal.
Perform dances created in PE.

**Medium Term Plan**

**Physical Education**

Swimming and Water Safety

Running & Jumping

\*Throwing & Catching

Flexibility, Technique, Control and Balance

\*Co-ordination, Agility & Strength

\*Movement & Pattern

Healthy & Active Lifestyle

**Computing**

Finding Things Out

Making Things Happen

Programming

Sharing & Reviewing

Investigating & Exploring

**Art & Design**

Drawing

Painting

3D Modelling

Printing

Textiles

**Design & Technology**

\*Design

\*Make

\*Evaluate

Axis, Pulleys and Gears

Electrical and Mechanical Components

Food Technology

Mechanisms

Structures

Textiles

**Geography**

Geographical Enquiry

Geographical Skills & Fieldwork

\*Location & Place Knowledge

\*Human and Physical

Sustainability

**History**

\*Finding Out About the Past (Enquiry)

Finding Out About the Past (Chronology)

Historical Events

Lifestyles of People in the Past

Significant People in the Past

**Religious Education**

Learning about Religion

Learning from Religion

**Modern Foreign Languages**

Listening and Responding

Speaking

Writing

**Music**

\*Play and Perform

Improvise and Compose

Listen and Understand

Musical Notation (KS2)

History of Music

**PSHE**

Health & Wellbeing

Relationships

Living in the Wider World

**Speaking and Listening**

**Reading**

Word Reading\*

Comprehension\*

**Writing**

Phonics and Spelling

Punctuation

Vocabulary

Sentence and Text

Handwriting and Presentation

Composition

Story

Information

Poetry

**Science**

Working Scientifically –\* Planning\*

Working Scientifically –\* Recording Evidence\*

Working Scientifically – Conclusions\*

Plants

Animals, including Humans

Life Processes

All Living Things

Habitats

Everyday Materials

Changing Materials

Light and Sound

Electricity

Forces and Magnets

**Mathematics**

Problem Solving\*

Communicating\*

Reasoning \*

Number and Place Value

Mental Maths

Operations – Addition

Operations – Subtraction

Operations – Multiplication

Operations – Division

Fractions and Decimals (KS1)

Fractions, Decimals and Percentages (KS2)

Algebra (KS2)

Ration and Proportion (KS2)

Geometry – 2D Shapes

Geometry – 3D Shapes

Position and Direction (KS1)

Position and Movement (KS2)

Measures – Length

Measures – Mass

Measures – Capacity & Volume

Measures – Time

Statistics – Processing and representing data

Statistics – Interpreting data

Term: Summer Class: Y1/2 Teacher: EC/SB/JH

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| **Writing Genres** |
| Story | Poetry | Non-chronological | Instructions |
| Newspaper reports | Letters / Diary | Play Scripts | Recount |
| Persuasive | Explanation | Biography | Autobiography |

**KEY EVENTS**

**- Sports Day**

**-Healthy Living Week**

**-Transition**

**-Visitor (Wildlife)**

**Who is top dog?**

**ENGLISH**

**Genres**To write a recount of our trip to Blackpool Zoo.
To write a letter to a character in the Greak Kapok tree.
To write a balanced argument linked to habitats using the The Great Kapok Tree. **Science Link**
To write a playscript based on Jack and the Beanstalk. **Science Link**
To write a report about the opening of Blackpool Zoo. **History Link**
**Writing-**
To plan and rehearse ideas.
To proofread and check their own work.
To evaluate their writing with peers and adults.
To use join letters together using lead outs.
To spell year one and two common exception words correctly.
To use a range of suffixes e.g. ing, ful, less, ly, er and est.
To spell words containing each of the graphemes already taught.
To use their phonics knowledge when spelling unfamiliar words.
To punctuate sentences with capital letters and full stops.
To use a range of reason and time connectives e.g. if, so, before, after.
To use interesting adjectives, verbs and nouns.
To use the correct tense.

**Reading-**To apply phonic knowledge to decode words.
To read accurately by blending, including alternative sounds for graphemes.
To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently **(science link).**
To link what they read or hear read to their own experiences.
To participate in discussion about books and poems.
To retell a wide range of stories, fairy stories and traditional tales – **Jack and the Beanstalk**
To discuss the sequence of events in books and how items of information are related.
To recognise and join in with predictable phrases.
To recognise simple recurring literary language in stories and poetry.
To discuss word meanings.
To check that the text makes sense to them as they read.
To predict what might happen on the basis of what has been read so far.
To make inferences on the basis of what is being said and done.
To recognise that non- fiction books are often structured in different ways.

**COMPUTING Spreadsheets and graphs. Maths link.**

**Graphs to show favourite animals.**

To develop simple classification skills based on practical sorting activities.
To independently plot data as a pictogram, block chart or bar graph.
To be aware that graph types can be changed.
To discuss the graphs and answer simple questions.
To use the search tools in a prepared database to answer simple questions.

**HISTORY Local history study in Blackpool: The opening of Blackpool Zoo. Write a report about the Opening.**To describe memories of key events in lives using source material and the experience of people.
To place key events on a timeline.
To recognise the difference between past and present in their own and others’ lives.
To recognise why people did things, why events happened and what happened as a result.
To distinguish between fact and fiction.
To compare pictures or photographs of people or events in the past.
To discuss reliability of photos/ accounts/stories.

Find answers to simple questions about the past

**DT Animal Sculptures linked to Animals (science)
Food Technology: Make animal kebabs.**
To suggest ideas and explain what they are going to do. To select and use appropriate fruit and vegetables, processes and tools. To use basic food handling, hygiene practices and personal hygieneTo develop design ideas from research.
To identify a purpose for their design idea.With help, measure, mark out, cut and shape a range of materials.
To handle tools safely and appropriately.
To use simple finishing techniques to improve the appearance of their product.
To evaluate their product by discussing how well it works in relation to its purpose.
To evaluate their products as they are being developed, identifying strengths and improvements.

**NON-NEGOTIABLES**

**- -** Food Technology

- Practical Science Experiments

- English unit evident and embedded throughout the week.

**Art** **Textiles: Making an animal picture using felt/stitching**To practice weaving.
To find out how textiles create things. To use materials for a purpose.
To use wide eyed needles for running stitches.
To explore other simple stitches. To show an awareness of man-made forms.
To express personal ideas and experiences.
To use decorative techniques.

**MUSIC Exploring sound sources (pulses and rhythm). Instruments to make animal sounds.
Listen to and perform the carnival of the animals.**To perform cumulative songs.To change and combine sounds when creating music.
To explore their feelings about music using movement, dance and expressive language.
To identify silence and sounds that are loud and quiet and the differences between fast and slow speeds.
To understand how sounds can be made in different ways and described using given invented signs and symbols.
To explore a variety of vocal qualities through singing and speaking.
To offer comments about own and other’s work – ways to improve/accept feedback.
To use onomatopoeia sound words to describe selected sounds and the ways in which they are pronounced.
To recognise the difference between a steady beat and no beat and identify sections within a piece of music which sound the same or different.

**RE Christianity – The Church**

To identify symbols used in Christian worship.
To talk about how and why symbols might be used in Christianity.
To identify and describe features of a church.
To suggest beliefs and values that might unite the Christian community.
To talk about why some Christians might think it is important to come together to worship God.
**Judaism**To retell the story of Moses being given the Ten Commandments.
To know some of the Ten Commandments.
To learn about the Sabbath day.
To know about the Jewish tradition of Friday night dinner.
To talk about why some people are particularly special to us.

**GEOGRAPHY Local Changes linked to Blackpool Zoo: to create their own maps of land in Blackpool.**

To look at the local area before and after the building of Blackpool zoo.
To make comparisons by writing a report.
To consider human and physical geography.
To research how man has changed the look of the landscape and how this affected both jobs and tourism.
To find out about their environment by looking at photos, film footage and considering accounts of those alive at the time.
To create simple maps with a key and symbols with some support.

**SMSC/ PSHE / BRITISH VALUES Safe and healthy lifestyles and E-safety.**
To discuss the rules of the law.
To keep ourselves and others safe.
To know how the emergency services help us and how to get their help.
To discuss ways of keeping physically and emotionally safe.
To know how to maintain a healthy lifestyle.
To discuss how to make real, informed choices.
To recognise that choices can have good and not so good consequences.
To know ways of keeping our body healthy including diet.
To know ways to stay safe online.
To use the internet safely and respectfully.
To know how to keep their personal information private.

**OUTDOOR LEARNING**

Gardening

Habitat enquiry
Planting

**PE Dance, Athletics and Multi-Skills Sports Day and Multi-Skills Festivals**

**Dance** – linked to habitatsTo learn basic movements relating to feelings.
To use a range of vocabulary to describe moods and how dances make them feel.
To show that they have a clear starting and finishing position.
To remember and repeat simple dance phrases.
To respond to different music showing a range of emotions.
To perform dance movements and simple routines using simple movement patterns. To evaluate and improve a dance performance by recording and viewing their rehearsals.
**Multi-Skills**To take part in multi-skills festivals designed to develop the fundamental movement skills of balance, co-ordination and agility.
To develop balance, agility and co-ordination.
**Athletics**
To explore movement techniques with increased control.
To change the speed and direction whilst running.
To jump from a standing position with accuracy.
To perform a variety of throws with control and coordination.
To use equipment safely.

**MATHS**

**Time**

To use time & ordering vocabulary.

To tell the time to the hour and half-hour.

To use language for the days, weeks, months & years.

To tell time to the nearest 5 minutes including quarter to/past.

To compare and sequence intervals of time.

**Measure**

To use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest.

To measure and record length, capacity, weight.

To know and use standard measures.

To read scales to nearest whole unit.

To compare and order measures using < or >.

**Position and Direction**

To describe position & movement, including half, quarter and three-quarter turns.

To use terminology for position & movement.

**Problem Solving**

To solve problems involving measure.

To solve reasoning problems.

**SCIENCE
Plants and Animals**

To explore and compare the difference between things that are living, dead, and things that have never been alive.
To identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other.
To identify and name a variety of plants and animals in their habitats, including micro-habitats.
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.

**Working Scientifically**

To ask simple questions and recognise that they can be answered in different ways.
To observe closely, using simple equipment.
To perform simple tests.
To gather and record data to help in answering questions.
To identify and classify.
To use their observations and ideas to suggest answers to questions.
To begin to consider their results and what they mean.
To think about which other tests they would like to undertake.

**Texts**

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| Living Things and their Habitats(information book) | The Greak Kapok Tree by Lynne Cherry |

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| The Umbrella by Jan Brett | Jack and the Beanstalk (story and playscript) |

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| I see a Kookaburra | The Variety of Lifeby Nicola Davies |