**STUNNING STARTER**

Create sculptures outside with plants

**Medium Term Plan**

**FANTASTIC FINISH**

3D model of Blackpool Tower

**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

**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

Term: Summer Class: Year 1/2 Teachers: Miss Wilson, Miss Gregson, Mr Boyd/Mr Shuttleworth

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

What comes first? The chicken or the egg?

**ENGLISH WRITING**

* Write sentences that are sequenced
* Ensure sentences with appropriate punctuation
* Write for a range of purposes and audience
* Use tenses appropriately
* Write a newspaper report about the building of Blackpool Tower (Geography/History link)
* Write a letter to the zoo keepers asking questions about animals (Science link)
* Playscript (Geography/History link)

**MATHS**

* To recall doubles and halves of numbers
* To recognise number bonds within 10, 20 and 100
* Recall multiplication and division facts for 2, 5 and 10.
* Add and subtract any 2-digit numbers using an appropriate strategy- number line, drawing base 10, counting on
* Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry
* Organise numbers, shapes and objects into categories and ask and answer simple questions about each category.
* Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
* Apply four operations knowledge when solving reasoning and problem solving

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| **Texts**  |
| The Jolly PostmanDear Zoo | News reports | Recounts of various events | Playscripts |

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**KEY EVENTS**

- Class assemblies

- Y1 Phonics Screening

-Y2 SATs

- Healthy Living Week

- Sports Day

- Zoo Trip

**ENGLISH READING**

Guided reading as groups and whole class

* Read and respond to a text
* Prediction and inference
* Explain what has happened so far in what has been read
* Check it makes sense can correct any inaccuracies
* Sound out unfamiliar words

**HISTORY**

* Organise and sequence events and objects.
* Use a variety of simple historical terms and concepts.
* Retell simple stories from the past and recognising the distinction between past and present.
* Identify and recognise similarities and differences between their own lives and someone from the past.
* Demonstrate simple historical concepts through role play, drawing and writing.

**GEOGRAPHY**

* Look at the local area before and after the building of Blackpool tower – at this point in the year make comparisons by writing a report either by using a teacher provided framework or more independently.
* Consider how the town developed after the building of the tower – accounts by those living at the time if available would be useful. Children write a more detailed report and some may be able to structure it themselves.
* Consider human geography which is more of a focus here – how man has changed the look of the landscape and how this affected both jobs and tourism. Again this can be linked to report writing.
* Children will find out about their environment by looking at photos, film footage and considering accounts of those alive at the time. Create simple map with key and symbols independently.

**SCIENCE**

- Identify common plants & their parts

- Compare & identify common

 animals

**OUTDOOR LEARNING**

- Science (plants around school)

- Art (sculpture with plants)

**PE**

- Dance

- Multi-skills throwing and catching games

- Athletics

- Multi-skills striking games

SCIENCE

* Identify and name a variety of common wild and garden

plants, including deciduous and evergreen trees

* Identify and describe the basic structure of a variety of

 common flowering plants, including trees

* Identify and name a variety of common animals that are

birds, fish, amphibians, reptiles, mammals and invertebrates

* Identify, name a variety of common animals that are carnivores, herbivores & omnivores
* Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets)

**RE**

**Christianity - What do some people do because they believe in God?**

- Explore the significance of water in life.

- Develop familiarity with the celebration of infant baptism.

- Begin to appreciate the use of symbolism.
- Understand that when Christians are baptised they are following the example of Jesus.

**Judaism -** **What do some people do because they believe in God?**

- Collect ideas of celebrations. How are rooms prepared? Look at party decorations.
- Find out about Shabbat and look at artefacts. Discuss the symbolism. Look at a Sedar plate.
- Read religious stories – creation story, Passover story, Shabbat story.
- Children decide if they agree with the celebrations. Plan a meal for someone on a special occasion.

**MUSIC**

Use invented or real symbols to invent & record simple rhythm patterns.

Copy a simple pattern of long & short sounds.

Make a sequence of long & short sounds with help.

Carefully choose sounds to achieve an effect, (including use of ICT).

Use pitch changes to communicate an idea.

Choose sounds to represent different things (ideas, thoughts, feelings, moods etc). Make sounds that are very different (loud & quiet, high & low etc).

**ART**

**Sculpture**

To sort textures according to specific qualities.

To pinch and roll using modelling media.

To make simple joins and construct.

To overlap and overlay to create an effect.

To shape and form from direct observation (malleable and rigid materials).

To replicate patterns and textures in a 3D form

**Textiles**

To practice weaving.

To see 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.

**DT**

**Food technology- Non-negotiable**

* Cut and chop and grate a variety of ingredients, know where food comes from and to be able to explain what they are making.
* To work safely and hygienically.

**Wire sculptures**

* To describe how existing products, do or do not achieve their purpose.
* To explain which materials they are using and why?
* To propose more than one idea and to make drawings of their ideas as they develop.
* To discuss their work as it progresses.
* To discuss how closely the finished product meets the design and to evaluate finished product.

**COMPUTING**

-To know that many everyday devices respond to commands

-To control a programmable robot (BeeBot / BeeBot app) in linear scenarios, using Forward and Backward commands (arrows) and the Go command

-To use trial and error to create a sequence of instructions to a move a programmable robot

- Control a programmable robot, with a purpose (defined by either teacher or child) (BeeBot / BeeBot app)

-To plan and create a sequence of instructions to a move a programmable robot

-Know what debugging is and find errors in their programs

-Understand that programs execute by following a precise set of instructions. (Daisy the dino app)

**NON-NEGOTIABLES**

**-** Food technology

- Practical science experiments

- English unit evident & embedded throughout the week.

**SMSC/ PSHE / BRITISH VALUES**

- Safe & healthy lifestyles

- E-safety