



St. Edmund's Catholic Primary School

Year 1&2 (Cycle B) Medium Term Plan 'Create - Summer Term 2'

The QUESTION

RE

Treasures

The children will discuss why Christians believe that life is God's gift. They will explore what treasures are in their worlds and begin to **ask questions** about what they and others wonder about the treasures of our world and realise that some of these questions are difficult to answer.

Hinduism

The children will learn about the Hindu God's, places of worship and main values.

English

Fiction – Story as a theme—At the beach and beach themed stories (The Sand Horse)—

Children will be able to write a story with a seaside setting which includes: apostrophes for contracted forms, e.g. *don't, can't, wouldn't, you're, I'll*. The suffixes *-ness* and *-er* to create nouns, e.g. *happiness, sadness, teacher, baker*. subordination for time and reason. features of seaside stories. Children

Non-fiction - Explanations, beach formation—Children will be able to write an explanation text, linked to a process that happens at the seaside, which includes: subordination for time and reason. The suffix *-ly* to turn adjectives into adverbs, e.g. *slowly, gently, carefully*. Features of explanation texts.

Poetry – Poems on a theme, Undersea Tea, Tony Mitton —Children will be able to write a seaside poem, based on an original, including adjectives. Children *may* be able to include within their seaside poem; adjectives ending with the suffixes *-ful* or *-less*, adjectives ending with the suffixes *-er* and *-est*.

Maths

Y1- Geometry: Position and direction,

Number: Place Value (within 100),

Measurement: money,

Measurement: time.

Y2- Measurement: time,

Measurement: Mass, capacity and temperature

Driver Subject—Art & Design/Design & Technology

Design · Designing healthy fruit kebabs based on food combinations which work well together · Develop a food vocabulary using taste, smell, texture and feel. · Group familiar food products e.g. fruit and vegetables. · Cut, peel, grate, chop a range of ingredients · Work safely and hygienically. · Understand the need for a variety of foods in a diet.

Make · Chopping fruit and vegetables safely to make a kebab or a smoothie · Identifying if a food is a fruit or a vegetable · Learning where and how fruits and vegetables grow · Explain what they are making. · Explain which materials they are using and why.

Evaluate · Tasting and evaluating different food combinations · Describing appearance, smell and taste · Suggesting information to be included on packaging.

Technical knowledge · Understanding the difference between fruits and vegetables · Describing and grouping fruits by texture and taste.

Science

Plants

Observe and describe how seeds and bulbs grow into mature plants.

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Scientific Enquiry

Observing over time

- identify, observe or measure changes over time
- can take place over a span of time from minutes and hours to weeks and months
- enables children to identify a pattern that may emerge from observations
- facilitates making predictions based on these observations
- may involve understanding natural sequences and cycles

Pattern Seeking

- children observe, measure and record events, systems or phenomena
- variables cannot be controlled
- survey or collect data from secondary sources
- identify relationships or patterns in observations or measurements
- can involve learning about causal relationships/cause and effect

Art & Design

Collage and painting – Nature collages and Van Gough

The children will explore the artist Van Gough and his 'Sunflowers' painting. They will create beautiful collages by sticking leaves onto a paper tree trunk. They will create tree paintings by using finger prints and they will make suncatchers by sticking leaves and flowers between sticky back plastic in a cardboard frame.

Collage · Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. · Arrange and glue materials to different backgrounds. · Create and arrange shapes appropriately. · Collect, sort, colours appropriate for an image. · Create, select and use textured paper for an image

Painting · Improving painting skills, developing skill and control when painting · Use a variety of tools and techniques including different brush sizes and types. · Mix and match colours to artefacts and objects. · Work on different scales. · Identify primary and secondary colours by name. · Mix primary shades and tones. · Mix secondary colours.

Computing

Making Music

Pupils understand what 2Sequence is and how it works. • Pupils have used the different sounds within 2Sequence to create a tune. • Pupils have explored how to speed up and slow down tunes. • Pupils understand what happens to the tune when sounds are moved. Pupils have created their own tune using some of the chosen sounds.

Presenting Ideas

Pupils have examined a traditional tale presented as a mind map, as a quiz, as an ebook and as a fact file. • Pupils know that digital content can be represented in many forms. Pupils can collect, organise and present data and information in digital content.

Design Technology/ Cooking & Nutrition

Cooking and nutrition – Fruit kebabs

Design · Designing healthy fruit kebab based on food combinations which work well together · Develop a food vocabulary using taste, smell, texture and feel. · Group familiar food products e.g. fruit and vegetables. · Cut, peel, grate, chop a range of ingredients · Work safely and hygienically. · Understand the need for a variety of foods in a diet.

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PSHE/RSE

Team

- show the teams they belong to through cutting out appropriate images;
- follow instructions and create a tower by applying good listening;
- use key vocabulary and the Acts of Kindness Poster to think of ways to show kindness to others;
- work in a group to discuss what they could do if they saw others being teased or bullied, using Chase the Cheetah to support if necessary.;
- work as a group to sort thoughts given into helpful and not-so-helpful categories;
- sort images of behaviours into good and not-so-good choices.

PE

Athletics

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Music

Friendship by Joanna Mangona and Pete Readman

- To know that music has a steady pulse, like a heartbeat.
- To know that we can create rhythms from words, our names, favourite food, colours and animals.
- Rhythms are different from the steady pulse.
- We add high and low sounds, pitch, when we sing and play our instruments.

Audience/Presentation/Professional/Trip

To be confirmed.