

Summer 1 Medium Term Planning

<p style="text-align: center;">Overview of unit of learning:</p> <p style="text-align: center;">Green Group's Topic this half term is... 'Go Wild!'</p> <p>In this topic, Green Group will learn all about animals. We will be starting off by reading and retell the text 'Dear Zoo' by Rod Campbell to introduce the topic, then plan, write and edit our own stories with repeating parts. We will write acrostic poems about animals, then finally read and write fact sheets as we help a fictional zookeeper to open a new zoo.</p> <p>Green Group will be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They will have identified that most living things live in habitats to which they are suited and have described how different habitats provide for the basic needs of different kinds of animals and plants.</p> <p style="text-align: center;">Green Group will also be exploring our immediate local environments.</p>		<p>Resources:</p> <ul style="list-style-type: none"> • I-pads • Clay • Natural Materials for sculpture work • Variety of herbs • Growing tubs or baskets • Cooking and tasting equipment • Copy of Where The Wild Things Are • Copy of Dear Zoo • Maths Resources box
		<p>Key Vocabulary:</p>
Topic	English	Maths
<p><u>Habitats</u></p> <ul style="list-style-type: none"> • discuss the different places where people live and what these different homes have in common. • draw the habitat that is best for an animal of their choice. • discuss the key characteristics of different habitats and the features of the plants and animals that are suited to living there. • draw their favourite animal and habitat. • go on a school safari and look for animals homes. • create a table of results and a bar chart about minibeasts before making a display of the local environment and micro-habitats. • pond dipping visit, take photos and sketches of 	<p><u>Dear Zoo</u></p> <p><u>Storytelling</u></p> <ul style="list-style-type: none"> • Make inferences on the basis of what is being said and done. • Recognising and joining in with predictable phrases. <p>I can listen to a familiar story and join in with the repeating parts.</p> <ul style="list-style-type: none"> • Recognising and joining in with predictable phrases. • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics. <p>I can retell a familiar story with expression.</p> <p><u>Planning the Story</u></p> <ul style="list-style-type: none"> • Being encouraged to link what they read or 	<p><u>Mental calculations</u></p> <ul style="list-style-type: none"> • Add and subtract combinations of one digit and two digit numbers • Derive and recall all addition and subtraction facts for each number to 20 • Respond rapidly to oral or written questions phrased in a variety of ways <p><u>Additional and Subtraction</u></p> <ul style="list-style-type: none"> • add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds • add and subtract numbers with up to three digits, using formal written methods of columnar

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<p>the creatures they find.</p> <ul style="list-style-type: none"> look at field guides and identify the living things in the pond and they add a pond habitat to their habitats display. <p>Investigating the boat Max's uses to travel across the sea in Where the wild things are, research materials and test to make a floating 3d boat</p> <p><u>Naming and Growing Herbs</u></p> <ul style="list-style-type: none"> Understand and know where and how a variety of ingredients are grown in the context of where and how herbs are grown. <p>I can name some herbs and know how to grow them.</p> <p><u>Pesto and Pasta</u></p> <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet in the context of making a balanced meal made from herbs. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques in the context of cooking a pesto and pasta dish. <p>I can explain what makes a diet healthy and varied and can cook a healthy balanced meal.</p> <p><u>Sweet Strawberries</u></p> <ul style="list-style-type: none"> Understand seasonality and know where and how a variety of ingredients are grown in the context of where and how strawberries are grown. <p>I can explain where, when and how strawberries are grown in the United Kingdom.</p> <p><u>Strawberry Smoothies</u></p> <ul style="list-style-type: none"> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques in the context of making a strawberry smoothie. 	<p>hear read, to their own experiences.</p> <ul style="list-style-type: none"> Saying out loud what they are going to write about. <p>I can use what I know about animals to plan my own story with repeating parts.</p> <p><u>Writing the Story</u></p> <ul style="list-style-type: none"> Composing a sentence orally before writing it. Sequencing sentences to form short narratives. <p>I can write my own story with repeating parts.</p> <p>Editing the Story</p> <ul style="list-style-type: none"> Rereading what they have written to check it makes sense. <p>I can check that sentences make sense and follow the pattern of a story with repeating parts.</p> <p><u>Reading Animal Acrostic Poems</u></p> <ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently. Making inferences on the basis of what is being said and done. <p>I can listen to acrostic poems and guess what they might be about.</p> <p><u>Writing Animal Acrostic Poems</u></p> <ul style="list-style-type: none"> Saying out loud what they are going to write about. Rereading what they have written to check it makes sense. <p>I can write my own acrostic poem and mark it against a checklist.</p> <p><u>A New Zoo</u></p> <ul style="list-style-type: none"> Being encouraged to link what they read or hear read to their own experiences. <p>I can talk about my own experiences and use them to show information in different ways.</p>	<p>addition and Subtraction</p> <ul style="list-style-type: none"> Solve problems, using number facts, place value, and more complex addition and subtraction. <p><u>Problem solving</u></p> <ul style="list-style-type: none"> Recognise and explain patterns and relationships Identify the given facts and prioritise them Check that any solutions meet all given criteria Look for any relationships in the information given <p><u>Statistics</u></p> <ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions such as "How many more?" and "How many fewer?" using information presented in scaled bar charts, pictograms and tables
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<ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks accurately in the context of kitchen tools. <p>I can use kitchen tools correctly to prepare and make a tasty and nutritious drink.</p> <p><u>Growing Tomatoes</u></p> <ul style="list-style-type: none"> Understand seasonality, and know where and how a variety of ingredients are grown in the context of growing Tomatoes. <p>I can explain when tomatoes are in season in the United Kingdom and can say where and how they are grown.</p> <p><u>Cooking with Tomatoes</u></p> <ul style="list-style-type: none"> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques in the context of cooking a dish made with tomatoes. <p>I can prepare and cook/assemble a healthy and tasty meal using tomatoes as my main ingredient.</p>	<p><u>Writing a Fact Sheet</u></p> <ul style="list-style-type: none"> Discussing word meanings, linking meanings to those already known. Sequencing sentences to form short narratives. <p>I can identify the features of a non-chronological report and use this to write my own simple fact sheet.</p> <p><u>Afternoon Class Reader - What is the most unusual place in the world to live?</u></p> <ul style="list-style-type: none"> Read the interactive eBook, finding information and exploring the layout of non-fiction texts. Use drama and improvisation to imagine living in unusual places and write a postcard based on a model. <p><u>Afternoon Class Reader - Where the Wild Things are</u></p> <ul style="list-style-type: none"> What mischief could Max get into now? Synonym / dictionary work Descriptive writing; describe your "Wild Thing" 	
Art and Design	ICT	Science
<p><u>Mini Models</u></p> <ul style="list-style-type: none"> To learn to use a range of materials creatively to design and make products in the context of making a clay model. <p>I can make a clay model of a natural object.</p> <ul style="list-style-type: none"> To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work in the context of thinking about nature sculptures. <p>I can talk about nature sculptures.</p> <p><u>Drawing from Nature</u></p>	<p><u>Word Order</u></p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact, in the context of word searches on the internet.</p> <ul style="list-style-type: none"> I can identify how word order affects search results. <p><u>Order of Returned Results</u></p> <p>Use search technologies effectively, appreciate how</p>	<p><u>Plants</u></p> <ul style="list-style-type: none"> I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant I can investigate the way in which water is transported within plants I can explore the part that flowers play in

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<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of creating observational drawings of natural materials. <p>I can draw an observational drawing of a natural object.</p> <p>I can talk about Nature Sculptures.</p> <p><u>Woodland Walk</u></p> <ul style="list-style-type: none"> To learn to use a range of materials creatively to design and make products in the context of collecting material for nature sculptures. <p>I can collect material for my nature sculptures.</p> <p><u>Land Art</u></p> <ul style="list-style-type: none"> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination in the context of making a land art sculpture from natural materials. <p>I can make my own land art.</p> <ul style="list-style-type: none"> Learn about the work of artist Andy Goldsworthy. <p>I can talk about the artist Andy Goldsworthy.</p> <p><u>Big Build</u></p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination in the context of making a large scale sculpture from natural materials. <p>I can work in a group to make a Big Build nature sculpture.</p> <ul style="list-style-type: none"> To make a large scale nature sculpture in the style of Andy Goldsworthy. <p>I can compare our sculptures to the work of Andy Goldsworthy.</p> <p>Draw missing part of a variety of different animals with different mediums.</p> <p>Design own "Wild Thing"</p>	<p>results are selected and ranked, and be discerning in evaluating digital content, by understanding how returned results are ordered.</p> <ul style="list-style-type: none"> I can explain how searches return results. <p><u>Saving and Sharing</u></p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact, in the context of saving and sharing webpages.</p> <ul style="list-style-type: none"> I can save and share webpages. I can explain why I need to be responsible online. <p><u>How Do We Communicate Online</u></p> <p>Understand computer networks, including the internet;</p> <p>how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration, by investigating ways of communicating with others online.</p> <ul style="list-style-type: none"> I can identify the ways, and investigate how, we communicate online. 	<p>the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p style="text-align: center;">Investigation- Do plants need leaves to grow?</p>
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Use clay to create 'Wild Thing'		
R.E/S.M.S.C	Educational Visits	
<p><u>Health and Wellbeing</u> *to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. Peer pressure and strategies to deal with it.</p> <p><u>Relationships</u> *the concept of 'keeping something confidential or secret' when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. When is a secret not a secret?</p> <p><u>Living in the Wider World Economic wellbeing and being a responsible citizen</u> *to recognise the consequences of antisocial behaviour i.e. bullying.</p> <p><u>RE</u> Compare and contrast the way people use prayer in the 4 world faiths - Muslim, Judaism, Christian, Sikh. Explain some of the different ways that individuals show their beliefs. Talk about different prayers and why people pray.</p>	<p>Residential Trip Daleby House Beadnell - whilst there we will hopefully be:</p> <ul style="list-style-type: none"> • Going on a boat trip to the Farne Islands to look at both birds and seals (if we are lucky) • Spending afternoons on the Beach • Visiting Chain Bridge Honey Farm where we can view a live honey bee hive <p>Visits to Plessey Woods and our surrounding local areas to look at wildlife and collect materials for our Art and Sculpture work.</p> <p>Looking for frogs in the Pond at the Horticultural Unit.</p>	