**Medium Term Planning- Year 1/ 2**

**Cycle B Summer 1**

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| **Curriculum****Area** | **Learning Objectives** | **Learning Opportunities** |
| **Reading** | Reading fact filesReading non-fiction textsStories from other culturesPoetry | * Stories from other cultures
* Animal fact files
* Animal poetry
* Chants and rhymes from around the world
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| **Writing** | Stories from other culturesPoetry- animalsFact files  | **Year 1****Are We There Yet****Granny goes to Market****Year 2****Meerkat Mail, Arctic Son*** Postcards
* Diary entry
* Comparisons
* Non- chronological reports/ fact files
* Role play- what would you take in your suitcase?
* Commas in lists
* Innovated adventure story- visiting new place
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| **Maths** | **White Rose Maths****Year 1**Multiplication and divisionFractions**Year 2** Position and directionTime | * CLIC sessions to consolidate learning and to improve mental recall of facts and times tables.
* CLIC and timetables tests
* Developing reasoning and problem-solving skills.
* Use of practical resources to scaffold learning.
* Range of strategies to solve problems.
* Active maths
* Forest school
* Links across the curriculum
* Maths interactive games- Twinkl Go!
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| **Computing**  | **Digital literacy and ICT**Computer science* *understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions*
* *create and debug simple programs*
* E-safety
 | * Ozobots
* Line drawing
* Create maps link in with English
* Debugging
* Logging onto and using School 360.
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| **Geography** | **Place Knowledge** * understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

**Locational Knowledge*** name and locate the world’s seven continents and five oceans

**Geographical Skills and Fieldwork** * use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage
 | * Postcards
* Labelling of continents and seas- song
* Explore the world- <https://www.bbc.com/bitesize/topics/zyhp34j>
* Use atlases and globes
* Google earth
* Compare 2 countries
* Look at life in Poland/ Holland. Make comparisons
* Languages
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| **Science** | Covering elements in English and Geography.  |  |
| **History** |  |  |
| **Music** | **Cheranga- Free style****Different Places*** The Serengeti
* National Anthem- Canada
* Amazon- relaxation music
* African drums
 | * use their voices expressively and creatively by singing songs and speaking chants and rhymes
* play tuned and untuned instruments musically
* listen with concentration and understanding to a range of high-quality live and recorded music
* experiment with, create, select and combine sounds using the inter-related dimensions of music.
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| **Art and DT** | **Art** -To use a range of materials creatively to design and make products.-To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space. **DT*** Design purposeful, functional, appealing products for themselves and others based on design criteria.
* Select from and use a wide range of materials and components
* Build structures, exploring how they can be made stronger, stiffer and more stable.
* Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.
 | * Chinese Willow patterns- paper plates
* African- animal silhouettes
* Australian dot painting- boomerangs
* Indian patterns

Food* Food from around the world
* Cooking- Traditional meals from other countries
* Fruit smoothies- fruit from around the world
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| **PE** | Tennis |  |
| **RE** | **God****What do Christians believe God is like?** * Tell the key points of the story of Jonah.
* Give clear accounts of what the text means to Christians
* Give an example of how Christians use the story to guide their beliefs.
* Give two examples of how Christians put their beliefs into practice in worship.
* Think about what they can learn from the story
 | * Retell of story of Jonah
* Role play parts of the story
* Story creator app on ipad
* Emotion graph
* Looking at and discussing art depicting the story of Jonah
* Create a bank of ideas of what Christians can learn from the story
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| **PSHE** | **Relationships*** I can identify the different members of my family.
* I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.
* I can identify some of the things that cause conflict with my friends.
* I understand that sometimes it is good to keep a secret and sometimes it is not.
* I recognise and appreciate people who can help me in my family/ school/ community.
* I can express my appreciation for the people in my special relationships.
 | * Family tree
* Post it notes- physical contact
* Pants video- NSPCC
* Role play- friendship scenarios
* Cards/ letters of appreciation
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