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

**Cycle B Summer 1**

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| **Curriculum**  **Area** | **Learning Objectives** | **Learning Opportunities** |
| **Reading** | Reading fact files  Reading non-fiction texts  Stories from other cultures  Poetry | * Stories from other cultures * Animal fact files * Animal poetry * Chants and rhymes from around the world |
| **Writing** | Stories from other cultures  Poetry- animals  Fact 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 |
| **Maths** | **White Rose Maths**  **Year 1**  Multiplication and division  Fractions  **Year 2**  Position and direction  Time | * 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! |
| **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. |
| **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 |
| **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. |
| **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 |
| **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 |
| **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 |