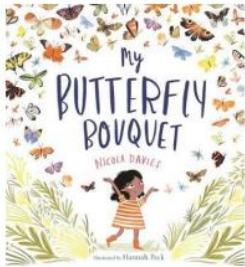

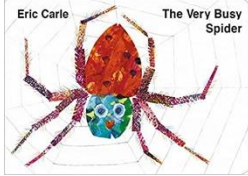


	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Literacy & CL	<p><b>Key text:</b> Wings</p>  <p><b>Writing skills/knowledge</b> Activity: To write a recount of our trip to RHS using pictures to sequence and orally rehearse. Children will know how to write CVC words (LA)</p> <p>Children will use their phase 2 sounds to write initial sounds.</p> <p>Children will use their phase 2 knowledge to represent sounds they hear in words. E.g. vet, mop, till</p> <p>Children will write</p>	<p><b>Key text:</b> My Butterfly bouquet</p>  <p><b>Writing skills/knowledge:</b> Activity: To write an explanation about the lifecycle of a butterfly for Nursery children</p> <p>Children will begin to write short sentences to write what they would like to be when they grow up. Children will begin break the flow of speech into words. Children will use their phonetical knowledge to write short sentences e.g. I want to be a vet.</p>	<p><b>Key text:</b> Omar the bees and me</p>  <p><b>Writing skills/knowledge:</b> Activity: To write in role as the bee</p> <p>Children will be able to write words that match their spoken sound. Children will be able to form most letters correctly. Children will spell: go, no, to, the, into correctly.</p> <p><b>Communication and Language</b></p> <p>Children will use adjectives to verbally describe a character from the story.</p>	<p><b>Key text:</b> The Bee Book</p>  <p><b>Writing skills/Knowledge:</b> Activity: To write an information text (fact card) about a bee</p> <p>Children will begin to act in role as a character from a story. They will be able to say what the character is thinking, feeling, saying etc. Children will be able to write simple sentences about a picture. Children will be able to write tricky words: me, be, she, he, we. Children will be able to check back their sentence to check it makes sense.</p>	<p><b>Key text:</b> What the ladybird heard</p>  <p><b>Writing skills/Knowledge:</b> Activity: To write a character description for Hefty High and Lanky Len. Children will begin to write labels to describe a character. Children will begin break the flow of speech into words. Children will use their phonetical knowledge to write describing sentences e.g. He is lanky and he has a hat. Children will be able to draw pictures to demonstrate their ideas.</p>	<p><b>Key text:</b> The very busy spider</p>  <p><b>Writing skills/Knowledge:</b> Activity: To write instructions on how to weave a web</p> <p>Children will know why we have instructions. Children will know where instructions are used in everyday life. Children will know how to write simple sentences e.g. Put a hat on. Children will be able to use 'and' to join two ideas together. E.g. Put a hat on and a long coat</p>

Summer 1 Medium Term Plan – Living Things

	<p>simple sentences sequenced together using phase 2 and 3 known sounds. E.g. It is a good job.</p> <p><b>Communication and language:</b> Children will think about jobs that are important in day to day life e.g. cleaner, security staff, bus driver, delivery driver, lollipop lady, road workers etc Children will be able to explain their ideas to a partner about how jobs keep us safe and how they are all important.</p>	<p><b>Reading:</b> Children can recognise rhyming strings within stories.</p> <p>Reinforce gender fluidity between the jobs/roles in the story – mum is a bus driver – dad is at home looking after the children and washing up. Equally celebrate the diversity within this book by discussing the names of some of the characters.</p>	<p><b>Reading</b></p> <p><b>Comprehension</b> Children will be able to answer questions about characters in a story: What is a carnival? What does catastrophe mean? Who had escaped from the freezer? Where did Supertato find the Evil Pea? How did Supertato catch the Evil Pea? How did everyone feel at the end of the story?</p>	<p><b>Reading</b></p> <p><b>Comprehension:</b> Children will be able to talk about the characters feelings. Children will be able to take the place of the character. Children will be able to ask and answer questions during hot seating. Children will be able to answer the following questions: How do you think Carrot is feeling? Why do you think he is feeling like this? Why do you think Evil Pea does this? How will Supertato save everyone?</p>	<p><b>Communication and Language</b></p> <p>Children will use imperative verbs to give instructions verbally.</p> <p>Reading:</p> <p><b>Comprehension:</b> Children will predict what happens next. Children will talk about what they would do if they could be a spy Children will know who an Author and illustrator are. Why do you think people are spies? What do you need to be a spy?</p>	
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Summer 1 Medium Term Plan – Living Things

	<p><b>Reading: Comprehension</b>          Children will be able to talk about a story</p> <p>Children will know what a front cover is.</p> <p>Why is mum having her breakfast whilst her daughter is going to bed? ?</p> <p>What makes a job important?          Are all jobs important?          Can you think of any other important jobs?          What would happen if people didn't work through the night?</p>					
<b>Phonics</b>	<p>Group 1/2: v,w,x,y,          Tricky words: and, has, his, her</p> <p>Catch up blending group in the afternoon          Catch up GPC recognition group afternoons</p>	<p>Group 1/2: z, qu, ch, sh          Tricky words: go, no, into, push</p> <p>Catch up blending group in the afternoon          Catch up GPC recognition group afternoons</p>	<p>Group 1/2: z, qu, ch, sh          Tricky words: she, he, of</p> <p>Catch up blending group in the afternoon          Catch up GPC recognition group afternoons</p>	<p>Group 1/2: th, nk, ai, ee          Tricky words: we, me, be</p> <p>Catch up blending group in the afternoon          Catch up GPC recognition group afternoons</p>	<p>Group 1/2: igh, oa, oo, oo          Tricky words: was, you, they</p> <p>Catch up blending group in the afternoon          Catch up GPC recognition group afternoons</p>	<p>Group 1/2: ar, or, ur, ow          Tricky words: my, by, all</p> <p>Catch up blending group in the afternoon          Catch up GPC recognition group afternoons</p> <p>Assessment week</p>
<b>Maths</b>	<b>To 20 and beyond Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>First then now Week 1</b>	<b>Week 2</b>	<b>Week 3</b>

Summer 1 Medium Term Plan – Living Things

<p><b>Session 1: Number Patterns to 20</b> Revise number bonds to 5 – (identify that if 3 frogs are on a log, 2 have jumped into the pond) Repeat (1+4) (use paper plates and objects) Look at representing numbers 1-10 in a ten frame. (reinforce 6 is '1 full 5 and 1 more etc.) Explore building more numbers (demonstrate with 11) – show using 10 frames (10 and 1 more. Demonstrate a tower of 10 and 1 more and using number shapes). Demonstrate how to write 11. Encourage children to help build numbers to 15 – encourage children to say what they notice when represented with number on two ten frames. Children to explore making numbers up to 20.</p> <p><b>Session 2: Matching Picture to Numeral</b> Revise number bonds to 5.</p>	<p><b>Session 1: Missing Numbers</b> Play 'I count you count' 11-20 (Have numbers lined up for reference) Say two numbers '11,12' child says next 2 and so on up to 20. Look at ten frame cards representing numbers 11 to 15. Children should cover their eyes as you hide 1 card. Children should work out which card is missing by placing them in order and matching them to the correct numeral. Represent numbers 11 to 20 using two different coloured cubes (10 one colour and how many more to make each number in another colour) or you could do this using ten frames.</p> <p><b>Session 2: Ordering numbers to 20</b> Play 'I count you count' 6-15 (count forwards then backwards) Numerals 11-20 are all in a muddle. Who has/can see the first card? Place all in order.</p>	<p><b>Session 1: Find My Match with Shapes</b> Play 'I count, you count' with numbers 11 to 30 (say 1 number, child says next...) Look at 3 shapes: square, circle and triangle – place in front to be seen by all. Show another shape (circle) and find its match. (Triangle but at a different angle 'we need to rotate/spin this shape to find its match) Look at 3 different shapes: A large square, a small square and a rectangle (Show a large square but at a different angle)</p> <p><b>Session 2: Find My Match with Models</b> Play 'I count, you count' with numbers 11 to 30 (say two numbers/child says next two) Show 3 models (3 bricks stacked vertically on each model, each model has the same 3 colours but in a different order) Children to match a given model. Show models presented horizontally and again find a match.</p>	<p><b>Session 1: Track Game – Counting on</b> Place 3 numerals in order (13,14,15) Look at a number card of tens frames (representing 14) Which number is represented? Match it to the correct numeral. (1 full 10 and 4 more) Repeat for 15 (use a card representing 15 with number shapes)</p> <p>Play the track game (have two number tracks to 10, two counters, a dice) Two players – first to reach 10 is the winner Emphasise 'counting on' Can children work out where a counter will land before it is moved.</p> <p><b>Session 2: Adding More</b> Place 3 numerals in order (11,12,13) Match pictorial number card to correct numeral. Look at Mr Gumpy's Outing – how many people are in the boat altogether?</p>	<p><b>Session 1: Taking away with pebbles</b> Place 3 number picture cards in order (16,17,18) Match a numeral to the correct picture card Play the game: Have a ten frame filled with pebbles 2 players: each player can choose to take away 1, 2 or 3 pebbles taking turns. The players must try to avoid taking the last pebble off the frame.</p> <p><b>Session 2: Taking Away (1)</b> Place 3 number picture cards in order (11,12,13) Match a numeral to the correct picture card Read Kipper's Toy Box Use a box with 5 toys, what will happen if we lose a toy? First: There were 5 toys Then: 3 fell out Now: ? Use a ten frame, put 5 counters on and remove 3. Repeat with different amounts/stories</p> <p><b>Session 3: Taking Away (2)</b> Place 3 number picture cards in order (14,15,16)</p>	<p><b>Session 1: Making New Shapes: with right-angled triangles</b> Revise number bonds to 5 "There are 5 friends (3 with 1 apple and two with none)" Represent this scenario on a five frame. Repeat with different scenarios. <b>Shape making:</b> Show the children cutting a square in half to create two right angled triangles. Rotate the triangles to create a large triangle. Explore making a parallelogram (do they know what it is called?) Children to explore making their own shapes.</p> <p><b>Session 2: Making new Shapes: with squares</b> Continue exploring number bonds to five scenarios from session 1. <b>Shape Making:</b></p>
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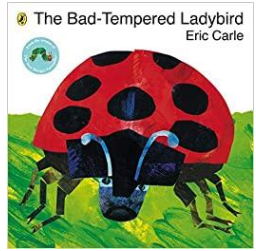
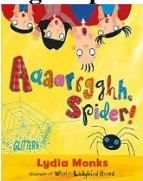
Summer 1 Medium Term Plan – Living Things

<p>Match number shapes to numeral (14,19,16)</p> <p><b>Session 3: Ten Frame Fill Game</b> Revise number bonds to 5 Players have two ten frames each – the player who reaches 20 first is the winner. In turn choose a numeral card and place that amount of counters on the ten frame. Reinforce teen numbers are 10 + ___ more as shown on ten frames.</p> <p><b>Session 4: Estimating Game</b> Play ‘X-Ray Vision’ – Lay out number cards to 10 in order and turn them all over. Point to one card and child should work out what the number is. Gather a number of counters in your hand – children guess...more than 10 or fewer than 10? Count them out over two ten frames (12) what do they notice?</p>	<p>Check the correct order by counting aloud together. Change something on the number line for children to spot. (missing number, swapping numbers, turning a numeral upside down)</p> <p><b>Session 3: Race to 20 Game</b> Play ‘Spot the mistake’: In a number line 11 -20 what is wrong? (hide 13, mix up 18 and 19) Help two characters finish their race to 20 game (need two 20 tracks, 2 counters and a dice) Bear’s counter is on 10 and Chick’s is on 13. ‘Who is in the lead at the moment?’ ‘Chick has moved more spaces along the track’ Help the characters to ‘count on’ up the number track after they have rolled the dice. Can children work out where the counter will land before we move it? How many more spaces does the bear/chick need to move to win the game?</p>	<p>Show models presented with two on the bottom and 1 on top. Show models using 4 bricks (3 on bottom, 1 on top) Children should explore building lots of different models and make sure they duplicate each one so they can play the game with a friend.</p> <p><b>Session 3: Match and Fill</b> Play ‘I count, you count’ with numbers 11 to 30 (Say 3 numbers and child says next 3) Show a simple representation of a boat using rectangles and triangles. Find the correct shape (think about size of shapes and rotating the shapes to fit). Show a train made of circles, triangles, rectangles and squares. Show a rocket (continue matching process with close observation of colour, size and possible rotation of shapes to fit).</p> <p><b>Session 4: Replicate my Model</b> Play ‘I count, you count’ with numbers 21 to 40</p>	<p>Now the cat wants to jump aboard – how many characters are in the boat now? Etc. Emphasis language: ‘<b>First</b> there were 6 characters in the boat, <b>then</b> 1 more climbed aboard, how many characters <b>now</b>?’ Use a ten frame and counters to represent the characters. Explore adding 2 more.</p> <p><b>Session 3: Adding More</b> Place 3 numerals in order (18,19,20) Match pictorial number cards Do some First, Then, Now stories (children on a bus) Explore adding larger amounts.</p> <p><b>Session 4: Adding More – Unknown ‘then’</b> Place 3 numerals in order (15,16,17) Match pictorial number cards Recap First, then, now...First: There were 2 dinosaurs, then 1 more came along, now there are 3.</p>	<p>Match a numeral to the correct picture card Ten Green Bottles: First there were 5 on the wall, then 3 fell down. Use a ten frame and counters to represent the problem and solve. First = 9 , Then = 4, Now = ? First = 6, Then = 2, Now = ?</p> <p><b>Session 4: Taking Away – Unknown ‘then’</b> Place 3 number picture cards in order (18,19,20) Match a numeral to the correct picture card Play Pirate Treasure Game: Pirate Rosie selects a numeral card and then we count out that amount of coins. (8) Cover the coins and remove some (4), can the children work out how many were taken? Use a number track to 8 and place the 4 remaining coins on the number track to work out how many were taken (4 empty spaces). Repeat: 5 coins and 2 left – how many were taken? Repeat 10 coins and 7 coins left.</p>	<p>Collect or cut out square tiles (all the same size and different colours) Explore making a ‘long thin rectangle’ – use language first, then, now “Make a short, wide rectangle” “Make a square” – the smallest possible is using 4 of the tiles.</p> <p><b>Session 3: Grandpa’s Quilt</b> Explore number bonds to five by showing some of the 5 characters and hiding the rest. Read the story ‘Grandpa’s Quilt’ Task: Fit the square tiles together in the right place to make Grandpa’s quilt – follow the pattern – placing tiles on top to match. Some tiles may need rotated to fit. Start in the middle (4 red squares) Where do the yellow squares go? (each corner) Design your own quilt using square tiles.</p> <p><b>Session 4: Making New Shapes with Tangrams</b> Show a selection of number shapes. (1-6)</p>
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Summer 1 Medium Term Plan – Living Things

<p>Continue activity estimating more handfuls.</p> <p><b>Session 5: Ten Frame Subtraction Game</b> Play 'X-Ray Vision' Start the game with two full ten frames (how many altogether?) Players take turns to roll a dice and subtract that amount from the ten frame. The winner is the person who removes the last counter/counters or has collected the most.</p>	<p><b>Session 4: Bingo with numbers to 20</b> Play 'Spot the mistake' (turn 15 upside down, hide 12) Match number picture cards (cubes, ten frames, numicon) to the correct numeral on the bingo card.</p> <p><b>Session 5: Which holds the most?</b> Play 'Spot the Mistake' (hide 17 and 20, turn 16 upside down) Look at 3 different containers. Look at the first tub, how many do you think it could hold? Check by counting out cubes on to the 10 frame (13) Look at a tea cup, do you think it will hold more or fewer? (4) Look at a bucket, what do you think? (18) Which container can hold the most? Place the containers in order starting with which can hold the most. Explore using 3 different containers, make estimations on how many they will hold and check by counting. Finally order the containers from which</p>	<p>(Say 1 number, child says next...) Start with a 3 block model (cubes)– children should note colour and position of blocks. Next show a 4 block model (cubes) Next show a model which uses different 3D shapes that are the same colour.</p> <p><b>Session 5: Tangrams</b> Play 'I count, you count' with numbers 21 to 40 (Say 2 numbers, child says next 2...) A Tangram is a collection of shapes which all fit together into a square. Fill a tangram by matching shapes to the shape outline. (Triangles, squares, parallelograms) Show the outline of a picture made with the tangram shapes. (swan) Explore making your own Tangram and Tangram pictures.</p>	<p>Introduce 'missing then' First = 3 dinos, Then = ?, Now = 6 Use a ten frame: add 3 red to represent 'first', then add yellow counters up to 6. This will show us that 3 dinosaurs were added at the 'then' part. Repeat with <math>2+?=8</math></p> <p><b>Session 5: Adding More – Unknown 'first'</b> Place 3 numerals in order (17,18,19) Match pictorial number cards Explore First, Then, Now stories with an unknown 'first' Use a tens frame and double sided counters and fill the ten frame with the total represented in the 'Now' Flip the correct amount of counters over to represent the 'then' This will show us how many were in the boat <math>?+3=7</math> <math>?+2=9</math></p>	<p><b>Session 5: Pass it on game</b> Place 3 number picture cards in order (15,16,17) Match a numeral to the correct picture card Play 'Pass it on': two players start with 5 counters in a tens frame. Each player rolls a dice and they have to pass that amount on to the other player. If 'Fox' gives 3 marbles to 'Hen' how many will he have left? The winner is the player who manages to pass on all their counters.</p>	<p>Choose one more shape (4 piece) and ask children to identify. Match numeral 4 to the number shape and look at exploring different ways to make 4 using the other number shapes. (3+1, 2+2) "2 add 2 is equal to 4" Repeat with 6. Use Tangrams shapes – explore making new shapes by rotating and fitting them together. (2 large triangles makes a square, 2 smaller triangles makes a square but represent it at a less familiar angle) Continue exploration.</p> <p><b>Session 5: Pattern Blocks</b> Show a selection of number shapes. (1-6) Show an outline only of a 3 number piece. Can you think how we could fill this shape outline with more than 1 number shape? Try to find an alternative way using different number shapes (1+2, 1+1+1) Which number shape belongs to this outline?</p>
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Summer 1 Medium Term Plan – Living Things




		can hold the most to the fewest.				Look at a selection of pattern blocks and a star template. Which shapes could we use to fill the star? (hexagon in centre with triangles on each side) Explore a different way to create the star... (place a green rhombus into one point and then fill each point with a rhombus)
<b>PS ED</b>	<b>Key text:</b>		<p><b>Why are minibeasts important?</b></p> <p>Although we are often frightened of minibeasts such as spiders, wasps and bees, we are giants compared to them. Talk to your child about the need to take care of minibeasts. Create a multi-storey hotel that's full of all sorts of natural materials, providing hidey-holes for creatures galore. Safe hideaways can be hard for wildlife to find in some gardens, and what better use for all your garden waste and odds and ends? Build your bug hotel (also known as a wildlife hotel or stack) well and it could shelter anything from hedgehogs to toads, solitary bees to</p>		<p>Key text: <b>The bad tempered ladybird</b></p>  <p><b>School value: Respect</b> Empathise with the friendly ladybird Discuss consequences of the bad tempered ladybird's behaviour. Talk about self-regulation and what we can do if we are not in a happy mood. What do you do if you see others angry? Discuss giving people space.</p>	<p>Key Text <b>Arghh spider</b></p>  <p>In the story "Aaaarrgghh, Spider!" the little spider is very keen to show off his talents. What special talents do you have?</p>

Summer 1 Medium Term Plan – Living Things


			bumblebees, and ladybirds to spiders.			
<b>RE</b>	Eid-Look at how Eid is celebrated. Share stories and ask Mrs Ahmed to visit to talk in more detail and show photos.					
<b>U W</b>	<p><b>Trip to RHS</b></p> <p>The children will be learning about how plants grown and what they need. They will plant their own seed to bring back to school to look after. The children will learn that plants need air, sunlight, warmth and nutrients from soil to grow. - Parts of plants include roots, stem, leaves, flowers and petals.</p>	<p><b>Butterfly lifecycle</b></p> <p>Introduce the butterfly book which explains the lifecycle. Show the children the butterfly net and explain how we will look after them. The children will learn that Female butterflies lay eggs on plants. Caterpillars hatch from the eggs. - Caterpillars eat until they are fully grown, then they become a pupa. - A caterpillar pupa is called a chrysalis. - A butterfly emerges from a chrysalis. - Butterflies drink nectar from flowers with their long tongues. - Butterflies, ladybirds and bees are insects. - Insects are small animals. - Insects have six legs and a hard outer shell. Some insects have wings.</p>	<p><b>Bee Bombs</b></p> <p>Read the book about why bees are important. Discuss with the children how we could help. What could we do? Make bee flower bombs attract the bees to the outdoor environment- Look at science link.</p>	<p><b>Make a bug hotel.</b></p>  <p><a href="https://www.redtedart.com/simple-bug-hotel-for-kids/">https://www.redtedart.com/simple-bug-hotel-for-kids/</a></p> <p>Linked to our literacy book the children will go on a mini-beast hunt outside. We will learn how to spot mini-beasts and what we can provide in our outside area to care for mini-beasts</p>	<p><b>Map making</b></p> <p>Look at a journey a bee takes. Where would we find bees? What countries are they in? are they in all countries? Do they like hot/cold climates etc.</p> <p>Make a map of the journey a bee would make in our outdoor area-show the children the map from what the ladybird heard and how we can draw pictures to show where things are.</p>	<p><b>Testing materials</b></p> <p>Sing Incy Wincy Spider with the children. Explain that we are going to investigate a way of helping Incy staying in the pipe when the rain comes by using a strong material to stick him to. The children will investigate using various materials blu tack, glu dot, plasticine, sellotapehow we can stick Incy to the pie and help him stay.</p>  <p>We will discuss how to make a fair experiment We will measure how much water each spider needed poured behind them to be flushed down the pipe. To do this we will keep the following variables constant: Length of pipe, gradient of pipe,</p>



Summer 1 Medium Term Plan – Living Things

						<p>amount of water poured each time, size of spider and the amount of fixing material.</p> <p><b>Make umbrellas for Incy Wincy</b> using different materials to see which is the most waterproof. We will spray the umbrellas with water to see which will keep Incy driest</p> 
<b>EA D</b>	<p><b>Observational drawings of nature</b></p> <p>During the trip to RHS take photos to bring back to class of plants, flowers etc- different stages to sequence and label.</p>	<p><b>Wing origami</b></p> <p>We will be looking at all of the creatures we have discussed with wings and learn how to make an origami version of one.</p> <p>Ladybird symmetry</p> <p>We will be looking at the patterns of ladybird wings and how they are symmetrical. Demonstrate how to make this symmetry with mirrors.</p>	<p><b>Bee portraits</b></p>  <p>Observational drawings of bees using black and white pens . we will be looking at the patterns of the wings. We will then stick these on top of hexagonal paper to build a hive. The</p>	<p><b>Junk modelling</b></p> <p>We will be making a bee hive hotel out of natural resources to attract bees into our outdoor garden.</p> <p><b>Patterns</b></p>	<p><b>Nature Art</b></p>  <p>Children will look at Artists-Andy Goldsworthy, who use Nature to create pictures. We will make our own mini-beasts using sticks, leaves, stones etc.</p>	<p><b>Web Weaving</b></p> <p>Use wool to make a web by weaving in and out of furniture or natural structures such as trees</p>

Summer 1 Medium Term Plan – Living Things

			<p>hexagons will be created using collage looking at the colours a hive would have.</p>	 <p>We will be looking at the bee hive and how to recreate these patterns using bubble wrap.</p>		
<b>Mu sic</b>	<p>Sing there's a worm at the bottom of my garden – with actions</p>	<p>Know how to clap along to a rhythm.</p>	<p>Know what an instrument is. Know that different instruments make different sounds.</p> <p>Children can use instruments to create effect. E.g. Bangs to build tension.</p>	.		<p>Incy Wincy Spider song</p>