

Year 1 Medium term plan-Summer 2 -

Where would choose to go on an adventure?

Week	3 rd June Creative arts week	10 th June Healthy eating week Phonics screening	17 th June Inset (4days) Trip National school sports week National drowning prevention week Picnic day	24 th June Reports go home.	1st July (4days) Transitions 2 nd Parents eve	8 th July 9 th sports day	15 th July/22 nd July (2days) St Marys
Wow	Treasure Chest		Trip				
Maths	Position and direction	Numbers to 100.		Time		Money	
English	Hook: find a pirate chest full of treasure. Read and collect pirate words – topic vocabulary. Create a pirate word bank using words. Van Gogh painting- Fishing boats The beach Speech bubble a day I see... I can hear... I feel... If I had a boat I would ...because....	Shared reading - The Pirates Next door (VIPERS) Talk boost- what do the pirate characters look like? Character descriptions - nice, friendly, fierce. Create a word bank. Using colourful semantics write sentences about pirates eg The ugly pirate jumped over the huge treasure chest. (use CIP wordbank to support) Handwriting	Shared reading - The Pirates Next door (VIPERS) Write a prediction for what will happen next in the story. Receive a letter from Tilda asking them to say what will happen to her. Create a class text map of story. Record on whiteboards. Write the beginning of Tilda’s story using text map. Handwriting	Shared reading - The Pirates Next door (VIPERS) Verbally recite and act out the next part of our stories. Write middle part of the story using a text map. Complete stories. Handwriting.	Shared reading – Blackbeard (VIPERS) Learn about the pirate roles in a crew. Create and write a word bank of jobs. Write a speech bubble naming and describing their pirate job. Handwriting.		Memories of Year 1.
Wordwise	/ai/ eigh aigh ey ea eight straight grey brea /n/ n gn nee gnaw /m/ mb thumb /ear/ ere eer here deer	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large	/sh/ ti ssi si ci potion mission mansion delicious	/or/ augh our oar ore daughter pour oar more			
Handwriting Not joining							

Spellings	busy beautiful pretty hour	move improve parents shoe						
Time for us/ Health and Relationships	Revisit learning from previous terms as needed in each class.					Transition New beginnings Relationships- helping hands.		
Science Explorify Reachout Reporter	-	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals.</p> <p>-Identify and name a variety of common animals that are carnivores, herbivores, and omnivores.</p> <p>-Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets).</p> <p>Pirate finds the animals on his adventures...sends postcards, descriptions- matching them to the correct descriptions/ Kims game</p>	<p>-Distinguish between an object and the material from which it is made.</p> <p>-Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Sorting the treasure into groups.</p>	<p>-Describe the simple physical properties of a variety of everyday materials.</p> <p>-Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Making boats for the pirates. Which treasure sinks and floats. best material- Flappy Fish race/ making a sail for a boat.</p>				
Explorify		Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	
Zoom in Zoom out		Celebrating success	Solar does it	The space inbetween			Bonkers bubbles	
Odd one out/ What can you hear		Brushing up			Flexible solids	Fit for purpose		
Who is / Whats going on					Charles macintosh			
Wild life survey- https://rspb.org.uk/helping-nature/what-you-can-do/activities/do-a-wildlife-survey								

Computing	→ I can create and debug simple programs. Use j2e software to give instructions on a programme. → I can use logical reasoning to predict the behaviour of simple programs. Children will explore the BeeBot and give instructions to a partner verbally. → I know how to use technology safely and respectfully. Engage with Project Evolve activities and stimulus: Copyright and ownership - I know work I create electronically belongs to me.		→ I can use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use sketch a song to make pirate music → Record a film in groups, acting out a story → J2E Animate – Create a simple animation of a → Art link -use j2e to draw				
Art (Creative arts week- to launch)	Van Gogh picture. Exploring shells and creating in various ways	Explore colour	Fruit to dye fabrics	Turn myself into a pirate Skull and crossbone flags- save for end picture	Peg pirates Printing treasure J2e animations	Sea side picture to build up	
	Preliminary work: Working directly on copy of Van Gogh 'Fishing Boats on the Beach at Saintes-Maries-de-la-Mer'. Paint on different surfaces, including fabric, layering and mixed media. -Make studies of shells on various papers/ material backgrounds. --using pencils, and chalk to draw studies of shells onto textured backgrounds. Investigate tone by:	Create different values of colour: Mix different shades (adding black) -Mix different tints (adding white) Record colour experiments to make shades and tints. Record investigations in sketchbooks	Textiles → Use dyeing techniques to change a materials colour - As part of healthy eating week use fruits and vegetables to dye recycled fabric (old clothing, bedding, socks). Explore different techniques such as absorbing from fabric ends to create flags and bunting to decorate the school	Explore manmade (e.g in clothes and buildings) -Design a new outfit for a pirate using patterns. Warm up: Put a picture of a pirate with tshirt/ trousers cut out held up to things in the environment/ printed patterns. Use drawing equipment in a variety of ways e.g shading. -skull and crossbone- shade and rub out	Use a variety of painting equipment including non standard equipment for painting e.g bottle ends, sponges, lego bricks, as well as making own stamps. -Paint pirate treasure using different objects to paint Match and sort fabrics and threads for colour, texture, length, size and shape.	-Replicate different textures/ surfaces through a range of media. -Investigate textures by describing, naming, rubbing, copying (smooth, rough, crinkly, bumpy, shiny, soft, hard etc). Including natural and manmade. -Begin to add textural effects e.g adding sand to paint. -Create seaside landscape pictures. Listen to seaside sounds, imagine how things feel. Use materials to add textures (e.g foil, lentils, sand, tissue, cloth) trying to represent things in the painting, creatively and exploratively. Children will be able to justify their decisions. Main piece: Work in stages exploring composition and space, considering where the foreground, middle ground/ horizon line,	

	<p>drawing dark/ light lines and shading using different grades of pencil.</p> <p>-Mix different tones of colours. Using language such as light/ dark, highlights/ shadows.</p> <p>-Create tone in drawing when drawing from observation of shells. Use different grades of pencil and pressure to create tones/ shades.</p>			<p>features. showing shading/ different grades of grey inspired by artist Vija Celmins. Also introduce rubbing out to create negative white spaces (e.g highlights</p>	<p>Cut and shape fabric using scissors.</p> <p>-Make peg pirates like Edwina Bridgeman peg people.</p> <p>Drawing Develop mark- making using a range of media and tools: pencil, chalk, pastel, charcoal, pens. Use J2E app to draw. Select a background, add shapes and pictures, draw freely and add animations.</p>	<p>background will be. Working on background to create a 'wash' for the sky – using tissue to wipe paint away for clouds, middle ground learn about creating different tints, shades and hues for water on top of their chosen materials. In foreground, add sand and glue to paint to create texture. Once dry use a sponge to add another layer of paint to represent change in hue</p>
<p>D&T</p>	<p>See Topic overview</p> <p>Embedding skills in DT area of Classroom –Creative art week focus -folding.</p> <p>Art links- dying fabric using vegetables</p>					
<p>Geography</p>	<p>I will use basic geographical vocabulary to refer to human features;</p> <p>city, town, house, port, harbour, village and shop</p> <p>- what did we see- find on the map and compare.</p> <p>Link to art work Van Gogh beach painting</p> <p>I will use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>			<p>I will use simple compass directions</p> <p>North, South, East and West</p> <p>Beebots and</p>		

	key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop						
	create treasure maps						
History	<p>→ To be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Children will learn about Neil Armstrong, Robin Hood, Famous pirates</p>						
RE							
Jairus's daughter The tax collector- Zacchaeus Songs: Wiggly Waggly Song Praise Him-			Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). → Identify two ways people show they belong to each other when they get married (A1). → Respond to examples of co-operation between different people (C2)	1.5 – I know what makes some places sacred? → Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). → Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). → Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them fee			
Construction/small world	Creating pirate ships.						
Real Maths shop	Seaside gift shop and ice cream parlour						
Music	I can create, select and combine sounds using the inter-related dimensions of pulse/beat, rhythm and pitch.Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves Use music technology, if available, to capture, change and combine sounds. Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.						

	create a sequence of sounds using a treasure island as a stimulus using percussion instruments – link to stories.	Create sound effects to the story using various tuned and untuned instruments. Use the sketch a song app.					
PE	REAL PE – Unit 2- Social						
	FUNS target-						

→ As part of healthy eating week use fruits and vegetables to dye recycled fabric (old clothing, bedding, socks). Explore different techniques such as absorbing from fabric ends to create flags and bunting to decorate the school