

Medium Term Plan Year 1 Summer 1 – Enchanted Woodland



Week	Topic Literacy Writing focus Love to Read 	Science Focus – Seasonal changes	Geography	Art & Design/DT Focus –	Computing	PSHE/ RE
Week 1 w/b 24.4.17	<p>Gruffalo: investigate the different characters and the habitats they may live in. Design a habitat for the Gruffalo.</p> <p>Wow experience – Visit Fairy Dell to observe a woodland and collect objects and materials to make a fairy house or birds nest. Take photos with digital camera for use in school. En SL 5 Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. En SL 1, 6, 11; Sc P 1; Co 4 Talk about their woodland experience, using the photographs taken to remember and recall what they saw and did, and how it felt to be in the woodland. Work in small groups, retelling the day by setting out the photographs in sequence.</p>	<p>(Mon) En SL 5 Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. En SL 1, 6, 11; Sc P 1; Co 4 Talk about their woodland experience, using the photographs taken to remember and recall what they saw and did, and how it felt to be in the woodland. Work in small groups, retelling the day by setting out the photographs in sequence.</p>	<p><i>Walk to Coulby Woods</i></p> <p><i>Complete (woodland visit logbook)</i></p> <p><i>Ge1/1.3 Human and Physical Geography</i> <i>Ge1/1.3a identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i></p> <p><i>Ge1/1.3b use basic geographical vocabulary to refer to:</i></p> <p><i>i. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i></p> <p><i>ii. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i></p>	<p>Free Painting</p>	<p>Algorithm workshops with Mr Boddy.</p>	<p>Easter Holiday News.</p>
Week 2		<p>(Tue) Sc P 1 Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. En SL 1; En W C 1a, 1b; Co 4, 6 Take rubbings of its bark, collect a few of its leaves and take a photograph of their tree with a digital camera to help with identification. SC - Identify and name common flowers and trees found growing in the locality. Sc A 1 Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Sc WS 2; En R C 1f, 2a; Co 4, 6 Observe bird life. Count how many birds and different bird types they can see. Talk about what they see the birds doing in the trees. SC - Identify and name a range of common animals from the local and wider environment Sc P 1 Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Sc WS 4; En SL 5 Learn that some trees are deciduous and some are evergreen. Look at pictures of both types of tree and read their names. Take a walk</p>		<p>Create a 'habitat' picture using resources collected from school ground.</p> <p>(AD 2 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. AD 1, 3; DT M 1, 2 Paint pictures of woodland creatures for display (NT)</p>	<p>Algorithm workshops with Mr Boddy.</p>	<p>Being a good friend.</p>

		around the local environment to look at people's gardens and describe the trees they can see – deciduous or evergreen? SC - Sort trees in to groups to show those that are evergreen and those that are deciduous.				
Week 3	n SL 5 Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. En SL 1, 10; En R WR 1; Sc P 1, 2 Look at picture cards of British woodland flowers and flowering plants such as bluebell, gorse, bramble, wild strawberry, foxgloves, wild garlic, wood sorrell, and buttercups. Read their names and describe and talk about their features, including leaf shapes, petal forms, colours and other features such as thorns, prickles, fruit and scent. Play a game of 'Guess my name', describing to others what they see and giving answers.	Sc P 2 <i>Identify and describe the basic structure of a variety of common flowering plants, including trees.</i> Sc WS 2, 4; Co 4, 5 <i>Identify the leaves, flowers, petals, seeds, roots and stem of a wild flowering plant. Dissect and observe them using a digital microscope or hand lens. Count the petals or leaves, noticing their shape and pattern and comparing their similarities and differences.</i> SC - <i>Identify the basic structural parts of common flowering plants and trees, including root, stem, stalk, leaves, flowers, bulb, fruit, seeds and trunk.</i> Sc P 2 <i>Identify and describe the basic structure of a variety of common flowering plants, including trees.</i> Sc P 1; Sc WS 2; Ma M 2; En SL 6; PSHE 2e <i>Observe how their cress seeds settle and grow after planting. Talk about what their plants need to thrive, and observe and water them regularly. Measure their plants as they grow or keep a growing diary to record changes as they happen.</i> SC - <i>Care for a growing seedling, observing and describing its growth</i>	Ge SF 3 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. DT M 1, 2; AD 1; Sc P 1 Build mini woodlands in sand and mud trays, creating tiny trees from twigs, sticks, pine cones and leaves. Decide where to place coniferous or deciduous trees, adding extra details such as paths, clearings, grassy patches, gates, fences and dens.	AD 2 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. AD 1, 3, 4; En SL 4, 5; En W C 1a Use natural materials from the woodland or local outdoor environment to make whittled sticks, tree hangings and sculptures. For inspiration, look at the work of the artist, Andy Goldsworthy, describing what they like or find interesting about his work. Describe the sensory properties of a range of different materials and decide which ones to use when making something.	Algorithm workshops with Mr Boddy.	
Week 4 Assessment Week	En R C 1c Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. En R C 1a, 2a, 2c; En W C 1a, 1b Listen to the traditional tale 'Hansel and Gretel' and talk about what happens. Retell the story together, perhaps ordering pictures to sequence the events. Think and share a sentence for each picture card. Read the story independently or with a partner or other adult.				Algorithm workshops with Mr Boddy.	
Week 5 22.5.17				DT M 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. DT CN 1; DT M 1; En SL 1; PSHE 3b, 3c Make food for Teddy Bear's Picnic – sandwiches, crispy cakes, fruit	Algorithm workshops with Mr Boddy.	

				cups. Select and explain choice of materials, sometimes with help.		
--	--	--	--	--	--	--