



Medium Term Plan for HNB Spring 2 – Splendid Skies

English/Maths NB This plan is only for English and Maths covered by the topic.	Science	Geography	Art & DT	Computing	Music
<p>Week 1 Engage 5 days</p>	<p>Science <i>Broadly assign different weather types to seasons.</i></p> <p>Explore suitcases packed with clothes for different seasons. Match the suitcase to the season and suggest other things to include in each case.</p>	<p>Geography <i>Name the four seasons and describe typical weather for each of them.</i></p> <p>Watch a TV weather report and talk about it. How would the presenter describe today's weather? Make simple weather symbols using card, coloured pens and pencils and place them on a UK map day by day.</p>	<p>Art & Design <i>Apply paint using a range of tools (e.g large brushes, hands, feet, rollers and pads).</i></p> <p>Look at and talk about paintings showing different types of weather. Hunt for clues to the season and refer back to their own experiences to explain their reasoning. Describe how the painting makes them feel. Paint impressions of the weather outside.</p>		<p>Music <i>Listen to a piece of music, identifying if it is fast or slow, happy or sad.</i></p> <p>Listen to different sounds or music representing the seasons and/or weather. Describe what they hear, guessing what season/weather the sounds or music is depicting.</p>

	<p>Writing <i>Say sentences out loud to an adult or peer before writing.</i></p> <p>In pairs, practise composing a sentence about a photograph taken on the walk.</p> <p>Writing <i>Re-read their own writing to check that it makes sense.</i></p> <p>Re-read the collective recount to make sure it makes sense. Create individual ‘mini books’ about their experience, sequencing pages and images chronologically. Add interest by drawing things that they collected or print and stick digital images.</p>					
<p>Week 2- Develop Poetry</p>	<p>Reading <i>Recite by heart, in order, a simple poem or rhyme by heart.</i></p> <p>Read and listen to the poem Who Has Seen the Wind? by Christina Rossetti. Talk about the poem describing the visual images it inspires. Practise the poem in unison, keeping up with rhythm and pace. Who can spot the rhyming words?</p> <p>Spoken Language <i>Clearly express ideas when talking about matters of personal interest, including some detail.</i></p>	<p>Science <i>Observe objects, materials and living things and describe what they see.</i></p> <p>Play outside on a windy day and feel the wind blow in their faces. Shout, fly or make kites, blow windmills or hold coats, carrier bags or cotton sheets above their heads to feel the force of the wind. Learn how to use an anemometer to measure the speed of the wind.</p>	<p>Geography <i>Use basic geographical vocabulary to name physical and human features of familiar places.</i></p> <p>Watch videos of instances of extreme weather in the UK and talk about in which seasons they think these types of weather occurred. Discuss the consequences of some of these types of weather and imagine or recall their own experiences, talking about how it feels to be in these weather conditions.</p>	<p>History <i>Sequence the story of a significant historical figure.</i></p> <p>Listen to the story of Sir Francis Beaufort and observe examples of wind speeds – outdoors, at first hand, and by watching film clips.</p>	<p>PE <i>Create simple movement patterns, showing awareness of rhythm.</i></p> <p>Dance like the wind! Be a leaf on a tree, a tall blade of grass, a wave, windmill, flag, kite or a plastic bag. Choose some of the movements already explored and use them to build individual movement phrases.</p>	<p>Music <i>Sing with a sense of shape and melody.</i></p> <p>Listen to and join in with songs and nursery rhymes about the wind. Add sound effects using voices, everyday objects and percussion instruments.</p>

Share and discuss photographs taken on a windy day, relating these to individual experiences of playing in the wind. Suggest words to describe how the wind feels and how it affects the world around them. Rehearse a sentence about a chosen picture and write it down.

Writing

Talk to an adult or peer about what they are going to write.

Suggest how to complete the sentence: 'I have seen the wind...'. Describe in a sentence what the wind does, based on own experiences. Compose orally and edit on whiteboard before writing the final version.

Writing

Use simple poetic structures to substitute own ideas and write new lines/verses within an appropriate frame.

Complete a second sentence using rhyme where possible. Refer to brainstormed rhyming words for ideas. Practise saying the second sentence aloud before writing.

Writing

Read aloud their own writing clearly and audibly.

Work collaboratively to create a class poem using their sentences. Suggest how to order the sentences for best effect. Join in with reading aloud when complete. Add sound effects and/or percussion to imitate sounds of the wind.

<p>Week 3-Develop Lists and Instructions</p>	<p>Reading <i>Draw on their own experiences, background information provided by the teacher and illustrations to make sense of what they have read.</i></p> <p>Read a range of lists and guess their purpose for example, a shopping list, 'To Do' list or a 'Things for School' list. Read and discuss the different items on the lists and explain their ideas. Write a list for things to take on a rainy day walk.</p> <p>Spoken Language <i>Describe events and experiences using appropriate topical vocabulary.</i></p> <p>Orally rehearse instructions for dressing for a rainy day. Use time connectives in their talk and self-correct if they get mixed up.</p> <p>Writing <i>Talk to an adult or peer about what they are going to write.</i></p> <p>How can you catch a raindrop? Work with a partner to collect and list different ideas. Pick one suggestion and work out a chronological sequence of steps for doing it. Practise saying the sentence with a partner before writing.</p> <p>Writing <i>Say sentences out loud to an adult or peer before writing.</i></p> <p>Talk about words that describe different types of clouds. Share ideas and list them with a</p>	<p>Science <i>Observe objects, materials and living things and describe what they see.</i></p> <p>Play with sponges in a water bath, watching the sponge absorb the water and squeezing it, when heavy with water, to make a rain shower. Use simple weather vocabulary to explain their play for example, rain, clouds, shower, storm and droplets.</p>	<p>Geography <i>Draw a simple picture map (e.g. of an imaginary place from a story), labelling particular features.</i></p> <p>Use a variety of aerial images to spot recognisable features such as trees, houses, rivers, roads and fields. What might it be like to sit on a cloud above the school? Think and talk about things they might see. Draw simple sketch maps to record their ideas.</p>	<p>Art & Design <i>Outline personal likes and dislikes regarding a piece of art.</i></p> <p>Look at artist Berndnaut Smilde's moving cloud installations. Consider questions such as: How did the artist make them? What types of cloud are they? Think of materials that could be used to make big clouds and discuss ways of displaying them in the classroom.</p>	<p>Mathematics <i>Measure with a ruler and begin to record lengths and heights in standard units of measure.</i></p> <p>Play in the rain finding puddles of different shapes and sizes. Make a simple rain gauge and write down the amount of rain collected each day.</p>	<p>Music <i>Make sounds in different ways, including hitting, blowing and shaking.</i></p> <p>Read, learn and join in with rhymes, poems and songs on the theme of rain. Select percussion instruments that can make rain sounds. Make a simple rain stick using cardboard tubes and fillers such as dried peas, rice or dried pasta. Decorate the rain sticks using paint, ribbon or by wrapping in coloured papers.</p>

	<p>partner. Make independent attempts at spelling using a simple word bank or dictionary to check where appropriate. Words might include: fluffy, wispy, rainy, puffy, thin, floating and drifting.</p> <p>Writing <i>Talk about their writing with the teacher or partner.</i></p> <p>Look carefully at aerial images. Write a list of geographical features that they can see from a 'bird's eye view'. Use a simple dictionary to check spellings they are unsure of. Share findings, adding things they have missed to their list.</p>					
<p>Week 4- Postcards</p>	<p>Reading <i>Draw on their own experiences, background information provided by the teacher and illustrations to make sense of what they have read.</i></p> <p>Read postcards sent by Teddy from a range of different hot places around the world. Find out what Teddy has been doing in different countries and talk about the weather he's seen in the places he has visited.</p> <p>Spoken Language <i>Take turns in pairs, engaging with others.</i></p> <p>Explore travel magazines and pictures of people doing different activities in the sun. Talk about what they can see and relate this to their own</p>	<p>Science <i>Use simple non-standard measurements in a practical task.</i></p> <p>Make shadows using a range of scientific and play equipment indoors and outdoors. Plot the course of a shadow regularly over a sunny day. Draw around the shadows at timed intervals to explore how they move.</p> <p>Science <i>Observe objects, materials and living things and describe what they see.</i></p> <p>Explore the effects of the sun (light and temperature) on light-sensitive thermo beads and papers. Lay shapes and objects on photo-sensitive paper and leave outside in the sun, observing what happens over</p>	<p>Geography <i>Identify the similarities and differences between the local environment and one other place.</i></p> <p>Find out about a European country that Teddy has visited such as France, Spain or Italy. Compare the climate to that of the UK.</p>	<p>Art & Design <i>Handle and manipulate rigid and malleable materials and say how they feel.</i></p> <p>Make 'season trees'. Decorate a tree for each season with beads, ribbons, painted blossoms, frost, fruits and leaves. Experiment with different materials and talk about their intentions as they work.</p>		

experiences of playing in the sun or being on a summer holiday. Practise saying a sentence out loud for each of the pictures.

Writing

Say sentences out loud to an adult or peer before writing.

Using the holiday images as inspiration, imagine being part of the image and write sentences about the experience. Work independently or with others.

Writing

Make simple connections between ideas and events using some formulaic phrases to indicate the start or end of a text.

Write a postcard to Teddy using the holiday pictures as inspiration. Include details of where they are on holiday, what they have been doing and what the weather is like.

Writing

Re-read their own writing.

Complete postcards choosing a photograph, image or drawing for the front. Copy Teddy's address and put a stamp on to their postcard. Walk to the local post box and post their postcards.

time. Compare with photo and thermo materials placed in the shade: talk about the differences observed and suggest reasons for them.

Science

Use simple non-standard measurements in a practical task.

Use a thermometer to record the temperature over the course of a week. Read scales using standard and non-standard measures and record these on a simple chart.

Week						
<p>Innovate Week 5</p>	<p>Up, Up and Away You have a balloon of your very own! Let it go and see what happens. Where will the wind take it? Will it fly or will it fall to the ground? When would be the best time to fly it?</p>	<p>Read and listen to stories and poems about balloons, the wind and flight. Talk about what might happen when we let go of our balloons.</p>	<p>Write a message on a postcard for the finder of your balloon. Ask them to let you know if they find it. Remember to write the school contact details on the postcard. Who might find your balloon? Re-read your message to make sure it is clear to the person who finds it. Do you need to make any changes? When and where will you fly your balloon? Test how strong the wind is with an anemometer to help you decide.</p>	<p>Use your findings to decide the best place for the launch. Predict what will happen when you let go of it. Tell an adult about your prediction.</p>	<p>Launch your balloon! (Don't forget to take some photographs!) Look at maps and aerial photographs of the local area. Where do you think your balloon might have landed? I wonder what your balloon will be able to see from up there? Write labels and captions for a display about your balloon launch. Include photographs taken on the day.</p>	<p>Invite your parents and carers to look at your display and explain what you enjoyed doing best. Congratulations! You have completed your Innovation Challenge.</p>
<p>Express Week 6-Non chronological reports.</p>	<p>Spoken Language <i>Ask simple questions to find out more about the topic.</i></p> <p>Talk about favourite parts of the project using photographs of events and activities. Consider what might happen next and what else they would like to find out about.</p> <p>Reading <i>Make relevant comments about what is read to them.</i></p> <p>Read Teddy's responses to their postcards. Think about how the weather affects what Teddy does as he travels the world. Talk about the kind of things he can do in hot places and in cold places.</p> <p>Writing <i>Talk to an adult or peer about what they are going to write about.</i></p> <p>Watch local weather reports online or on TV. Listen for as many different weather words as possible and record these in a list. Compare what they heard</p>	<p>Science <i>Describe how day length changes over a year from experience and if and how it affects their lives.</i></p> <p>Analyse weather data collected over the course of the project and draw conclusions as to the most common type of weather in the current season. Consider what the typical hours of daylight were for the period.</p>	<p>Geography <i>Locate hot and cold areas of the world.</i></p> <p>Find a warm country on a world map and decide what to pack in a suitcase for a holiday. Write a postcard, imagining they are on holiday there, describing the weather and the activities they are doing.</p>	<p>Art & Design <i>Cut and tear paper and glue it to a surface.</i></p> <p>Decorate the classroom windows by creating brightly coloured 'sun-catchers'. Use a range of transparent and translucent materials to weave and stick over a wire frame. Display the sun-catchers individually or combined together to make larger collaborative mobiles.</p>	<p>PE <i>Create simple movement patterns, showing awareness of rhythm.</i></p> <p>Perform their 'windy day dance' using streamers, ribbons and plastic bags for effect. Before practising and performing, discuss action words they will use..</p>	<p>Music <i>Sing with a sense of shape and melody.</i></p> <p>Perform their own choice of weather song using instruments, body percussion or voice. Create the sounds of different types of weather or levels of rain from raindrops or drizzle to shower and downpour.</p>

with what a partner heard and share these words with the group. Go outside to check the weather and temperature. Then rehearse a sentence, or sentences, that a weather reporter might say about today's weather.

Writing

Make simple connections between ideas and events using some formulaic phrases to indicate the start or end of a text.

Work in pairs to write a weather report about today's weather using ICT. Add an image using clip art or download. Read their final report aloud and check it makes sense. Make any changes they think will improve it.

Reading

Recite by heart, in order, a simple poem or rhyme.

Perform a favourite weather poem to an invited audience. Practise reading the poem aloud, perhaps even learning it by heart.

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