

Term 5 Medium Term Plan : Wrens Class

	Week 1	Week 2 (4 day week)	Week 3	Week 4
English EYFS	Little red hen	Little red hen/observational writing about the chicks	Rainbow Fish	Rainbow Fish
English KS1	Traction Man (narrative)	Traction Man (narrative)	Traction Man – (narrative)	Assessment and Grammar week
SPAG	Year 1 – question marks Year 2 – less suffix	NO GRAMMAR	Year 1- capital letter for days of the week Year 2 -ment suffix	Year 1 and 2- recap plurals
Maths EYFS	Mastering Number Week 21	Pattern 2 White Rose Maths	Mastering Number Week 22	Mastering Number Week 23
Maths Year 1	Make arrays Make doubles Make equal grouping – grouping Make equal groups – sharing	Start fractions Recognise half a shape Find half a shape	Recognise half Find a half of a quantity Recognise a quarter of an object Find a quarter of a shape	Recognise a quarter of a quantity Find a quarter of a quantity Consolidation using Can Do fractions Describe turns
Maths Year 2	Recognise a half Find a half Recognise a quarter Find a quarter	Recognise a third Find a third Find the whole Unit fractions	Non unit fractions Equiv of one half and two quarters Recognise three quarters	Count in fractions Non unit fractions Equiv of one half and two quarters Recognise three quarters
Geography EYFS	Making a map of a journey from school to the River Churn	Use vocab to describe some human man made structures –	Compare the village environ with that of a global city	Describe why they like a certain part/ element of NC using geog vocab

		use this vocab to describe their own structure		
Geography KS1 Wonders of our World	Understand what a river is and identify key global rivers on a map	Identify and label man made wonders of the world – locate them and describe the human features	Identify and label key global cities - what is a city environment like where are key global cities in each continent	Use key geographical vocab to write persuasively about why NC is a wonder of the world.
RE EYFS Read and explore a different bible story each week – use ‘Stories Jesus Told’ by Nick Butterworth.	What makes a friend? Make labels to put around the outline of a friend. Mix up words into a ‘cauldron’ as a recipe for friendship. Discuss why friendship is a good thing. Story: The Ten Silver Coins	Talk about times when they have been worried or upset. What made them feel like this? What made them feel better? Explain that Christians believe that Jesus can make them feel better and help them to feel ‘peaceful.’ Explore what feeling peaceful means. Story: The Little Gate	Read and talk about some simple prayers – what are they for? What might Christians want to say to God and why? Together, make up some simple prayers. Story: The Rich Farmer	Discuss why people go to church and why it is important to them. Write labels for the things they found in the church. Story: The Precious Pearl
RE KS1 What is the Good News that Jesus brings	Story of Jesus befriending Matthew the tax collector - explore idea of Jesus as someone who made friends with people that other people didn’t like	Explore the idea of peace brought through faith in Jesus – decorate hearts to show different kinds of peace based on John 14:27: ‘My peace I leave with you, my peace I give to you. Do not let your heart be troubled and do not be afraid.’	Explore idea of confession and forgiveness and why this is important for Christians. Link with Jesus’ teachings)Matthew 18:21–22) Explore how Christians repent and ask forgiveness through prayer. Write simple prayers	Explore how going to church might help people to find peace, friendship and forgiveness. What is in the building to help them? Look at an example of a Christian service.
Science EYFS	What lives in a rockpool ?	MAY DAY	How can we keep things cool ?	How do we know something is alive ?

Science KS1	What Is a habitat ? Describe what might live in a rockpool and how it is adapted to live in rockpools.	MAY DAY	How can we keep our lunch cool ? Designing an experiment, recording results, Using language - insulate	What is alive, dead, never alive (opportunity for examination of shells, drift wood, fossils,
Music KS1 Year 1 unit 1 Under the Sea (musical vocabulary)	Learn the terms pulse and tempo. Create movements to match characters in the seaside story Speedboats Swimmers Surfers Sharks	Learn the terms dynamics and timbre Create an underwater soundscape choosing instruments with appropriate timbre for fish and dynamics to show size	Learn the terms pitch and rhythm Create music for a deep-sea diver going up and down (pitch) and taking photographs (rhythm)	Learn the terms texture and structure Listen to Wellerman by Nathan Evans. Explore the texture and structure, Begin to create sounds for a coral reef. Build these up into a textured soundscape, creating a structure for the sound
Music EYFS	Move in time to music, recognising where this is fast and slow.	Select musical instruments and use them to make different sounds. Talk about what the sounds represent and why	Represent high and low sounds on their instruments	Select musical instruments to represent a coral reef.
Computing	Pictograms	Pictograms	Pictograms	Pictograms Using a key board and finger space
DT EYFS	EYFS: To explore how things work EYFS: To select and use resources to achieve a goal.	EYFS: To develop fine motor skills so that they can use tools safely and efficiently.	EYFS: To create collaboratively sharing resources, ideas and skills	EYFS: To use a variety of materials, tools and techniques to experiment with function.
DT KS1 Winding Mechanisms	To learn that a winding mechanism has an axle and a handle that turns.	To make an efficient winding mechanism.	To plan and begin to make a model which reflects their	To make a themed model which reflects their understanding of a

	<p>To explore making winding mechanisms using construction kits.</p> <p>To draw and label a diagram of their winding model. (IDEAS)</p>	<p>To consider what differences the size of the winder drum makes to their mechanism. (FPTs)</p>	<p>understanding of a winding mechanism. (DMA)</p>	<p>winding mechanism and evaluate its effectiveness.</p> <p>To work collaboratively as part of a Design and Make team.</p>
RSE Keeping myself safe	Harold's picnic	How safe would you feel ?	What should Harold say?	I don't like that ! Fun or not ?
PE KS1	Striking and fielding/tennis	Striking and fielding/tennis	Striking and fielding/tennis	Striking and fielding/tennis