

Summer 2 2022-2023

Hook:

Trips: 3rd July - Harlow Carr

Notable dates:

12th June - Phonics Screening Check

26th June – Walk to Shipley Glen

29th June - Data uploaded Arbor

Transition days -

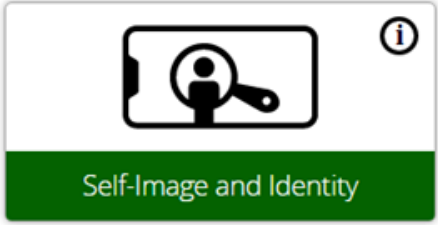
Friday 30th June AM

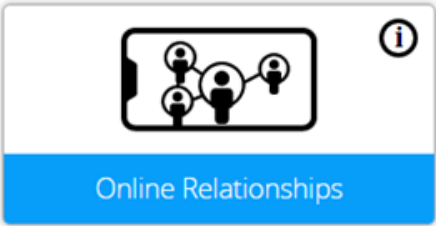
Wednesday 5th July AM


Wednesday 12th July - Family Picnic

Tuesday 4th July Sports Day - Wednesday 12th July - Rainy Day Sports Day

7th July - Reports to SLT

Week	1	2	3	4	5	6
	12th June Phonics screening	19th June Assessment Week	26 th June 30th June Transition morning Sports Day	3rd July 3rd July - Harlow Carr	10th July Wednesday 12th Picnic and Sports Day	17 th July Reports Home
English Text type being covered:	<p><i>Phase 1 - immersion</i></p> <p>Lesson 1 - Hook – objects from Scaredy Squirrel’s emergency kit are found along with the book. Look at front cover. What/ who do we think this is about? Why might he be scared? What might he be scared of? Why may he need a kit and why might he need these things in his kit?</p> <p><i>Phase 2 – Reading like a writer</i></p> <p>Lesson 2 – Read first part of book – what are his fears? Make a list of our own fears (recap list features). Aim High/ MA – choose one of their fears and explain why they are scared. Share and discuss with class.</p> <p>LO: To write a list.</p> <p><i>Phase 3 – GPS – writing like a reader (reading, handwriting, sentence structure practise, previously taught GPS consolidation – reading poetry/reading objectives)</i></p>	<p>Lesson 5 – Sort SS’s fears into realistic and unrealistic fears. Aim High/ MA – Choose one unrealistic fear and explain why this might be unrealistic. Children discuss why some fears are realistic/ not realistic.</p> <p><i>Computing Link- Children to record each other talking about their fears.</i></p> <p>LO: To explain reasons.</p> <p>If something happens that makes me feel sad, worried or uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</p>  <p>Lesson 6 – Role play Q/A What would we ask SS about his situation? Collect a range of</p>	<p>Lesson 8 – Letter Gather all ideas from debate and compose a letter to SS to convince. Give two sides of our debate. Adult to scribe letter and model good sentences. LO: Write a letter to Scaredy Squirrel with Y1 punctuation.</p> <p>Lesson 9 – Letter from SS. SS writes a letter to the children thanking them for their thoughts and opinions. He is thinking about leaving the tree! Read the next part of the story. LO: Write a prediction. What will happen when Scaredy Squirrel leaves the nut tree?</p> <p>Lesson 10 – Recap on the story when SS left the tree after the killer bee arrival! A killer bee appears!</p>	<p>Lesson 11 – GPS using ‘ing’ suffix ending. Look at verbs and adding suffix ‘ing’. (fly, jump, land, look, see, happen, eat, play). Aim High/ MA – write sentences to describe what SS is doing. LO: To write words using the suffix ‘ing’.</p> <p>Lesson 12 – Role play Read the book from the killer bee incident. Emphasise the first sentence ‘A killer bee appears!’. Point out present tense. Re-read a few times and ask the children to join in. Emphasise precise word choices and fabulous phrases. Make word/ phrase banks for the story. Read as the children act it out – He glides out of the tree and flies down.... Etc.</p>	<p>Hot write spread over the week.</p> <ul style="list-style-type: none"> Plan – picture sequence. Word banks of phrases and great vocab. Act out smaller parts and write about each (breaking down writing time). Looking to check and improve writing (HA children) 	<p>Consolidation A week to finish off any work which has not been covered due to transition / events etc.</p>

	<p>Lesson 3 – GPS recap suffix 's/es (recap) Give the children singular of fears and things from book so far (squirrel, tree, nut, tarantula, shark, plant, germ, martian, killer bee)</p> <p>Lesson 4 – GPS recap prefix 'un'. What is the unknown? Look at prefix un and recap how it changes the root word to mean the opposite. Look at list of feelings (safe, happy, sure, comfortable, lucky, well, interested, afraid). Children to re-write with prefix. Aim High/ MA – chose one and write a sentence in context.</p> <p>LO: To write words using prefix 'un'.</p>	<p>questions from the children (could write on post its and bring to the carpet). Adult scribe modelling correctly. Role play – adults. One adult holds a microphone and one holds a picture of SS. Take turns to ask questions and give SS's response.</p> <p>LO: to ask questions and give responses.</p> <p>Lesson 7 – Read the next part of the story and look at the disadvantages of leaving the tree – is he right to stay in the tree? Why/ why not? Debate and vote (voting slip?). I think he should/ shouldn't leave his tree because...</p> <p>LO: To debate and discuss points of view.</p> <p>I can explain why it is important to be considerate and kind to people online and to respect their choices.</p> 	<p>Discuss '!' and read with expression.</p> <p>Look at pictures in turn and describe what he is doing (present tense). Order a number of pictures. Use suffix 'ing' for verbs to orally describe pictures in sequence.</p> <p>LO: To describe what is happening in the present tense. LO: To sequence a story.</p>	<p>LO: To use precise word choices.</p> <p>Lesson 13 – Start with 'A killer bee appears!'. Remind about '!'. Then show the picture sequence of the children and ask children to retell in own words (present tense). Remind them of fab phrases and word choices – can they include them in their oral retell?</p> <p>LO: To retell a story in present tense.</p> <p>Lesson 15 – Start with 'A killer bee appears!'. Remind about '!'. Then show pictures and model/ teacher scribe great punctuated sentences in present tense (e/es suffix), fab phrases and word choices.</p> <p>Children to select pictures and write about them.</p> <p>Other things to consider – Capital for pronouns Joining word 'and' sparingly and correctly. Writing a question Using a '!'. Present tense s/es</p> <p>LO: To retell a story in present tense.</p>		
<p>Maths</p>	<p><u>Place Value</u></p> <p>Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number.</p>	<p><u>Place Value</u></p> <p>1) LO: The number line to 100.</p> <p>2) LO: To find one more and one less than a given number up to 100.</p>	<p><u>Money</u></p> <p>Recognise and know the value of different denominations of coins and notes.</p> <p>1) LO: To Unitise coins.</p>	<p><u>Time</u></p> <p>Tell the time to the hour and half past the hour and draw the hands on a clockface to show these times.</p> <p>Recognise and use the language relating to dates, including days</p>	<p><u>Time</u></p> <p>1) LO: To understand hours, minutes and seconds.</p>	<p>Consolidation</p> <p>A week to finish off any work which has not been covered due to transition / events etc.</p>

	<p>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s.</p> <p>1) LO: To Count From 50 - 100.</p> <p>1) LO: To count in tens to 100.</p> <p>2) LO: To partition into tens and ones.</p>	<p>3) LO: To compare numbers with the same number of tens.</p> <p>4) LO: To compare any two numbers up to 100.</p>	<p>2) LO: To recognise coins.</p> <p>3) LO: To recognise notes.</p> <p>Computing Link- Purple Mash- Recognising coins and notes.</p> <p>Purple Mash by 2Simple</p>  <p>I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content)</p> <p>4) LO: To count in coins.</p>	<p>of the week, weeks, months and years.</p> <p>Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).</p> <p>1) LO: To describe, sort and order events.</p> <p>2) LO: To understand the days of the week.</p> <p>Computing Link- Purple Mash- Days of the week.</p> <p>Purple Mash by 2Simple</p> <p>3) LO: To understand the months of the year.</p>	<p>2) LO: To tell the time to the hour.</p> <p>3) LO: To tell the time to the half hour.</p>	
<p>Science</p>	<p><u>Animals including humans</u></p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>https://www.bbc.co.uk/bitesize/clips/z2fnvcw</p> <p>Computing Link- Purple Mash- Label the basic parts of a human body.</p> <p>Purple Mash by 2Simple</p> <p>I can explain rules to keep myself safe when using technology both in and beyond the home.</p>	<p><u>Plants</u></p> <ul style="list-style-type: none"> LO: Identify and describe the basic structure of a variety of common trees. <p>Observe and draw a tree. Label their own drawing.</p>	<p><u>Plants</u></p> <ul style="list-style-type: none"> LO: Identify and describe the basic structure of a variety of common flowering plants. <p>Observe and draw a flowering plant. Label their own drawing.</p>	<p>Harlow Carr Visit - deciduous and evergreen trees.</p> <p>Observing and identifying plants.</p>	<p><u>Seasonal Change</u></p> <p>Walk around school grounds – summer bingo.</p> <p>Draw things children noticed.</p> <p>Discuss the length of Summer days and Summer weather.</p> <p>https://www.youtube.com/watch?v=w12ZbGBWZ_k</p> <p>Summer art of noticing.</p>	<p><u>Consolidation</u></p> <p>A week to finish off any work which has not been covered due to transition / events etc.</p>



Health, Well-being and Lifestyle

LO: To understand that we have different ways of exploring the world and that often our senses work together to help us do that.

- Explore the different senses through a range of activities (see short term plan)
- Observe different things outside and describe what they smell like, look like and feel like.

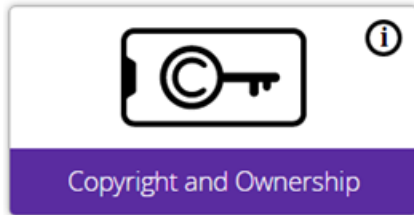
Working Scientifically

1. asking simple questions and recognising that they can be answered in different ways

2. using their observations and ideas to suggest answers to questions

Geography						
<p>History</p> <p>How has Shipley Glen changed over time?</p>	<p>Skills ladder - Ask historical questions</p> <p>Show photos of Shipley Glen many years ago – do not tell the children where it is. Ask them to make statements and ask questions about the photos.</p> <p>Japanese Garden Fun Fair</p>	<p>Skills ladder - Order the people, objects and events they study according to when they happened.</p> <p>Create a timeline of the places on and around Shipley glen using the pictures from Lesson 1.</p>	<p>Skills ladder - Talk about the past and present using simple historical language. Write and draw about the past.</p> <p>Look at Easter Celebrations 1912 was the Glen like that when we visited?</p>	<p>Skills ladder - Order the people, objects and events they study according to when they happened.</p> <p>Create a timeline of the places on and around Shipley glen using the pictures from Lesson 1.</p>	<p>Skills ladder - Talk about the past and present using simple historical language. Write and draw about the past.</p> <p>Easter Celebrations 1912</p> <p>Refer back to each photo and give a brief outline of its history.</p>	<p>Consolidation</p> <p>A week to finish off any work which has not been covered due to transition / events etc.</p>


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	<p>Aerial ride Tea Rooms Tramway Old Glen House</p> <p>Discuss the children's Statements and Questions. Disclose what the photos are.</p>	<p>Adults to talk about their visits to The Glen in the 70s/ 80s.</p>	<p>Refer back to each photo and give a brief outline of its history.</p> <p>Show where it was (on a map – geog link) and a photo of what is there now. Discuss the changes and make comparisons.</p> <p>Write sentences to compare past and present Shipley Glen.</p>	<p>Adults to talk about their visits to The Glen in the 70s/ 80s.</p>	<p>Show where it was (on a map) and a photo of what is there now (e.g. the Japanese garden now has houses on it).</p> <p>Discuss the changes and make comparisons. Write sentences to compare past and present.</p>	
Art	<p>Skills: <i>Explore printing techniques and print with a variety of tools (fruit, vegetables and sponges) and blocks they have made themselves.</i></p> <p>Provision / independent activities</p> <p>Vegetable printing Look at a range of vegetables (support science leaning). Discuss colour and shape. Explore printing with a variety of vegetables. Discuss how much paint is needed to create certain effects. What shapes do they make?</p> <p>Pepper, ochre, celery, diagonally sliced green beans are all good to use. Practice for art book.</p> <p>Printing flowers with vegetables. Using what we have learnt to create flower like patterns.</p>	<p>Skills: <i>Explore printing techniques and print with a variety of tools (fruit, vegetables and sponges) and blocks they have made themselves.</i></p> <p>Provision / independent activities</p> <p>Printing flowers Printing with cotton buds – lilacs and dandelions. https://masandpas.com/cotton-swab-painting/</p> <p>Printing flowers Printing with bubbles – hydrangeas https://www.apieceofrainbow.com/bubble-paint-flower-hydrangeas/</p>	<p>Skills: <i>Observe works of art and talk about how they have been created (colour, line, shape, media, texture, composition). Describe what they think about their own and others' work, using 'Art words'.</i></p> <p>Activities</p> <p>Introduction to Georgia O'Keeffe.</p> <p>Show the children a picture of her. Who do they think it is? What might she do? What would we like to ask her?</p> <p>Show her work. Discuss colour, shape etc. with the children. What do they notice? What do they like?</p> <p>Create printing blocks using card, string and create texture with collage materials. Stick with PVA and allow to dry.</p>	<p>Skills: <i>Explore printing techniques and print with a variety of tools (fruit, vegetables and sponges) and blocks they have made themselves.</i></p> <p>Activities Explore printing with their block on cardboard with different colours</p> <div data-bbox="1587 1039 1973 1239" style="text-align: center;">  <p>Copyright and Ownership</p> </div> <p>I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'.)</p>	<p>Skills: <i>Paint pictures using a variety of paints and brushes</i></p> <p>Activities Use printing to explore painting Georgia O'Keeffe style flowers – bring sunflowers in?</p>	<p>Skills. <i>Draw lines, shapes and patterns using a variety of media.</i></p> <p>Activities Use charcoals and chalks to explore drawing Georgia O'Keeffe style flowers – use her work for ideas and inspiration.</p>
Design Technology						
Carry over DT fruit skewers.						

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<p>P.E. Jumping</p> <p>Spend some time practising sports day.</p>	<p>Jumping</p> <p>The focus of learning is to recap jumping, in different directions, at different speeds and different levels.</p> <p>Pupils will begin to understand the different reasons when, where and why we jump in different ways.</p>	<p>Jumping</p> <p>The focus of learning is for pupils to begin to develop their understanding of how to jump efficiently.</p> <p>Pupils will recap how we jump applying the most effective technique using our head, arms and feet.</p>	<p>Jumping</p> <p>The focus of learning is to explore how jumping affects our bodies.</p> <p>Pupils will apply their jumping skills during a circuit.</p>	<p>Jumping</p> <p>The focus of learning is to explore skipping.</p>	<p>Jumping</p> <p>The focus of learning is to apply our understanding of jumping and skipping into a game.</p>	<p>Jumping</p> <p>The focus of learning is to bring together the suggested sequence of learning into a level 1 tournament.</p> <p>Pupils will apply their knowledge of jumping into competitions.</p>
<p>P.E.</p> <p>Team Building</p> <p>Spend some time practising sports day.</p>	<p>Team Building</p> <p>The focus of the learning is to introduce teamwork.</p> <p>Pupils will understand why it is important to include everyone when working as a team and how it feels to be left out.</p> <p>Pupils will start to learn and understand what makes an effective team.</p>	<p>Team Building</p> <p>The focus of learning is for pupils to begin to develop their understanding of how to jump efficiently.</p> <p>Pupils will recap how we jump applying the most effective technique using our head, arms and feet.</p>	<p>Team Building</p> <p>The focus of learning is to explore how jumping affects our bodies.</p> <p>Pupils will apply their jumping skills during a circuit.</p>	<p>Team Building</p> <p>The focus of learning is to explore skipping.</p>	<p>Team Building</p> <p>The focus of learning is to apply our understanding of jumping and skipping into a game.</p>	<p>Team Building</p> <p>The focus of learning is to bring together the suggested sequence of learning into a level 1 tournament.</p> <p>Pupils will apply their knowledge of jumping into competitions.</p>
<p>Music</p> <p>Jo D</p>	<p>Lesson 1: Pitch and tempo: High fliers</p> <p>Children are introduced to the concept of pitch and learn to recognise low and high sounds in superhero theme tunes</p> <p>Learning objective To understand the concept of pitch</p> <p>National curriculum - Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Lesson 2: Pitch and tempo: Pitch patterns</p> <p>Using their understanding of pitch, children create a simple superhero theme tune using a low note and a high note</p> <p>Learning objective To create a pattern using two pitches</p> <p>National curriculum - Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Lesson 3: Pitch and tempo: Faster than a speeding bullet</p> <p>Pupils develop their superhero theme tunes by adding tempo changes to make them sound more exciting</p> <p>Learning objective To understand the concept of tempo</p> <p>National curriculum - Play tuned (and untuned) instruments musically - Listen with concentration and understanding to a range of</p>	<p>Lesson 4: Pitch and tempo: Superhero theme tune</p> <p>After listening to different superhero theme tunes, children consider the features of these pieces before working in groups to create their own superhero compositions</p> <p>Learning objective To create a superhero theme tune</p> <p>National curriculum - Play tuned and untuned instruments musically</p>	<p>Lesson 5: Pitch and tempo: Final performance</p> <p>Pupils perform their theme tune compositions and feedback to their peers, commenting on the pitch and tempo of their pieces</p> <p>Learning objective To create a pattern using two pitches</p> <p>National curriculum - Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	

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	- Play tuned (and untuned) instruments musically - Listen with concentration and understanding to a range of high quality (live) and recorded music	- Play tuned (and untuned) instruments musically - Listen with concentration and understanding to a range of high quality (live) and recorded music - Experiment with, create, select and combine sounds using the interrelated dimensions of music (pitch)	high quality (live) and recorded music - Experiment with, create, select and combine sounds using the interrelated dimensions of music (pitch and tempo)	-Listen with concentration and understanding to a range of high quality (live) and recorded music - Experiment with, create, select and combine sounds using the interrelated dimensions of music	- Play tuned (and untuned) instruments musically - Listen with concentration and understanding to a range of high quality (live) and recorded music -Experiment with, create, select and combine sounds using the interrelated dimensions of music (pitch)	
PSHE JIGSAW Unit Sandal Root of Learning:	Life cycles I am starting to understand the life cycles of animals and humans. I understand that changes happen as we grow and that this is OK	Changing Me I can tell you some things about me that have changed and some things about me that have stayed the same. I know that changes are OK and that sometimes they will happen whether I want them to or not	My Changing Body I can tell you how my body has changed since I was a baby. I understand that growing up is natural and that everybody grows at different rates	Boys' and Girls' Bodies I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina I respect my body and understand which parts are private I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. <div style="text-align: center;">  <p>Managing Online Information</p> </div>	Learning and Growing I understand that every time I learn something new I change a little bit I enjoy learning new things	Coping with Changes I can tell you about changes that have happened in my life I know some ways to cope with changes
Computing Gill H	Coding -Instructions- Lesson 1 <ul style="list-style-type: none"> To understand what instructions are. To predict what will happen when instructions are followed. To understand that computer programs work by following instructions called code.	Coding -Objects and actions- Lesson 2 <ul style="list-style-type: none"> To use code to make a computer program. To understand what objects and actions are	Coding -Events- Lesson 3 <ul style="list-style-type: none"> To understand what an event is. To use an event to control an object	Coding -When code executes- Lesson 4 <ul style="list-style-type: none"> To understand what an event is. To begin to understand how code executes when a program is run.	Coding -Setting the scene- Lesson 5 <ul style="list-style-type: none"> To understand what backgrounds and objects are. To understand how to use the scale property.	Coding -Using a plan- Lesson 6 <ul style="list-style-type: none"> To plan a computer program. To make a computer program

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<p>RE Focus Religions:</p> <p>Focus question: Who brought messages about God and what did they say? (Part 2)</p>	<ul style="list-style-type: none"> Who brings us messages? <p>At the weekend at the beach a message in a bottle was found.</p> <p>Discuss questions with pupils such as: How the message got inside the bottle? How did the message get here? Why didn't the person who wrote it bring it? What it might say? What would you do next?</p> <p>Teach the pupils that a message is a piece of information or a request that you send to someone or leave for them when you cannot speak to them directly.</p>	<ul style="list-style-type: none"> What is a prophet? <p>Tell the story of Jonah from the Bible, a story book.</p> <p>Discuss questions with pupils such as: Did Jonah do as God asked? What did he do instead? What message was Jonah given to pass on? What effect did it have on the people of Nineveh? What did Jonah do afterwards?</p> <p>What does this story say about how God feels when people do bad things? Does God stop loving them?</p> <p>Leave the resources out in provision for the children re-tell the story independently.</p>	<ul style="list-style-type: none"> What is a prophet? <p>Tell the story of Daniel from the Bible, a story book or through Godly Play</p> <p>Discuss questions with pupils such as: What kind of a man was Daniel? Why didn't Daniel observe the King's law, knowing he'd be thrown into the den with lions? Why didn't Daniel try to hide the fact that he was praying? Who shut the lions' mouths? Why was Daniel not hurt?</p> <p>Leave the resources out in provision for the children re-tell the story independently.</p> <p>Explain to the pupils that both of these key figures from the Old Testament were prophets. They were chosen by God to pass on messages to the Israelites. They gave the people hope or guidance and they were able to foretell the future events that God had planned including the coming of Jesus Christ.</p> <p>A prophet can be seen as someone who looks at what is happening now and shows what will happen in the future</p>	<ul style="list-style-type: none"> What is the story of Abraham and who remembers it? <p>Play a selection of different games these could include falling backwards and being caught by a friend or going on a trust walk where a friend guides a blindfolded partner.</p> <p>Discuss questions with pupils such as: What does it mean to trust someone? How do we develop trust in someone? What makes someone untrustworthy?</p> <p>Tell the story of Abraham from the Bible, a story book or through Godly Play. The Complete Guide to Godly Play Volume 6 Pages 51-57. Discuss questions with pupils such as: What made Abraham so special that he was chosen by God for this important role? Why was Abraham able to trust God? What questions do you want to ask of this story?</p> <p>Leave the resources out in provision for the children re-tell the story independently.</p>	<ul style="list-style-type: none"> What is the story of Isaac and Jacob and why is this important to people? <p>Ask the children what they had for breakfast? Did they all have the same? Explain that they were all able to make a choice. Brainstorm other choices that the children make during the day.</p> <p>Discuss questions with pupils such as: Do they always make the right choice? Who might this affect? What can they do next?</p> <p>Tell the story of Isaac and Jacob from the Bible, a story book or through Godly Play. The Complete Guide to Godly Play Volume 6 Pages 44-50. Discuss questions with pupils such as: Why didn't Esau and Jacob get along? Has anyone ever taken away something very important to you? What did you do? Who needed to be forgiven? Who forgave? Who should have forgiven but didn't? Can you think of a time when you needed forgiveness or forgave someone?</p>	<ul style="list-style-type: none"> Who was Joseph and why is he remembered? <p>Discuss questions with pupils such as: Have you ever had to say sorry? Is it easy or difficult? Why? How do you feel when you say sorry? Do you think it is good to say sorry? How does it make the other person feel? What might happen next? (Forgiveness)</p> <p>Tell the story of Joseph from the Bible, a story book or through Godly Play. The Complete Guide to Godly Play Volume 6 Pages 51-57.</p> <p>Discuss questions with pupils such as: Can you imagine have 11 brothers? Do you think that you would always get along? Why? How do you think Joseph's brothers felt when they saw all the special treatment Joseph was getting from their dad? What did his father make for him? What did Joseph's dreams mean?</p> <p>Leave the resources out in provision for the children re-tell the story independently.</p>
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			if things don't change for the better or if things do change for the better.		Leave the resources out in provision for the children re-tell the story independently.	
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