

The Nest

Spring Medium Term Plans

Theme and Books	CASTLES AND MONARCHS PEOPLE WHO HELP US
Whole Class Reading Books	Small Knight and George Time to Get out of the bath Shirley The Castle The King Built Exploring the Castle In the Castle I Want To Be A Paramedic I Want To Be A Nurse I Want To Be A Postal Worker I Want To Be A Fire fighter Vet Chef Teacher Superhero Dad Superhero Mum

Reading All Aboard Phonics	Book of the Week. Literacy based around the book. Whole group reading and share questions and answers about the text. Guided reading group sessions Colourful Semantics Reading Recovery DEAL Library area for self-selection	See Learning Continuum for reading
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The Nest

 See All Aboard Planning	All Aboard Phonics Sentence scaffolding DEAL life as a queen or king DEAL life in the past living in a castle Adjectives for describing castles Nouns; learn new vocab Word Aware tasks learning new words. Rhyme Time and Sing and Sign sessions All Aboard Phonics daily	
Writing	Grammar work linked to speech and language. Pronouns Nouns Verbs Adjectives Conjunctions and & but Sentence writing around castles and the past Descriptive writing with scaffolding for support. Use visuals, symbols & word mats with key words to develop independent sentence writing.	See Learning Continuum for writing

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Maths	White Rose Scheme Nursery/Reception Year 1 and Year 3 Place Value Addition and Subtraction Multiplication and Division Shape Time	See Learning Continuum for Maths
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The Nest

PSHE	One Decision animated stories explore topics at a child's level and allows discussion through circle -time activity or general class discussion. 1. How can we look after each other and the world? Looking after the environment. How can we make a difference in the world? What is our local environment like & what can we do to improve it? 2. Living in the wider world Money. How do we get money? What is money for? What do we spend money on? 3. Staying Safe. Who keeps us safe? People that help us. Jobs and roles. Who do we go to if we need help? Who can help us to stay safe online? Life in our local community. Visits to local landmarks. 1 Decision Keeping Healthy 4 – 8. Personal Development Visit to the church Visits to local shop for independent skills Half termly trips to the library One Page Profiles Talking Mats to express my views			
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The Nest

Science	Rocks and Stones; Materials • Explore the properties of different rocks and stones. • What are the layers under the earth? KS1: Materials; find words to describe, transparent, smooth, hard, soft, rough etc KS2 3 different types of rock. • Investigate manmade & natural materials. • What is porous? Forces and Opposites Light and Dark Road safety at night. Retro reflective jackets. Shadows & making shadow puppets Prisms and shining the light through. What is a rainbow? Push and Pull What is a pull and what is a push? What makes the car move? What is friction? Investigate Magnets			
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The Nest

History	What is a monarch? What were castles built for? 1. Introduce words of king, queen & monarch. Learn what they mean. Monarch; use word aware strategies. Show slides with who the Monarch is & what is his role. Act out the different duties. Where does the monarch live? Show pictures of palaces. 2. Who was William the Conqueror? How did he build castles when he ruled England? Explain invading and Conqueror as new words. How would it feel to be invaded. The king had to build castles to invade the rest of England. Use presentations to show different castles. Compare castles; wood and stone; which is better to use? 3. To identify features of castles that would be effective when defending against attacks. What types of castles did the Normans build? Watch Kapow video. Introduce Motte & Bailey. Label castles parts on large castle picture. 4. What was the monarch in the past? Look at examples of the Bayeux Tapestry. Use words to describe monarchs from the past on presentation. How are they different to now? What is a coronation. Intro new word. Discuss laws and making decisions. Do some artwork on a coronation from the Bayeux Tapestry. 5. Who are significant monarchs in British history? Place monarchs on a timeline. 6. Learn about different monarchs & what they did. Use Purple Mash to support. <i>Use objects of discovery to discuss & ask questions etc.</i>		I can recognise what a monarch is. I can recall who rules the UK. I can identify some of the monarchs duties. I can name the 2 types of castle built by the Normans.. I can recognise similarities and difference between types of castle built by the Normans. I can sequence castles on a timeline. I can describe how castles have changed over time. I can identify some features of a castle. I can describe what kind of monarch William the Conqueror was. I can compare the monarchy in the past to the monarchy today. I can recognise that the monarchy has changed over time.	
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The Nest

Geography	Would you prefer to live in a hot place or a cold place? Why do we need maps? 1. Would you prefer to live in a cold or hot place? 2. What is it like to live in a polar region? Compare the arctic and Antarctic with an imaginary expedition through both. Locate the North & South Poles on a globe. 3. Where are the continents? Locate 7 continents and locate the equator on a globe 4. To investigate the weather & use key vocabulary & explain whether they live in a hot or cold place. To recognise features of hot or cold places. 5. What is life like in a hot place? 6. Where is the equator? 7. Would you prefer to live in a hot place or a cold place?		•	
RE	What does it mean to belong to a faith community? 1. How do Christians show they belong? Show Christian items. Do the story of the lost sheep. I wonder what I would do if I got lost? 2. How do Muslims know they belong? Show Arabic writing for Allah. Read the story The Boy with 3 stones & Trees. 3. How do Christians and Muslims welcome a new Baby? Watch clips of baptism. Look at a community coming together & a celebration. 4. How do some people show they belong to each other? Find out about Christian and Jewish marriages. What are the reasons some people chose to get married?		•	
Art	Sculpture and 3D: Castles Paper Play making towers		•	

The Nest

	Making boats from different materials Light and dark comparisons Starry Night Van Gogh			
D&T	Constructing windmills Making puppets Smoothies Cooking and Sensory Mixing and experimenting with wet and dry ingredients. I can explain the changes to the ingredients I can make a prediction about what might change and what it might look like. I can feel different textures and describe what they feel like. I can describe what something looks and feels like after it is cooked.		•	

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Music	Classical Music for coronations. Musical me Superheroes (pitch and Tempo) 1. To tap a pulse, keep the beat and say names in time. 2. To create and perform rhythm patterns (red and yellow), using body percussion and untuned instruments. 3. To sing alone and as part of a group. 4. To move to a pulse, noticing changes in tempo. 5. To maintain tempo (keep a steady beat). 6. To follow a conductor. 7. To sing with increasing confidence		• cat monkey rest • I can speak chants and rhymes I can sing a melody accurately at my own pitch. I take part in class/ assembly singing. • I can use untuned and tuned percussion • I can recognise percussion I can recognise a male/ female voice I can listen to live music • I know what the words dynamics, tempo, duration and pitch mean. I can select my own instruments and create short piece that reflects a certain mood and /or event.	
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The Nest

Computing	1. About Me on 2Simple 2. Online Safety 4 lessons on Purple Mash 3. Grouping and Sorting 2 lessons on Purple Mash 4. Pictograms 3 lessons on Purple Mash 5. Lego Builders 3 lessons on Purple Mash 6. Maze Explorers 4 lessons on Purple Mash 7. Animated Stories 5 lessons on Purple Mash 8. Coding 6 lessons on Purple Mash Use 2Connect and 2Count 2CreateA Story 2Write to support Communication English and Maths Fairy Tales on 2Simple Use 2Connect and 2Count 2CreateA Story 2Write to support Communication English and Maths		• I can apply a logical process when sorting • and grouping a range of objects • (1.2) • I can explain that an algorithm is a set of instructions. • (1.4, 1.5) • I know that a computer program turns an algorithm into code that the computer can understand. • (1.4, 1.7) • I can work out what is wrong when the steps are out of order in instructions. (1.4, 1.5) • I can say that if something does not work how it should it is because my code is incorrect. (1.7) • I can try and fix my code if it isn't working properly. (1.7) • I can make good guesses of what is going to happen in a program. For example, • where the turtle might go. • I can know what sound, pictures and text are. (1.2) I can add sound, pictures and text to a program such	
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The Nest

			as 2Create a Story. (1.6) I can change content on a file such as text, sound and images (1.3, 1.6, 1.7) I can name my work. (1.2, 1.3, 1.6, 1.7) I can save my work. (1.2, 1.3, 1.6, 1.7) I can find my work.	
PE	With the mainstream classes: Games Skills Gymnastics Dance with their year group. With Resource Group Gross Motor Skills through MSU. Year 3 – 6 Swimming		• I can describe how my body feels before, during and after an activity. I can show how to exercise • I can move with control and care. I can copy and remember actions • I can describe what other people did. I can say how I could improve. • I can copy dance moves. I can make up a short dance. I can dance imaginatively. I can change rhythm, speed, level and direction • I can make my body tense, relaxed, curled and stretched. I can control my body when travelling. I can control my body when balancing. I can climb safely. I can plan and show a sequence of movements. • I can hit a ball with a bat. I can throw in different ways. I can use hitting, kicking and/or	

The Nest

			rolling in a game. I can follow rules.	
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