

The Nest

Summer Medium Term Plans

Theme and Books	GROWING AND CHANGING FLOWERS AND FIELDS	
Whole Class Reading Books	My Family and Other Families Once There were Giants Mr Large in Charge Grace and Family Great Big Book of Families Dandylion The Flower Grandpa's Garden Oliver's Vegetables Tilda Tries Again The Koala That Could Super Duper You	

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

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 See All Aboard Planning	All Aboard Phonics Sentence scaffolding DEAL with book of the week. Plants growing & changing. DEAL what is it like to live in different families? My family network. Adjectives for describing our feelings and emotions with our families. Verbs what do I do with my family? Nouns; learn new vocab Word Aware tasks learning new words. Rhyme Time and Sing and Sign sessions See & Learn level 1 and 2 All Aboard Phonics daily	
Writing	Grammar work linked to speech and language. Pronouns Nouns Verbs Adjectives Conjunctions linked to changes. Sentence writing linked to book of the week. Descriptive writing with scaffolding for support. Use visuals, symbols & word mats with key words to develop independent sentence writing. Phase 6 Grammar work	See Learning Continuum for writing

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Maths	White Rose Scheme Nursery/Reception Year 1 and Year 3 Place Value: recap Addition & Subtraction recap Multiplication and Division Fractions: Halves and Quarters Position and Direction Shape Money Time	See Learning Continuum for Maths
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PSHE	One Decision animated stories explore topics at a child's level and allows discussion through circle -time activity or general class discussion. 1. What is the same and what is different about us? 2. Who is special to us? 3. What makes a good friend? 4. What is bullying? 5. Helping someone in need. 6. Looking after our world. Life in our local community. Visits to local landmarks. 1 Decision 5 – 8 Relationships Feelings and Emotions Personal Development Visit to the church Visits to local shop for independent skills Half termly trips to the library Therapy dogs visit One Page Profiles Talking Mats to express my views			
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Science	What's that Sound? • How is sound made? • Sound that travels • High pitch low pitch Stomp music Link to music lesson • Make a string telephone • Let's make it louder All Living Things.			
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History	How have explorers changed the world? 1. What is an explorer? To know what an explorer is by learning about some explorers. 2. Where have explorers travelled and when? To recognise the achievements of different explorers by looking at photographs. 3. Who was Christopher Columbus and what did he do? To understand how to record events on a timeline by ordering explorers. 4. Who was Matthew Henson and what did he do? To use photographs to find out about the past. 5. Who was Frances Drake and what did he do? To use painting to find out about the past. 6. Who was Amelia Earhart and what did she do? To use news reports to find out about the past. 7. How has exploration changed? To recognise changes and similarities over time. Use Purple Mash to support. <i>Use objects of discovery to discuss & ask questions etc.</i>	• I can explain what explorers do. • I can recall the names of famous explorers and their achievements. • I can explain that 'beyond living memory' is more than 100 years ago. • I can explain what explorers do. • I can recognise how transport for voyages has changed. • I can explain some achievements of explorers. • I can identify where explorers travelled • I can recognise how transport for voyages has changed. • I can explain some achievements of explorers. • I can identify where explorers travelled • I can recognise how transport for voyages has changed. • I can explain some achievements of explorers. • I can identify where explorers travelled • I can remember information about past and present-day explorations. • I can compare images from different time periods. • I can compare events in the past and present.	
Geography	What makes the natural world wonderful? 1. What are the UKs most amazing features and landmarks? To recognise geographical characteristics in the UK 2. Where are some of the world's most amazing places? To locate some of the world's most amazing places.	• I can recognise how transport for voyages has changed. • I can explain some achievements of explorers. • I can identify where explorers travelled • I can identify and group human and physical features. • I can match the feature to its corresponding continent.	

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	3. Where are our oceans? To know the names of the 5 oceans and locate them on a map. 4. What is amazing about our local area? To understand how to draw physical features on a sketch map. 5. Why are natural habitats special? To investigate local habitats and record findings. 6. How can we look after natural habitats? To understand how to present findings in a bar chart.	• I can identify and group human and physical features. • I can match the feature to its corresponding continent. • I can label the feature accurately on a world map • I can make observations of physical features. • I can sketch findings on a map. • I can complete a tally chart. • I can present my findings in a bar chart. • I can evaluate my findings. • I can explain why some areas of vegetation had more plants and animals than others. • I can suggest ways to look after natural habitats.	
RE	How and why do we celebrate special and sacred times? • What you do to celebrate and why? • What happened at Easter and how does it make people feel? • How do Christians celebrate Easter? • What matters most at Easter? • Why do Jewish people tell the story of Passover every year? • What do Muslims celebrate at Eid-ul-Fitr? • How and why do people celebrate special and holy times?	•	
Art	To learn about African art. What is African art? Which part of Africa does it come from? Ghana.	•	

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	Explore patterns and shapes & use different media. Create our own miniature gardens.		
D&T	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	Year 1 Stockport music programme. 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 elephant armadillo 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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Computing	• 2 Animate • 2Connect • 2Count • 2Paint To explore the Impressionists art work. • 2Create. Creating pictures • Making Music • Internet searching and online safety Use 2Connect and 2Count 2CreateA Story 2Write to support Communication English and Maths	•	
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 Tennis coaching	• 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 rolling in a game. I can follow rules.	