


STANDHILL INFANTS MEDIUM TERM PLAN		YEAR GROUP: YEAR 1 & 2			SUMMER 2024 			
TEXT FOCUS: Author Study & Traditional Tales KEY TEXT: Zog & How to Catch a Dragon		THEME: Let's Go To Storyland KS1 FOCUS: Knights, Dragons and Castles			THE BIG QUESTION: What character would you like to be and why?			
SUPER STARTER AND WOW MOMENTS: Castle trip, whole school author study share, library visit, PE days, yoga, sports day, transition days.								
Website Challenges: Summer 1: Design and make a dragon. Summer 2: Draw a castle and label the key features.								
WEEK/SUBJECT	ENGLISH	SCIENCE	HISTORY/GEOG	ART / D.T.	COMPUTING	MUSIC	R.E. (Y2 SCHEME)	JIGSAW (Y1 SCHEME)
1 15-19.4.24  (Extra PE session on Friday)	Zog – T4W  1.Hook (describing a range of dragons) 2.Prediction front cover 3.Build on prior knowledge (adjectives) Introduce key vocab- labelling Zog	(One session rolled over from end of term – Spring to Summer)	Uses world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage		<u>Digital Literacy: taking and using photos.</u> Create and manipulate digital content.	<u>Orawa</u> Listen with attention to detail and recall sounds and patterns. Copy short vocal chants. Learn about 20th century Polish composer Wojciech Kilar and his piece, <i>Orawa</i> .	<u>DISCOVERY RE:</u> We are learning why Muslims visit the Mosque and explore how this gives a sense of belonging.	<u>Relationships</u> I can identify the members of my family and understand that there are lots of different types of families. I know how it feels to belong to a family and care about the people who are important to me.

<p>2 22-25.4.24</p>	<p>Zog – T4W</p> <p>Imitation 1.Text/ Story mapping- 2.Oral/ written comprehension 3.Sequencing 4.Drama/ speech</p>	<p><u>Plants</u> Identify and name a variety of common wild and garden plants</p>		<p>Overlapping and overlaying to create effects</p> <p>Father’s Day Cards</p>		<p><u>Orawa</u> Work together to explore, devise, and perform a new chant inspired by a river journey. Use gesture to show pitch movement (higher and lower)</p>	<p><u>DISCOVERY RE:</u> We are learning why Muslims visit the Mosque and explore how this gives a sense of belonging.</p>	<p><u>Relationships</u> I can identify what being a good friend means to me. I know how to make a new friend.</p>
<p>3 29-3.5.24</p>	<p>Zog – T4W</p> <p>Imitation 1.Retell using map 2.Internalising text (structure and features of the text) Co-constructing toolkits (What needs to be included in their writing eg suffix) 18.04.22</p>	<p><u>Plants</u> Identify and name a variety of common wild and garden plants - deciduous and evergreen trees</p>		<p>Relief printing.</p>		<p>Use their voices expressively and creatively by singing a range of more complex songs, speaking chants and rhymes. Perform to an audience (leaver’s assembly) - Ongoing <u>Orawa</u> Structure their ideas into one big piece. Perform their piece confidently, for</p>	<p><u>DISCOVERY RE:</u> We are learning why Muslims visit the Mosque and explore how this gives a sense of belonging.</p>	<p><u>Relationships</u> I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I can recognise which forms of physical contact are acceptable and unacceptable to me.</p>

						an audience (live or recorded). -		
4 6-10.5.24  (Extra PE session on Friday)	Zog- T4W  Innovation 1.Retell innovated story (changing the element) 2. Planning grid 3. Shared/guided writing innovating on model	<u>Plants</u> Compare and contrast / keep records of how plants change over a period of time	Uses simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map		<u>Digital Literacy: taking and using photos.</u> Save and organise digital content. Present digital content.	<u>Trains</u> Listen to and discuss four pieces of music inspired by travel/vehicles. Learn a short musical motif. Learn about changes in volume and speed. Follow a conductor.	<u>DISCOVERY RE:</u> We are learning to understand what happens during Hajj and to explore the importance of this to Muslims	<u>Relationships</u> I know who can help me in my school community. I know when I need help and know how to ask for it.
5 13-17.5.24  (Sports Day on Friday)	Zog - T4W  Invention – Independence challenge The final stage is the invention stage where the children use all the skills they have learnt over the last 3 weeks to write an independent piece. There is the freedom to draw upon their own ideas and experiences, or they can ‘hug closely’ to	<u>Plants</u> Identify and describe the basic structure of a variety of common flowering plants		Create patterns when printing. Print with a growing range of objects.		<u>Trains</u> Perform different rhythm durations. Layer up ideas to create a piece. Perform volume changes. Follow a conductor.	<u>DISCOVERY RE:</u> We are learning to understand what happens during Hajj and to explore the importance of this to Muslims	<u>Relationships</u> I can recognise my qualities as a person and a friend. I know ways to praise myself.

	the shared text should they need to.							
	Edit/improve/address misconceptions							
6 20-24.5.24  (INSET on Friday)	How to catch a dragon Instructions TFW	<u>Plants</u> Identify and describe the basic structure of a variety of common flowering trees			Write an algorithm to program a character.	Use their voices expressively and creatively by singing a range of more complex songs, speaking chants and rhymes. Perform to an audience (leaver's assembly) Ongoing  <u>Trains</u> Layer up different rhythm durations. Perform tempo changes. Follow a conductor. Invent their own patterns and structure their ideas into a piece	<u>DISCOVERY RE:</u> We are learning to understand what happens during Hajj and to explore the importance of this to Muslims	<u>Relationships</u> I can tell you why I appreciate someone who is special to me. I can express how I feel about them.
May Half Term								

<p>1 3-7.6.24</p> <p>(INSET on Monday)</p>	<p>All About Castles T4W – Non- Fiction</p>		<p><u>Castles</u> <u>Significant monarchs &amp; their castles</u> Uses information to describe the past.</p>	<p>Observe and draw landscapes.</p>		<p><u>Swing a long with Shostakovich</u></p> <p>Listen actively and mark the beat by tapping, clapping, and swinging to the music. Move freely and creatively to music using a prop. Learn how beats can be grouped into patterns, and identify beat groupings in familiar songs</p>	<p><u>DISCOVERY RE:</u> We are learning to understand how Jews show their commitment to God. Enquiry Question: What is the best way for a Jew to show commitment to God?</p>	<p><u>Changing Me</u> I am starting to understand the life cycle of animals and humans. I understand that changes happen as we grow and that is ok.</p>
<p>2 10-14.6.24</p>	<p>All About Castles T4W – Non-Fiction</p>	<p>Assessment Week</p>				<p><u>DISCOVERY RE:</u> We are learning to understand how Jews show their commitment to God. Enquiry Question: What is the best way for a Jew to show commitment to God?</p>	<p><u>Changing Me</u> 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</p>	

								whether I want them to or not.
3 17-21.6.24	Rapunzel T4W- Possible letter?  Stimulus/hook		<u>Castles Significant monarchs &amp; their castles</u> Understands how to put people, events and objects in order of when they happened, using a scale the teacher has given me.	Collage  Use colour on a large scale (WALT: Create a collage using different materials to create texture)	Make a character move using sequences of instructions.	<u>Swing a long with Shostakovich</u>  Move freely and creatively to music using a prop. Create action patterns in 2- and 3-time. Listen actively and move, stepping a variety of rhythm patterns in their feet ('walk', 'jogging', 'skipty').	<u>DISCOVERY RE:</u> We are learning to understand how Jews show their commitment to God. Enquiry Question: What is the best way for a Jew to show commitment to God?	<u>Changing Me</u> 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.
4 24-28.6.24	Rapunzel TFW  Imitation		<u>Castles Significant monarchs &amp; their castles</u> Uses a timeline to place important events	Make a simple plan before making.  Make design using appropriate techniques. Choose appropriate resources, tools and materials; use vocabulary to name them.		<u>Charlie Chaplin</u>  Watch a short film and analyse it. Learn about short and long durations. Discover which instruments can play short and long sounds. Make a soundtrack using short and long sounds.	<u>DISCOVERY RE:</u> We are learning to understand how Jews show their commitment to God. Enquiry Question: What is the best way for a Jew to show commitment to God?	<u>Changing Me</u> 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.

				Make a structure stronger/ stiffer/ more stable.  Make armour for a knight				
5 1-5.7.24	Rapunzel T4W  Imitation	<u>Plants</u> Grow plants – keep a record of how they grow and change over time			Animate a character. Add sounds and messages to a character.	<b><u>Charlie Chaplin</u></b> Learn about high and low pitch. Discover which instruments can play pitches. Make a soundtrack using high and low sounds. Combine pitch with duration	<b><u>DISCOVERY RE:</u></b> We are learning to understand how Jews show their commitment to God. Enquiry Question: What is the best way for a Jew to show commitment to God?	<b><u>Changing Me</u></b> I understand that every time I learn something new I change a little bit. I enjoy learning new things.
6 8-12.7.24	Rapunzel – T4W Innovation	Plants assessment		Describe the differences and similarities between different practices and disciplines, and making links to own work.  Part of evaluation of knight’s armour		<b><u>Charlie Chaplin</u></b> Learn about soft and loud dynamics. Discover which instruments can play dynamics (all of them!) Add dynamics to a soundtrack thus combining pitch, duration, and volume.	<b><u>DISCOVERY RE:</u></b> We are learning to understand how Jews show their commitment to God. Enquiry Question: What is the best way for a Jew to show commitment to God?	<b><u>Changing Me</u></b> I can tell you about changes that have happened in my life. I know some ways to cope with changes.
7 15-19.7.24	Rapunzel – T4W Invention	Seasonal changes			Use programs and algorithms to create a game.	<b>Tańczymylabada</b>		Transition activities

<p>8 22-26.7.24</p>	<p>Rapunzel – T4W</p> <p>See history objective - letter</p>		<p>Uses words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young</p> <p>Transition activity – letter about how I’ve changed since starting Standhill</p>					<p>Transition activities</p>
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