

Sparrow Farm Infant School - Mid Term Topic Plan - Summer 2 - Castles and Dragons

Date	W1 7.6.21	W2 14.6.21	W3 21.6.21	W4 28.6.21	W5 5.7.21	W6 12.7.21	W7 19.7.21
English Adventures of an egg box dragon	Instruction writing Bossy verbs (imperatives) Writing chronologically Correct use of full stops and capital letters	Poetry Adjectives Comparison Practical - freeze frame and thought tracking		Invitations Correct use of full stops and capital letters Writing chronologically Adjectives	Information writing Factual writing Correct use of full stops and capital letters Subject specific vocabulary	Retelling a story Correct use of full stops and capital letters Planning chronologically Correct use of full stops and capital letters Writing chronologically Adjectives	
Phonics	Revisit phase 5 GPC's	Revisit phase 5 GPC's	Revisit phase 5 GPC's	Revisit phase 5 GPC's	Revisit phase 5 GPC's	Revisit phase 5 GPC's	Revisit phase 5 GPC's
Handwriting	yell, eye, jaw, jay	huge, going, quay, queen	bap, kept, apple, back	vans, stars, rest, ever	fox, zoo, oxen, fuzzy	Revisit tricky letters and words	Revisit tricky letters and words
Mathematics	Geometry: Position and direction -Describe turns -Describe position	Number: Place value (within 100) -Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number -Count, read and write numbers to 100 in numerals		Measurement: Money Recognise and know the value of different denominations of coins and notes	Measurement: Time Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.		Consolidation Recapping the areas in which children are not confident.
Science Materials	Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock		Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.		Grouping animals according to what they eat	Signs of Summer - Seasons	
	Identify the materials a castle is made from and the armour is made from. Why are they best material? Is there a better material?		Investigation - What is the best material for a draw bridge? Predictions	Investigation - What is the best material for a draw bridge? Experiment	Identify the healthy food at a banquet. Where does our food come from?	What is the temperature? How have the plants changed? Why are the days longer? What sort of clothes should we wear?	
History	Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements						
	What are the features of a castle?	What does a knight wear?	What jobs are there in castles?	What do people eat and do for fun at a castle?	Who is Queen Elizabeth?		
Geography	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop						
	What sort of flags can you see above a castle? Design and make a flag of our own.		Who lives in a castle?	Where can we find castles?	Where does the Queen live?	Where do we get our food from?	
R.E.	Use some religious vocabulary correctly and describe how religious belief is expressed in different ways. Express their own experiences and feelings recognising what is important in their own lives.						
	What is the Torah and why is it holy and precious for Jewish people?		Why is the Qur'an a holy and precious book for Muslims?		What stories are important to different religious groups?		
Computing Coding and E-safety	Online safety	Create and debug simple programs		Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Recognise common uses of information technology beyond school
	Looking at the safety of websites such as Tiktok.	Scratch Jr on Ipad - To code a short scene using two characters.	Scratch Jr on Ipad - To tell a short story using block coding.	Use movie creation software to create a short video.	Understanding what to do in different scenarios.	Use Ipad to find a range of locations and screenshot them before importing to PowerPoint.	Use Microsoft Word to write a letter to Year 2.
Music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 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 inter-related dimensions of music.						
	Listen to and appraise 'A song before sunrise', a classical piece by Frederick Delius.	Listen to and appraise 'The Firebird', a classical piece by Igor Stravinsky.	Listen to and appraise 'The Bird', a classical piece from	Listen to and appraise 'Grand March', a classical piece by Verdi.	Listen to and appraise 'Bolero', a classical piece by Maurice Ravel.	Listen to and appraise 'The Lamb', a classical piece by Sir John Tavener.	Free lesson to experiment with different musical instruments.

			Peter and the Wolf by Prokofiev.				
P.S.H.E. Living in the wider world	To understand that people and other living things have rights and that everyone has responsibilities to protect those rights.	To learn that we belong to various groups and communities such as family and school.	To learn about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).		To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.		To recognise ways in which they are all unique; understand that there has never been and will never be another 'them'.
	What needs to we all share? Who is responsible for meeting our needs? Does everyone in our class/on our table have the same needs? Would rules help us to be responsible for other people's needs? Do we help with anyone's needs at home?	What groups do we belong to? What do you do there with the group? What makes it special?	What is around us? Our home? Our school? Who or what lives in our local environment? What do we like/dislike about our environment?	What damages our environment? What could be done to environment? What can we do?	Have we ever received money and where did it come from? What did we do with our money? Where do other people get money from?	Where can we safely keep our money when we are at home/out and about? Why do people save money?	What does it mean if we say something is 'unique'? Is every person unique? In which ways are you unique? What is special about everybody?
D.T.	Build structures, exploring how they can be made stronger, stiffer and more stable			Select from and use a range of tools and equipment to perform practical tasks	Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.		
	Creating castles, Rapunzel's tower, shields, swords, draw bridges.			Prepare healthy food for the banquet.	Investigate where food comes from.		
Art	To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.						
	Castle pictures Using a variety of paper.	Fathers' Day cards - Curling skills to make flower petals				Water colours - Painting Summer flowers. (naming common flowers and using brush techniques to create still life paintings)	
P.E. Indoors Fitness	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.						
	To understand how to run for longer periods of time without stopping.	To develop coordination through hula hoop skills.	To develop co-ordination and timing when jumping in a long rope.	To develop individual skipping.	To take part in a circuit to develop stamina and co-ordination.	To take part in a circuit to develop stamina and agility.	To explore exercises that use your own body weight.
P.E. Outdoors Team building	Participate in team games. They should be able to engage in competitive (both against self and against others) and co-operative physical activities.						
	To listen to and follow instructions.	To co-operate and communicate with a partner to solve challenges.	To work co-operatively as a team, listening to others and taking turns.	To explore and develop teamwork skills.	To develop communication skills.	To use communication skills to lead a partner.	To plan with a partner and small group to solve problems. To listen to others and share ideas.
Special Events		Father's Day	Humanism Day 21.6.21				Eid (19.7.21)