



Topic Medium Term Planning
 Stardust Class (EX1/WT2)
 Summer A 2024-2025
 School Theme: Food and Farming
 Literacy Tree Stories: The Odd Egg/The Sea Saw



Week/ Date	<u>Literacy</u>	<u>Maths</u>	<u>Topic: Project Work</u> <u>Science/History</u> <u>Geography/Computing</u>	<u>Ongoing Curriculum</u> <u>Art/D&T /Music</u>	<u>Ongoing Curriculum</u> <u>RE/PSHE</u>	<u>Ongoing Curriculum</u> <u>PE/Forest school</u>
<p>Theme Week - Food and Farming</p> <p>Week 1 22nd-25th April Literacy Tree - Text 1 - Week 1</p> <p>Transition - Joint play 10.10-10.25 Thursday 24th April - NP/SD</p> <p>22nd April - World Earth Day</p> <p>23rd St George's Day flag making</p> <p>23rd PPMs</p>	<p>Theme Week - Food and Farming</p> <p>See separate plan.</p>	<p>Theme Week - Food and Farming</p> <p>See separate plan.</p> <p>Place value revisit - See maths MTP.</p>	<p style="text-align: center;">Food and Farming Theme Week See separate planning.</p> <p style="text-align: center;"><u>Forest School</u></p> <p>Week 1 - How do we grow lettuce? Children enter fire circle in a line and sit on next available log. Discuss fire safety, role of flags & what to do if whistle blows. Which foods do farm animals eat? Explain most of the foods had to be grown or had ingredients that had to be grown. Show packet of lettuce seeds. How can we help the seeds grow? Children rip up small pieces of cardboard & place in bottom of propagator & normal seed trays, then fill the trays with compost. Discuss why cardboard is helpful to the growing plant. What does a plant need to grow? How can we keep the seedlings damp but not wet? Remind children the cardboard in the bottom of the trays will help. Children plant the seeds in the trays & sprinkle with water. They put cover on propagator, short sticks in 4 corners & cover with cling film on 1 tray, & leave 3rd tray as it is & place all 3 in the greenhouse. Why do we put plants in a greenhouse? Why have we given each tray different conditions to grow? Children sit around log tables to drink hot chocolate or squash.</p> <p>Resources: Propagator, 2 seed trays, cardboard, compost, lettuce seeds, 4 sticks, clingfilm, trowels.</p> <p style="text-align: center;">Online Safety Lesson Summer Term A - I am healthy. Age Appropriate.</p>	<p style="text-align: center;">Music Summer A Kapow unit: Sound patterns (Fairytales)</p> <p>Lesson 1 - Character voice</p> <p>WALT: Explore and change dynamics using the voice.</p> <p>See separate Kapow planning.</p>	<p style="text-align: center;"><u>PHSE</u> Jigsaw Puzzle 5 - Relationships Piece 1 - Families</p> <p>WALT: Identify the members of my family and understand that there are lots of different types of families</p> <p>WALT: Know how it feels to belong to a family and care about the people who are important to me</p> <p>See separate Jigsaw planning.</p>	<p style="text-align: center;">Sport's Coach PE - Miss Gardner - No PE due to the Bank Holiday.</p> <p>No teacher led PE</p>

			<p>WALT: Describe the things I enjoy about age-appropriate apps, games and websites I am guided to use.</p> <p>WALT: Select from a list of apps, games and websites that a trusted adult gives me.</p> <p>See separate eLiM planning.</p>			
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<p>Week 2 28th April- 2nd May Literacy Tree - Text 1 - Week 1</p> <p>Wednesday 26th PPMs</p> <p>28th Passports given out</p>	<p>Literacy Tree Text 1 Week 1</p>	<p>Place value revisit - See maths MTP.</p>	<p>WOW starter - Computing</p> <p>WALT: Describe what happens when I press buttons on a robot.</p> <p>WALT: Give instructions to my friend and follow their instructions to move around.</p> <p>Wow Starter- Using bee-bot children to draw different animals from the story and programme bee-bot to go and find it. Where possible have children working in pairs with a Bee-Bot or Blue-Bot. Allow them initial 'time for play' and observe the level of confidence. Bring children together as required to refresh:</p> <ul style="list-style-type: none"> o Can they turn it on? o Do they use clear button to start again? <p>· Ask children, 'What can Bee-Bot do? How do we make Bee-Bot move? What happens when we press the different buttons?' Answers will be a baseline to see increase in confidence to answer at the end of the session. Check children can use the clear button.</p> <p>· Give the children two counters/cubes to use to see the measurement of one press of the forward arrow.</p> <p>See separate ELim planning.</p> <p>Wow Starter - Art and History</p> <p>WALT: Understand who William Morris is and replicate his work.</p> <p>William Morris- who was he and what did he do? Look at his work with repeating patterns. Children to create their own leaf tile using polystyrene. Children to carve into the polystyrene to create a repeating print. Children may add embellishment to the inside of their leaf.</p> <p>Wow Starter - Cultural Awareness</p> <p>WALT: Understand the importance of healthy eating.</p> <p>WALT: Understand the importance of food banks within our local community.</p> <p>Try a variety of foods from different cultures and from different budgets. Discuss importance of healthy eating.</p> <p>Children to discuss how we can share food with our community (food bank) and how some people need support to access food. Remind children of the food donations gathered for the food bank this year and why this was important.</p>	<p>Music Summer A Kapow unit: Sound patterns (Fairytales)</p> <p>Lesson 2 - Starting with instruments</p> <p>WALT: Experiment with creating different sounds using a single instrument.</p> <p>See separate Kapow planning.</p> <p>Art</p> <p>WALT: Use stamps to create a repeated pattern.</p> <p>Recap William Morris. Who is he? Why is he famous? How has his textiles influenced the world of textiles? Children to use the stamps to make a repeating pattern into their sketch books.</p> <p>Art</p> <p>WALT: Create a repeated pattern inspired by William Morris.</p> <p>Draw a simple teddy pattern that repeats, inspired by William Morris. Link to our new story and the teddy that goes missing.</p>	<p>PHSE Jigsaw Puzzle 5 - Relationships Piece 2 - Making friends</p> <p>WALT: Identify what being a good friend means to me.</p> <p>WALT: Know how to make a new friend.</p> <p>See separate Jigsaw planning.</p> <p>Rainbow Time</p> <p>Listening to rain music. How does it make me feel? Chn to draw this on paper.</p>	<p>Sport's Coach PE - Miss Gardner See separate planning.</p> <p>Teacher led PE Applying skills. See separate planning.</p>
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<p>Week 3 6th May - 9th May</p> <p>Literacy Tree - Text 1 - Week 2</p> <p>9th May - Somerset Day PM activities</p> <p>Reading and SPaG SATs papers - In reading sessions</p>	<p>Literacy Tree Text 1 Week 2</p> <p>Assessment writing</p>	<p>Multiplication and Division - See maths MTP.</p>	<p style="text-align: center;"><u>Forest School</u></p> <p>Week 3 - Can we create 'bug' houses? Children enter fire circle in a line and sit on next available log. Discuss fire safety, role of flags & what to do if whistle blows. Explain this week, children are going to make small elder bug houses. Discuss Health and Safety rules for using tools. (Safety gloves, peelers and tent pegs.) Explain children are going to push out the pith from the centre of the sticks using a tent peg. Demonstrate pushing pith out, pushing on tent peg downwards. Discuss uses for pith in past, e.g., candles in trees. Children push out pith from individual sticks. Demonstrate whittling the elder bark using peelers, emphasising using blade not edge of peeler, pointing downwards & peeling away from body. Children whittle their elder sticks. Explain we will join the 'houses' together to make two or three small bug houses using rubber bands. The group houses to be added to large pallet bug house. Why are bees & insects important? Children drink hot chocolate sat around fire circle. Resources - elder sticks x 30, peelers, tent pegs, safety gloves (children & adults)</p> <p style="text-align: center;"><u>9th May - Somerset Day</u></p> <p>PM activities. Children to learn about Somerset, celebrate their local area, and feel connected to the county's heritage, culture, and economy.</p>	<p style="text-align: center;">Music Summer A Kapow unit: Sound patterns (Fairytales)</p> <p>Lesson 3 - Sound patterns</p> <p>WALT: Read simple rhythmic patterns comprising of one beat sounds and one beat rests.</p> <p>See separate Kapow planning.</p> <p style="text-align: center;"><u>Art</u></p> <p>WALT: Create a William Morris inspired leaf print on fabric.</p> <p>Recap the Wow starter. What went well? What do we need to improve? Today the children will create their final piece. Children to create their own leaf tile using polystyrene. Children to carve into the polystyrene to create a repeating print. Children may add embellishment to the inside of their leaf. Children to print their leaves onto fabric to make their final piece.</p>	<p style="text-align: center;"><u>PHSE</u> Jigsaw Puzzle 5 - Relationships Piece 3 - Greetings</p> <p>WALT: Know appropriate ways of physical contact to greet my friends and know which ways I prefer.</p> <p>WALT: Recognise which forms of physical contact are acceptable and unacceptable to me.</p> <p>See separate Jigsaw planning.</p> <p style="text-align: center;"><u>R.E</u> What do Jewish people believe about God and the Covenant?</p> <p>WALT: Understand the creation story.</p> <p>Key question: What is important to Christians and their faith? Key Question: What rules do they follow and where do they find these rules? Adult to then explain that today we are learning a story from the Jewish bible Tenakah. This story is also important to Christians as well as Jews. Adult to follow the Godly play script of the creation story.</p> <p>See separate AMV planning.</p>	<p style="text-align: center;">Sport's Coach PE - Miss Gardner</p> <p>See separate planning.</p> <p style="text-align: center;">Teacher led PE No PE - Forest School.</p>
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<p>Week 4 12th May - 16th May</p> <p>Literacy Tree - Text 1 - Week 3</p> <p>15th May International Day of Families</p> <p>16th May Class photos</p> <p>Reading and SPaG SATs papers - In reading sessions</p>	<p>Literacy Tree Text 2 Week 1</p>	<p>Multiplication and Division - See maths MTP.</p>	<p>DT</p> <p>WALT: Explore moving pictures by understanding the process of levers and sliders. WALT: Create our own backgrounds for our moving pictures in the style of William Morris. Explain that the children will be creating their own moving pictures by understanding the process of levers and sliders. Children to investigate levers and sliders. Look at simple pop up/ lift flap books.</p> <p>Explain that a mechanism is a set of moving parts that work together to make something happen. A slider is a kind of mechanism that has a bar or rod that moves forwards and backwards, or side to side, within a guide. You might find a slider mechanism as a latch on a gate, in a set of drawers in the kitchen or in a moving picture book - see the website for further information - https://www.bbc.co.uk/bitesize/articles/zj2dxg8</p> <p>Activity: Children to design and make the background for their moving picture - children to choose a different page of the story to create a moving picture book linked to our Literacy Tree stories. Background to be in the style of William Morris, using oil pastels to create a repeated pattern. Children to design their backgrounds today. The backgrounds should be a sky scene e.g. repeated clouds in the sky.</p> <p>Science</p> <p>WALT: Identify a variety of plants and flowers growing in our local area. WALT: Understand why plants need water, light, suitable temperature to grow and stay healthy. What do plants need to grow? Understand that plants need water, light and heat to grow. (Grow cress in separate locations, record results). To name a variety of wild and garden plants e.g. Go outside for a walk and identify what flowers and plants we have in our school grounds. Name the parts and the structure of a flower e.g., by labelling pictures. S&L - Discuss the similarities and differences between flowers and trees. Children to make spontaneous comments in discussions.</p>	<p>Music Summer A Kapow unit: Sound patterns (Fairytale)</p> <p>Lesson 4 - Responding to music</p> <p>WALT: Play sound patterns in time with the pulse using a visual stimulus.</p> <p>See separate Kapow planning.</p>	<p>PHSE Jigsaw Puzzle 5 - Relationships Piece 4 - People who help us</p> <p>WALT: Know who can help me in my school community.</p> <p>WALT: Know when I need help and know how to ask for it.</p> <p>See separate Jigsaw planning.</p> <p>Rainbow time Get a selection of board games out for the children to play together.</p>	<p>Sport's Coach PE - Miss Gardner See separate planning.</p> <p>Teacher led PE Applying skills. See separate planning.</p>
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<p>Week 5 19th May - 23rd May</p> <p>Literacy Tree - Text 2 - Week 1</p> <p>20th May - World Bee Day</p> <p>Walk to School Week</p> <p>Reading and SPaG SATs papers - In reading sessions</p>	<p>Literacy Tree Text 2 Week 2</p> <p>Assessment writing</p>	<p>Multiplication and Division - See maths MTP.</p>	<p><u>DT</u></p> <p>WALT: Explore moving pictures by understanding the process of levers and sliders. WALT: Create our own moving pictures.</p> <p>Discuss how the children created their own backgrounds last week. What went well? What could be improved? Did they create a repeated pattern?</p> <p>Explain that the children are going to make their own bird for their moving picture today. Discuss how the children will need to make this into a sliding mechanism to make it look like the bird is moving through the sky.</p> <p>Activity: Children to make their bird for their background to create their own moving picture.</p> <p><u>Forest School</u></p> <p>Week-5 Can we identify our trees? Children enter fire circle in a line and sit on next available log. Discuss fire safety, role of flags & what to do if whistle blows. Explain today we will be working in the Forest School area, the field & the sensory garden. Discuss the trees the children can see. How can we identify the different trees? Discuss different bark, shape of flower buds/ leaf buds/catkins & leaves. In groups, children look around the trees. They use tree identification sheets to begin to identify and name the trees. Children look at the bark, the shape of the trees and look for any flower /leaf buds/leaves emerging. Are there any clues below the trees? Children look on the ground for old nut shells and berries. Children to make bark rubbings of different trees using wax crayons on A4 paper. Children return to fire circle to drink hot chocolate or squash. Can you see any differences between the rubbings you made? How are they different? Resources - Tree/ leaf/ bud laminated identification sheets, A4 paper, wax crayons.</p> <p><u>Fantastic finishers</u></p> <p>How does your garden grow? Children to complete their fantastic finisher activities throughout the week.</p>	<p>Music Summer A Kapow unit: Sound patterns (Fairytale)</p> <p>Lesson 1 - Fairytale performance</p> <p>WALT: Show awareness of different roles when performing in a group performance.</p> <p>See separate Kapow planning.</p>	<p><u>PHSE</u> Jigsaw Puzzle 5 - Relationships Piece 5 - Being my own best friend.</p> <p>WALT: Recognise my qualities as a person and a friend.</p> <p>WALT: Know ways to praise myself.</p> <p>See separate Jigsaw planning.</p> <p><u>R.E</u> What do Jewish people believe about God and the Covenant? WALT: Understand the importance of Sukkot to Jewish families. Key question: What types of festivals do Christians celebrate? What type of festival is it? How long does it last? What does Sukkot mean? Why is a Succah important? Explain that all faiths have different ways to celebrate and Jews have something they called Sukkot. Adult to show video. https://www.bbc.co.uk/teach/school-radio/articles/z2827yc Discuss key facts from the video: Sukkot is one of the festivals of celebrated by Jews around the world each year. The festival lasts for 1 week and gives thanks for a successful harvest. A key part of Sukkot is the sukkah - a temporary dwelling which each family constructs and in which they will spend time during the</p>	<p>Sport's Coach PE - Miss Gardner See separate planning.</p> <p>Teacher led PE No PE - Forest School.</p>
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