



MEDIUM TERM PLANNING

KSI

Summer Term 6 2019

Assessment opportunities
Cross curricular links

British and Christian values: opportunities for personal, spiritual and cultural development

	Week 1 3-7 Jun Y1 assessments	Week 2 10-14 Jun Phonic Screening assessment.	Week 3 17-21 Jun	Week 4 24-28 Jun	Week 5 1-5 Jul	Week 6 8-12 Jul	Week 7 15-19 Jul
Y1/2 English Reading & Writing Genre/ Text Focus	<p>Main Texts A number of different non-fiction books about Kenya and the animals of Africa</p> <p>Main Writing Outcomes-Information writing, fact sheets about Kenya and African animals.</p> <p>Poem-African animal riddles</p>						
	<p>Reading: Y1-Link reading to own experiences. Join in with predictable phrases. Discuss significance of title & events. Make simple predictions. Learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Y2-Discuss & express views about fiction/non-fiction & poetry. Become familiar with & retell stories. Continue to build up a repertoire of poems by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. Ask and answer questions and make predictions. Make inferences.</p>			<p>Writing: Main outcomes as above Other writing opportunities</p> <ul style="list-style-type: none"> • Adding captions to pictures related to Africa and African animals. <p>Y1-Begin to compose sentences orally before writing. Read own writing to peers and teachers. Y2-Develop positive attitudes & stamina for writing. Begin to plan ideas for writing. Record ideas sentence by sentence. Make simple additions & changes after proof reading.</p>			



Y1/2 Grammar & Punctuation	<p>Y1 Combining words to make sentences and composing orally before writing it. Separation of words with spaces. Capital letters and full stops to demarcate sentences. Capital letters for proper nouns and the personal pronoun I. Spell very common exception words. Add suffixes to verbs where no change is needed to the root word. Using the joining word 'and'.</p> <p>Y2 Use of capital letters, full stops, question marks and explanation marks to demarcate sentences, uses of commas in a list. Consolidation of word groups-nouns, verbs, adjectives and adverbs. Types of sentences and corresponding punctuation. Subordination (when, if, that, because) and coordination (or and but) Expand noun phrases for description. Correct choice and consistent use of present and past tense throughout writing. Adding suffixes to make longer words e.g. ed, ing, less, ful, er, est and ly. Add apostrophes for possession-singular nouns.</p>				
Y1 Spelling	Split digraphs	Au (or, aw) Phonic Screening assessment.	Wh (w)	-ve English words hardly ever with the letter v, if a word ends with a v sound, usually an e is added.	Revision and consolidation of phase 5 phonemes and Y1 common exception words.
Y2 Spelling	Revision of spellings from T5 for spelling test in week 2.	The 'l' sound spelt 'le' at the end of words.	Adding the prefix un.	Words ending in -tion	Revision and consolidation of spelling strategies from Y2-rules for adding suffixes, apostrophes.
Foundation Stage	Consolidation of phase 3 phonemes. Phase 4-using phonemes to read and write longer words.				



<p>Y1/2 Maths</p> <p>Key instant recall of facts Y1- I know number bonds for each number up to 10. Y2-I know doubles and halves of numbers to 20.</p>	<p><u>Y1: Place value within 100.</u> Count to and across 100 forwards and backwards, from 0 or 1 or any given number. Count, read and write to 100 in numerals. Given a number, identify one more/less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.</p> <p><u>Y2: Statistics</u> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data. Also include consolidation needed following KSI SATS.</p>	<p><u>Investigations and consolidation;</u> Consolidate the key learning from this year including those identified during recent assessments. Using our knowledge to solve a range of mathematical investigations</p>	<p><u>Geometry: Position and direction.</u> Y1- Describe position, direction and movement, including whole, half, quarter and three-quarter turns. Order and arrange combinations of mathematical objects in patterns and sequences. Y2- Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).</p>
<p>Foundation Stage</p>	<p>Exploring 2 and 3D shapes. Adding Problems involving sharing and doubling. Days of the week, minutes.</p>		



<p>Science Habitats and Homes Y2 Living things and their habitats with a focus on habitats. SD</p>	<p>Visit to the farm. What jobs do farmers have to do? Why are farms important?</p> <p>Follow up from farm visit-match animals and their produce. Thank you letters to the farmer.</p>	<p>What is a habitat? Use ppt to introduce the concept of what a habitat is. Do we know any animal habitats? Use pictures of familiar habitats to explore what we know. Which animals might live here, how are their needs met? Play habitats game-Marwell resources. BBC class clips-Mad lab identifying the natural habitats of animals. Choose one of the habitats we have looked at-draw a picture with some of the animals and plants you would find. Complete cut and paste habitats match.</p>	<p>Africa as a habitat. Use ppt to look at the different habitats within Africa. Then create a map of Africa-with the main habitats and animals who would live there.</p>	<p>The African Savanna as a habitat. Look more closely at the savanna as a habitat. Find out how the animals are suited to living there.</p>	<p>New reception children taster session.</p>	<p>Create shoebox African Savanna habitats.</p>
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<p>RE Personal, social and emotional development What makes some places sacred to believers? Hope</p>	<p>To understand that people have different special places.</p>	<p>To share our special objects with one another.</p>	<p>To learn about the main features of places of worship and learn why they are important.</p>	<p>To learn about religious objects and how they are used.</p>	<p>To identify similarities and differences between places of worship and beliefs.</p>	<p>To reflect on why people, like to belong to a sacred building or a community.</p>	<p>Leaver's Service at St Giles.</p>
<p>PE Physical Development</p>	<p>Sports Day-games and activities.</p>	<p>Sports Day.</p>	<p>Short tennis. Racquet skills, understanding tennis rules, working on the technique of hitting, different types of hitting-forehand and backhand.</p>				
	<p>Mindfulness Yoga-weeks 1-3 Allotment-weeks 1-3</p>						



Computing
Understanding
the world

Computing to be blocked during Term 6.

Introduce programming-use bbc bitesize what is coding and then what is an algorithm? Consolidate with practical activities based on using algorithms in everyday life-partner robots in the playground.

Introduction to beebots- What can the beebots do, how can we make them move.

NB use No Push cards.

Beebots-can we program the beebot to move around on the grid (masking tape on the carpet)

Free play for EYFS.

Links with Y2 maths statistics- **Handling Data**-look at different ways information can be shown. Use technology to collect information and to create charts and graphs.

Links with English during the creation of our information texts-**Multimedia**-using technology to organise and present ideas, use of keyboard.



Geography Kenya UW	Geography to be blocked during Term 6. Geography and computing to be taught in term 6-countries of the UK, human and physical geography, comparing Hillesley and Kenya. Hamilton topic-KSI topics Our school and local area-contrasting country Kenya.				
KSI Art Design Technology (Expressive arts and design) SD	Creating African sunsets.	Exploring animal patterns.	Making African masks	Making African clay pots.	Preparation for Leavers Service.



<p>PSHE Personal, social and emotional development</p> <p>Hope</p>							
<p>Music/Dance (Expressive arts and design)</p>	<p>Possible African arts workshop. African call and response songs. Songs for Leavers Service.</p>						
<p>MFL Continue with greetings, colours and songs.</p>	<p>Greetings and response. African animals. The weather.</p>						



Foundation Stage Enhanced Provision

Physical Development

- Sing Kye Kye Kula-Ghanaian call and response song with actions
- Make up rain dance-Lila & the secret of rain, look at Maasai jumping dance
- Play traditional African games e.g. snake , catch a tail, Who am I?
- Make a tropical fruit salad-healthy eating, prepare fruit-peel, chop, slice
- Dough disco linked to African music
- Funky fingers-African theme-weaving patterns using shapes
- Playdough huts (straw)
- Construction of huts using junk materials.

PSE

- Emaka's gift-discuss photos and what it tells us of life in a African village.
- Use images of African festivals-kuarza, Timkat &Ku-omboka. Compare to festivals we celebrate.
- Discuss with the children what they think about zoos.
- Find out about the charity Rory's Well-Sierra Leone.
- Look at pictures of different types of homes in different countries. Talk about homes as places where people feel comfortable and like to live. What are your homes like? Why do you like them?

Understanding the World

- Taste African foods e.g. plantains, yams.
- Make tropical fruit salad-Handa's surprise
- Look at Kenya on a map. Compare it to where we live.
- Find out about animals living in Africa, particularly Kenya and the Masai Mara National Reserve.
- Sort animals-wild/pet
- Find out about the Masai Mara people in Kenya.
- Find out about the weather in Africa and compare it to our weather in the UK.
- Create small world safari parks. Where do the animals live? Are there trees, rivers, grass, bushes? Challenge children to make four different habitats-desert, grasslands, forest, lake.
- Program the Beebot to travel to different places based on the story of Lila-hut, mountains, trees etc.



Literacy

- Stories from African culture-Lila & the secret of rain, Handa's Surprise, Bringing the rain to the Kapiti Plain, Emeka's Gift.
- Look at & compare fiction & non fiction books.
- Draw & write a sentence about something that is real and not real in the story of Bringing the rain to the Kapiti Plain.
- Write a list of things to pack for a trip to Africa.
- Write a postcard from the African Savannah.
- Describe and label an African hut.
- Label and write about the fruit used to make fruit salad.

Expressive arts and design

- Mixing colours to make earthy tones.
- African patterns-colour and print on fabric
- Make Maasai necklaces-paper plates.
- Transient art-create African patterns using coloured beads.
- Sunset paintings
- Camouflage collages of animal skin patterns.
- Listen to African music (lion King)
- Explore African musical instruments and sing songs (Kye Kye Kula)
- Paint/draw fruit-Handa
- Make collages of African flags.
- Paint/collage African animals.
- Tuff spot-create African savannah using sand, twigs animals etc.
- Make rain sticks-Lila

Communication and language

- Innovate own version of Handa's Surprise-think of describing words for new fruit/veg e.g. the melon was large, yellow and bumpy.
- Read books with repetitive and patterned text for children to join in and learn.
- Role play area-rural village hut.
- Tuff spot-small world people and animals-Handa's surprise.
- Provide a feely bag with lots of different fruit inside-children to describe how the fruit feels, close your eyes and smell the fruit.
- Listen to Handa's Surprise on the listening centre.
- Learn Kye Kye Kula call and response song.

Expressive arts and design

- Discuss Handa's Surprise-what gift would you give to a friend?
- African hut role play.



Mathematics

- Weighing fruit-Handa's Surprise Investigation-which fruit is heavier or lighter?
 - Make own addition/subtraction number sentences using baskets and play fruit.
 - Make a class graph of our favourite fruit.
 - Positional language based on Handa's Surprise-place animals in different positions e.g. the monkey on top of the tree, the ostrich behind the basket.
- Use chalk to draw numbered parking spaces for outside toys, park toys in matching number spaces
 - Order pictures of toys by size
 - Toy survey-which is our favourite type of toy?
 - Problem solving-are there enough toys for us all to play?