St Chad's Cof E Nursery and Infant School Medium Term Plan – Year C

Waste Busters!

How can we reduce the amount of waste in our school?

Core Values: Courage and Justice

	Credibility *(head)*	Coherence *(head)*	
	Composite knowledge and skills *(refer to subject grids)*	**Component knowledge and skills**	**Associated vocabulary**
	Year 1 **Everyday materials** • Distinguish between an object and the material it is made from • Know the material that an object is made from • Know the difference between: wood plastic metal rock and water • Know about the properties of everyday materials • Group objects- based, on the materials they are made from **Robber Raccoon** Lou Kuenzler -and, develop component knowledge and skills with a different hook **Note**: link with Design Technology (Mechanisms: wheels and axles) Recycling Centre (continuous provision to investigate materials)	**Year 1** **Too Much Stuff** Emily Gravett This story can be used as a hook into science- everyday materials The magpies (Meg and Ash) have too much stuff in their nest! The children are encouraged to explore the magpies nest- and, answer simple questions about the objects buried in their cosy home What can you see in the magpies nest? Identify- and, name a selection of familiar objects in the magpie's nest -using named objects from the nest (and more!) -observe photographs of familiar objects from the story (magnifying glass) -label these familiar objects (matching activity) -cut and stick task Then, the children are introduced to the name of some everyday materials (ie) wood plastic metal Simple sorting activities- using, the objects from the story (and more!) Metal: a fancy pram a bicycle a can of pop a car Wood: a cuckoo clock a broom a tricycle Plastic: a shiny bucket and a mop a brush pegs an empty water bottle The children are encouraged to describe the properties of these materials- using, appropriate scientific vocabulary -add labels to a photograph of the sorting activity (wordbank) The old magazine… Which is the best paper material to waterproof a nest during wet weather? What happens to the old magazine when it gets wet? -a selection of familiar paper materials to line the magpie's nest (ie) magazine (newspaper) tissue/ crepe paper greaseproof (wax) paper -make a simple prediction -and, test these familiar materials (fair test) Rocks (stones and pebbles) on the school field	**Year 1** material wood plastic metal rock water paper shiny and dull rough and smooth bendy waterproof and absorbent

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Science	**Year 2** **Uses of everyday materials** • Identify- and, name a range of materials: wood metal plastic glass brick rock paper and cardboard • Know why a material might (might not) be used for a specific job • Know how materials can be changed by: Squashing bending twisting and stretching **Robber Raccoon** Lou Kuenzler -and, develop component knowledge and skills with a different hook **Note**: link with Design Technology (Mechanisms: wheels and axles) Recycling Centre (continuous provision to investigate materials)	**Year 2** **Too Much Stuff** Emily Gravett This story can be used as a hook into science- everyday materials The magpies (Meg and Ash) have too much stuff in their nest! The children are encouraged to explore the magpies nest- and, answer simple questions about the objects buried in their cosy home What can you see in the magpies nest? Identify- and, name a selection of familiar objects in the magpie's nest -named objects from the nest -observe photographs of familiar objects from the story (magnifying glass) -label these familiar objects (matching activity) -cut and stick task Then, the children are introduced to the name of some everyday materials (ie) wood plastic metal Simple sorting activities- using, the objects from the story (and more!) Metal: a fancy pram a bicycle a can of pop a car Wood: a cuckoo clock a broom a tricycle Plastic: a shiny bucket and a mop a brush pegs an empty water bottle Fabric: baby socks an abandoned ted (stuffing) Rubber: car tyre bicycle tyre pram tyre The children are encouraged to describe the properties of these materials- using, appropriate scientific vocabulary -add labels to a photograph of the sorting activity The children are encouraged to investigate alternative uses for these familiar materials- and, know why they are (are not) suitable for this (ie) considering the properties of these everyday materials -the cuckoo clock made a superb home for the smaller birds -the baby socks made cosy beds for the mice -the car became a fine fox den The old magazine… Can you change the shape of the old magazine? -origami activity -collage -and, repeat with other materials (foil) Which is the best paper material to waterproof a nest during wet weather? What happens to the old magazine when it gets wet? -a selection of familiar paper materials to line the magpie's nest (ie) magazine (newspaper) tissue/ crepe paper greaseproof (wax) paper -make a simple prediction -and, test these familiar materials (fair test) (ie) water (ml)/ time allowed to test each material (minutes)	**Year 2** material paper cardboard brick fabric (textiles) wool foil elastic rubber squash bend twist stretch waterproof and absorbent transparent translucent opaque

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History	**Year 1** **Historical Enquiry** • Use words and phrases like: before after past present then now • Use words and phrases like: old new along time ago **Lives of Significant Individuals** • Know about the life of someone famous **Year 2** **Historical Enquiry** • Know how to use books and the internet to find out more information about the past **Lives of Significant Individuals** • Know how some people have helped us to have better lives • Compare the lives of two famous people from the past	**Mama Miti: Wangaari Maathai and the trees of Kenya** Donna Jo Napoli **Wangari's Trees of Peace** Jeanette Winter **Fantastically Great Women Who Saved the Planet** K Pankhurst There is a useful Twinkl power point- all about Wangari Maathai (KS1) **Wangari Maathai** (an environmentalist) The children can use books- and, the internet to find information (ie) How did Wangari Maathai help people to have better lives? • Who was Wangari Maathai -early life in Kenya, and the lessons she learnt from her family -farm life in the rural community, Nyeri • The Green Belt Movement -an environmentalist -she tackled severe environmental problems (deforestation) in rural areas (ie) streams dried up- and, there was no clean drinking water for people a lack of food- because, crops did not flourish in the dry soil no firewood for cooking- or, heating homes (village life) • Challenge the Government! She protested against the government to protect green spaces (jailed) Wangari became an elected member of parliament -and she was given the responsibility of assistant minister of environment, natural resources and wildlife • The Nobel Peace Prize (2004) • Legacy -over forty million trees have been planted in Kenya -she inspired environmental activists to protect community green spaces -met world leaders, and taught them about climate change/ deforestation Children are encouraged to plant a seed- and, watch it grow! Poster- save our green spaces School field- contribute to the design (and development) of a green space **Isatou Ceesay** (Queen of Recycling in the Gambia) **One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia** Miranda Paul The children are encouraged to make simple comparisons with the life (and work) of Wangari Maathai How can we make a difference -and, reduce the amount of plastic waste in our school environment? (ie) pick up plastic litter- and, pop it in the bin bring a water bottle- and, refill it each day Recycle a single use plastic bag into a new item -braided (plaited) bracelet -weaving on a simple frame (fan basket coaster)	**Year 1** past and present then and now before and after **Year 2** a long time ago old and new past and present Kenya/ Africa environmentalist government and parliament minister Nobel Peace Prize

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Geography	**Year 1** **Locational Knowledge** • Point to the Equator North Pole and South Pole on an atlas (or globe) **Human and physical geography** • Know about some of the main things that are in hot (and cold) places • Know which clothes I would wear in hot and cold places **Year 2** **Locational knowledge** • Name the continents of the world and locate them on a map • Name the world's oceans and label them on a map **Place Knowledge** • Describe a place outside Europe using geographical words • Know how jobs may be different in other locations **Human and physical geography** • Know the key features of a place from a picture using words like: beach coast forest hill mountain ocean valley	**Mama Miti: Wangaari Maathai and the trees of Kenya** Donna Jo Napoli **Wangari's Trees of Peace** Jeanette Winter Name and locate the Equator North Pole and South Pole -use a globe/ a map of the world (immersive classroom resource) -note, the Equator runs through Kenya Name- and, locate the world's seven continents/ five oceans of the world Nyeri (Kenya) The children are encouraged to describe Wangari Maathai's home -using, illustrations in the quality texts (listed above) -aerial photographs of the location What can you see in this hot place? Identify, and name the key physical features of this village in Kenya (ie) mountain (Mount Kenya) and valley plains forest vegetation- green trees soil- and, rich earth salt lick ocean (sea) Identify, and name key human features of this village in Kenya (ie) village- with, houses and homes for the inhabitants farm (nursery) Can you describe these houses and homes? -materials used to construct buildings (from the local area) -consider similarities/ differences with own family home in Derby What is the weather like in Kenya? How will you need to dress in this hot place? -pack a suitcase with appropriate clothes to plant trees across the country -dress a paper doll (or a child) Research the people who live (and work) in the village -different jobs (farming/ timber industry (forester) government official -and, consider similarities/ differences with life in Derby Deforestation- and, describe what happened to forests in rural Kenya -effects of deforestation in rural areas (ie) soil erosion- and, streams/ farming land dried up a lack of food- because, the land could not be farmed/ harvested no firewood for cooking- or, heating homes (village life) no clean drinking water for the village people	**Year 1** Equator North Pole and South Pole atlas/ globe Kenya/ Eastern Africa mountain (Mount Kenya) valley forest vegetation- green trees soil (rich earth) village town and city farm (nursery) ocean salt lick plain hot **Year 2** The seven continents: Europe North America South America Asia Australia Africa Antarctica The five oceans: Pacific Atlantic Arctic Indian Southern Kenya/ Eastern Africa mountain (Mount Kenya) valley forest vegetation- green trees soil (rich earth) village town and city farm (nursery) ocean salt lick plain drought

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Art and Design	**Year 1** **Being an artist** • Describe what I can see and give an opinion about the work of an artist • Ask questions about a piece of art • Know how to create moods in artwork **Year 2** **Being an artist** • Suggest how artists have used colour pattern and shape • Know how to create a piece of art in response to the work of another artist	**Collage** **Henri Matisse** MoMA | Henri Matisse: The Cut-Outs **Matisse's Garden** Samantha Friedman Polynesia, The Sky 1946 La Perruche et la Sirene (The Parakeet and the Mermaid) 1952 La Gerbe (The Sheaf) 1953 The Snail 1953 **The Snail (1953)** 'The Snail', Henri Matisse, 1953 | Tate Henri Matisse Cutouts The children are encouraged to ask questions about these collages -and, use a viewfinder to explore different parts of the collage What can you see in this piece of art? Which is your favourite cut out (why) For each named piece of art • Describe the colours used in the cut out -identify- and name primary (and secondary) colours found in the cut out -pairs of complementary colours (red/ green orange/ blue yellow/ mauve) -and, consider how these colours make the audience feel (word bank) • Talk about the shapes found in each cut out -name the shapes bird- dove/ parakeet mermaid seaweed starfish leaf pomegranate look out for the tiny snail crawling along the top of the purple block! -the shapes are unique (and, each shape is cut differently) -use appropriate vocabulary to describe these shapes -describe the lines used to create the shapes (ie) straight sharp corners curved wavy curvy • Consider the use of pattern in each cut out -describe the position of the shapes in each cut out (overlap) -these are abstract patterns The children are encouraged to create a unique cut out- using, paper -experiment with the use of different paper materials -the paper can be painted to create vibrant colours revisit colour mixing with primary colours Individual cut outs- and/ or a whole class piece of art -with, the opportunity to cut/ pin/ trace and mount cut outs (large scale)	**Year 1** Henri Matisse paper collage/ cut out colour pattern shape line overlap spiral vibrant primary colours and secondary colours complementary colours straight- with, sharp corners curved curvy and wavy **Year 2** Henri Matisse paper collage/ cut out colour pattern shape line abstract composition drawing with scissors cutting directly into colour cut pin trace mount overlap spiral vibrant primary colours and secondary colours complementary colours straight- with, sharp corners curved curvy and wavy

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Design and Technology

Year 1
Design Make and Evaluate
- Use my own ideas to make something
- Make a simple plan before making the product
- Choose appropriate resources and tools

Technical Knowledge
- Describe how something works
- Make a product which moves

Year 2
Design Make and Evaluate
- Think of an idea and plan what to do next
- Choose tools and materials
  -and, explain why I have chosen specific materials to make my product
- Explain what went well with my work

Technical Knowledge
- Explain how something works
- Join materials and components in different ways

Mechanisms: Wheels and Axles

Investigative and Evaluative Activities (IEAs)
- Explore- and, evaluate a range of wheeled toys and everyday objects

Use questions effectively to develop children's understanding- and, observations of the wheeled toys and everyday objects

How many wheels does the product have?
-consider the need for the number of wheels on the product -position
-look at the shape of the wheels -why are the wheels round
How do the wheels move on the product?
How are the wheels fixed securely to the product
- Draw- and, label the main parts of a familiar wheeled product

-name the main user of the wheeled product
-purpose of the wheeled product
- Daily read aloud (fiction and/ or nonfiction) wheeled product

-there is an opportunity to introduce relevant vocabulary
-and, emphasise the user (and the purpose) of the wheeled vehicle

Focused Tasks
- Construction kit

The children are encouraged to design- and, build a wheeled product
- Axle holders

The children are encouraged to explore different ways to make axle holders for the wheeled product- and, check the axles run freely within the holders
-fix wooden clothes pegs to the underside of the product with PVA glue
-use cardboard triangles (with holes) to support the axles
-fix wide straws to the underside of the product with masking tape

Design Make and Evaluate Assignment (DMEA)
The children will be provided with an authentic context for the assignment
-consider the purpose of the product (and the customer)
(ie) a new carriage for the (not so) green queen
a wheeled trolley for the school field- carry the gardener's tools/ plants
- Discuss ideas- and, design a wheeled product for the customer

-carefully draw, and label a design for the wheeled product
- Make the wheeled product- using, the design ideas

-an axle, with wheels
-pull (or push) the wheeled product
-finishing techniques (paint/ collage)
- Evaluate the finished wheeled product

-describe the mechanics of the finished wheeled product
-and, consider how well it matches the original design criteria (changes)

Year 1
wheeled toy
vehicle

body
chassis
wheel
axle (and axle holder)
cab

cardboard box
cotton reel
paper/ plastic straw
wooden clothes peg

hole punch and stapler
masking tape
string
glue
scissors
paint/ paint brush

Year 2
wheeled toy
vehicle

body
chassis
wheel
axle (and axle holder)
cab

fixed wheels
loosely fixed wheels
mechanism

cardboard box
cotton reel
dowel
paper/ plastic straw
wooden clothes peg

hole punch and stapler
masking tape
string
glue
scissors
paint/ paint brush

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Creativity *(hands)*	Community *(hands, heart)*	Compassion *(heart)*
How will I be inspired to learn?	***How will my learning help me to connect to the world around me?*** *(local links, wider links e.g. trips, visitors, events)*	***How will my learning help me to become the best version of myself?*** *(links to Collective Worship)*
'BIG' start: **Plant a seed- and, watch it grow!** The children can be encouraged to plant a seed- and, watch the plant grow in the classroom/ playground planters. **'BIG' Finish:** **Parent Workshop** Reduce/ reuse/ recycle activity The family can participate in a simple craft activity- using, reclaimed materials and appropriate tools	**World Book Day** (2 March 2023) **The not so Green Queen** Katherine Wheatley Dress up day (and wear something green!) This will help to launch Wildlife Heroes! The School Field There will be an opportunity to observe the development of the school field- into, an outdoor learning environment	**Courage** Deuteronomy 31:8 *The Lord himself goes before you and will be with you; he will never leave you nor forsake you. Do not be afraid; do not be discouraged.* Small's Big Dreams- Manjeet Mann Having the courage to believe in our dreams, no matter how big they are. A focus on careers and what we would like to be/ do when we are older, to make the world a better place. **Justice** Malala's Magic Pencil- Malala Yousafzai What is fair and unfair/ just and unjust? How can we play a part in ensuring justice exists in our world? Highlighting the work of the significant individuals taught within History.

Quality Texts:	Significant individual(s)	Resources for continuous provision
The Last Wolf Mini Grey **The Great Paper Caper** Oliver Jeffers **Tidy** Emily Gravett **Too Much Stuff** Emily Gravett **The Tin Forest** Helen Ward **George Saves the World by Lunchtime** Jo Readman **The Robber Raccoon** Lou Kuenzler **Mama Miti: Wangaari Maathai and the trees of Kenya** Donna Jo Napoli **Wangari's Trees of Peace** Jeanette Winter **Fantastically Great Women Who Saved the Planet** Kate Pankhurst **Peep Inside How a Recycling Truck Works** Lara Bryan **Questions and Answers about Plastic** Katie Daynes **Matisse's Garden** Samantha Friedman	Henri Matisse Wangarl Maathai Isatou Ceesay	Role Play: At the Recycling Centre -with, a variety of reclaimed materials and appropriate tools The children will be encouraged to use a variety of materials, tools- and, techniques to create 2D/ 3D works independently Henri Matisse art pack -collection of photographs -coloured paper -scissors (with different cutting patterns)

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