



St Chad's Cof E Nursery and Infant School – Summer Medium Term Plan (Year A)



Beachcomber

Teddy Bear, Teddy Bear, what do you see?



Core Values
peace / joy

Key Vocabulary:

History: old new a long time ago past/ present then/ now (materials) wood metal plastic fabric (textiles)

Geography: island UK (England Wales Scotland Northern Ireland) country, continent (Europe) North Sea, Atlantic Ocean, seasonal/ daily weather words The Isle of Struay (physical features) island and mainland mountain hill coast bay beach sea loch shore ocean high/ low tide driftwood seaweed (human features) village farm shop (Post Office) harbour jetty pier fisherman farmer

Art: sculpture, shape form space (dough clay Modroc) natural materials (stones sticks leaves) pattern and colour, roll coil twist bend and squash

Design and technology: puppet (finger glove marionette) template/ pattern (fabric) felt, (join) sew/ seam stitches, tools (scissors needle and thread) design, make and finish (decorate) evaluate

Science: habitat (Isle of Struay/ Atlantic Ocean) mammals, fish and birds (names) carnivore herbivore and omnivore, plants (names) seaweed grass

Immersive Resources:

Photographs/ nonfiction texts- with, teddy bears and toys from the past/ present Beachcombing items: pebbles rocks shells, driftwood, sea glass and fossils in sand Sea creatures- with, fishing rods/ nets and buckets Variety of puppets Sculpture: clay Modroc or playdough- and, natural materials (leaves stones sticks) Globe- UK maps, aerial views of Scotland/ islands, postcards James Brunt art pack

Role Play: Isle of Struay Shop and Post Office- with, a café/ icecream facilities Toy Shop

Quality Texts:

Katie Morag and the Tiresome Ted

Katie Morag and the New Pier

Katie Morag Delivers the Mail

Mairi Hedderwick

Somebody Swallowed Stanley S Roberts

Look Inside Seas and Oceans Megan Cullis

Toys and Games (Ways into History) S Hewitt

Significant individuals

James Brunt (artist)

David Attenborough (natural historian)

Theodore 'Teddy' Roosevelt

Margarete and Richard Steiff

Coherence (head)

What are the connections to my previous learning?

History

- Used a wide vocabulary of everyday historical terms to develop an awareness of the past

Geography

- Used maps to identify four countries of the UK

Art

- Asked interesting questions about a piece of art (painting)
- Be inspired by an artist- then, started to create own artwork using appropriate materials/ tools/ techniques

Design and Technology

- Explored puppets through play (story sacks)
- Some experience- design/ make/ evaluate a product
- Developed some basic skills (cutting/ joining/ finishing)

Science

- Worked scientifically
- Identifying and classifying garden creatures
- Ask questions and use secondary sources to find answers

What are the connections to my future learning?

History

- Inspire curiosity, ask/ answer questions about the past
- Explore artefacts/ pictures to learn more about the past

Geography

- Place knowledge. Understand geographical similarities/ differences through exploring human/ physical features of an unfamiliar UK location.

Art

- Be more creative, using knowledge about materials, tools and techniques used in sculpture

Design and Technology

- Use a simple template or pattern to make a product
- Select appropriate materials, according to characteristics
- Appropriate methods to join textiles (glue/ staples/ sewing)

Science

- Working scientifically
- Sorting/ classifying- recording information in different ways

Credibility (head)

What will I learn?

History

- Can I ask and answer questions about old/ new toys? (teddy bears)
- Can I identify toys from the past and more modern toys in a picture?
- Can I describe how toys and games were different when my grandparents were young children?

Geography

- Can I locate the UK (with Inner Hebrides) and surrounding seas on a map?
- Can I name the seasons and know how the weather changes throughout the year in the UK?
- Can I describe key physical features of Isle of Struay from a picture?
- Can I identify human features of the island- including, the facilities needed and the different jobs that need to be done in this contrasting location?
- Can I talk about what I like/ don't like about life on Isle of Struay?

Art (sculpture)

- Can I use a variety of materials creatively to design and make 3D art?
- How can I develop techniques for sculpture? (shape, space, form)
- How can I manipulate materials- clay, Modroc or dough for my sculpture?
- How can James Brunt inspire my own sculpture- using, natural materials?

Design and Technology (textiles- templates and joining techniques)

- Can I think of an idea and make a sensible plan for my glove puppet?
- Can I select from and use tools to perform practical tasks- marking out, cutting, joining and finishing my glove puppet?
- Can I select from and use textiles according to their characteristics?
- Can I talk about my work and explain what went well?

Science (living things and their habitats)

- Can I identify/ name fish, birds and mammals living in a seashore habitat?
- How do animals obtain food in this seashore habitat? Diet? Food chain?
- Can I describe/ compare the structure of fish, birds and mammals?
- Can I explore/ compare differences between things that are living, dead or never been alive? (beachcombing)
- Can I work scientifically
- Love to investigate: Will it degrade?

Creativity (hands)

How will I be inspired to learn?

Big Start: Arrival of Teddy Bears for children
Teachers share own teddy bears
A lost teddy bear in the classroom

How will I celebrate my learning?

Big Finish: A Teddy Bears Picnic (field)

Community (hands, heart)

How will my learning help me to connect to the world around me?

Local links:

Community visitors
-grandparents, with toys and games
(ask for photographs/ videos)

Local trips:

Class visit to Build a Bear Intu (Covid permitting)

Compassion (heart)

How will my learning help me to become the best version of myself?

Practising self-care – mindfulness, stillness and reflection

I am unique and I make a difference – no one else can shine like me!

How to bring joy and light to those around me

Seeing and valuing peace and joy around me – connecting to nature

Learning how to become a peacemaker.

Recognising and talking about worries.