



# St Chad's CofE Nursery and Infant School Medium Term Plan – Year B



## In the Rainforest

*How can we save the rainforest?*

Core Values:

*Truthfulness/Hope*

	Credibility ( <i>head</i> )	Coherence ( <i>head</i> )	
	Composite knowledge and skills ( <i>refer to subject grids</i> )	Component knowledge and skills	Associated vocabulary
	<b>Year 1</b> <b>Animals, including humans</b> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals- fish amphibians reptiles birds and mammals</li> <li>Identify and name a variety of common animals that are carnivores herbivores and omnivores</li> <li>Describe and compare the structure of a variety of common animals- fish amphibians reptiles birds and mammals</li> </ul>	<b>Year 1</b> <b>We're Roaming the Rainforest: An Amazon Adventure</b> Laurie Krebs <b>Slowly Slowly Slowly said the Sloth</b> Eric Carle  The children are encouraged to explore the rainforest- and, answer simple questions about the animals found in this new habitat. Identify- and, name the animals roaming in the rainforest Sorting activities- using, photographs of the rainforest animals Matching (lotto) games (ie) mammal: pink river dolphin jaguar sloth monkey otter bird: parrot reptile: caiman gecko snake lizard amphibian: poison dart frog  Video and photographs of the rainforest animals -make simple comparisons (similarities/ differences) between the animals -observe the photographs closely (with magnifying glasses)  The children are encouraged to work scientifically: Find different ways to sort (and classify) the rainforest animals -introduce some animal classification -and, begin to describe the characteristics of each animal group (ie) fish amphibians reptiles birds and mammals Sorting activities- using, photographs of the rainforest animals  What do the rainforest animals eat? -and, where do they hunt for food in the rainforest (ie) the canopy the forest floor the river (bank) Sorting activities -carnivore herbivore and omnivore	<b>Year 1</b> Amazon Rainforest habitat canopy/ floor river  animal fish amphibian reptile bird and mammal  pink river dolphin jaguar sloth otter monkey parrot caiman gecko lizard snake poison dart frog  fish: scales fin tail amphibian: skin webbed feet reptile: scales mammal: hair fur lungs bird: feathers wings beak  carnivores herbivore and omnivore

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<b>Science</b>	<p><b>Year 2</b>  <b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living dead and things that have never been alive</li> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants- and how they depend on each other</li> <li>Identify- and, name a variety of plants and animals in their habitats (including micro habitats)</li> <li>Describe how animals obtain their food from plants and other animals using the idea of a simple food chain              -and identify and name different sources of food</li> </ul> <p><b>Animals, including humans</b>  <b>Rainforest butterflies</b></p> <ul style="list-style-type: none"> <li>Notice that animals, including humans have offspring which grow into adults</li> </ul>	<p><b>Year 2</b>  <b>We're Roaming the Rainforest: An Amazon Adventure</b> Laurie Krebs  <b>Slowly Slowly Slowly said the Sloth</b> Eric Carle</p> <p>The children are encouraged to explore- and, compare differences between things that are living dead and things that have never been alive              -the characteristics of living things              (ie) movement breathing sensitivity growth reproduction excretion nutrition              Sorting activities- using, photographs (and classroom artefacts)</p> <p>In the Rainforest (habitat)              There will be an opportunity to explore the canopy/ the forest floor/ the river              -describe each part of the rainforest              -and, name the animals living in each part of the rainforest              (ie) the canopy: sloth monkey                  the forest floor: jaguar poison dart frog                  the river: pink skin dolphin caiman otter              Sorting activities- using, photographs of the rainforest animals              Matching (lotto) games</p> <p>How does each part of the rainforest provide the basic needs of different kinds of animals living in this habitat              (ie) food                  shelter (micro habitats)</p> <p>A simple food chain              In each habitat there are different types of food- plants and animals              Create a simple food chain for a rainforest animal              -and, note the different sources of food for each animal in the chain              -what is the sloth's prey (and who is his predator)              (ie) A sloth eats buds, leaves- and, fruit from the trees in the rainforest.              An eagle (or a jaguar) will hunt- and, kill a sloth</p> <p>Life cycle of the rainforest butterfly              -this can be observed through video/ photographs/ nonfiction text              Draw- and, label each stage of the process</p>	<p><b>Year 2</b>              Amazon Rainforest              habitat              canopy/ floor              river</p> <p>animal              fish amphibian reptile bird and mammal</p> <p>pink river dolphin jaguar sloth otter monkey              parrot              caiman gecko lizard snake              poison dart frog</p> <p>living dead never alive              characteristics of living things              -movement breathing sensitivity growth              reproduction excretion nutrition (food)</p> <p>food chain              predator and prey</p> <p>life cycle              butterfly egg caterpillar pupa</p>
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History	<p><b>Year 1</b> <b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Use words and phrases like: before after past present then now</li> </ul> <p><b>Lives of significant individuals</b></p> <ul style="list-style-type: none"> <li>Know about the life of someone famous (eg) Greta Thunberg</li> </ul> <p><b>Year 2</b> <b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Know how to use books and the internet to find out more information about the past</li> </ul> <p><b>Lives of significant individuals</b></p> <ul style="list-style-type: none"> <li>Know how some people have helped us to have better lives</li> <li>Recount the life of someone famous and know what they did to make the world a better place (eg) Greta Thunberg</li> </ul>	<p><b>Greta and the Giants</b> Zoe Tucker <b>Greta Thunberg</b> (Little People Big Dreams) Maria Isabel Sanchez Vegara</p> <p>What is climate change? This means the planet is heating up- and, this is causing much damage -burning fossil fuels release carbon dioxide into the air -and, the world is getting warmer (global warming) in the last 100 years, the planet has warmed by an average of 1°C</p> <p>Greta Thunberg (a climate activist) The children can use books- and, the internet to find information (ie) What is Greta Thunberg doing to make the world a better place?</p> <ul style="list-style-type: none"> <li>Who is Greta Thunberg -what did she learn from her parents -and, what did her uncle Svante discover (more than 100 years ago) -how did she feel about climate change- hopeless and depressed</li> <li>What is Greta's superpower -Greta said (2019) Sometimes, I'm a bit different from the norm. And, given the right circumstances, being different is a superpower. -a selective mute, and only spoke about things that were important to her</li> <li>Greta's school strike- for climate #FridaysforFuture</li> <li>The United Nations (2019) Climate event in New York -how did she travel to the conference -and, nominated for the Nobel Peace Prize</li> </ul> <p>How does Greta Thunberg inspire young people to stop global warming? -a symbol of hope for a cleaner greener future</p> <p>What can we do to help Greta Thunberg? <b>No one is too small to make a difference</b> Make posters (or placards) to show how we can help make a difference</p> <p>-learn about climate change, and share this with friends/ family -use public transport (bus/ train) for longer journeys -walk or cycle to school if possible -reduce the number of car journeys/ air miles used by families -eat local produce (and, consider where our food comes from) -look after our possessions, and share them with our friends</p>	<p><b>Year 1</b> past and present then and now before and after</p> <p>Greta Thunberg Sweden climate change and global warming strike</p> <p><b>Year 2</b> a long time ago old and new past and present</p> <p>Greta Thunberg- activist Sweden climate change and global warming strike United Nations New York Nobel Peace Prize</p>
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Geography	<p><b>Year 1</b>  <b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Point to the Equator North Pole and South Pole on a globe (atlas)</li> <li>Know about some of the main things that are in hot (and cold places).</li> <li>Know which clothes I would wear in hot (and cold places)</li> </ul> <p><b>Year 2</b>  <b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Name the continents of the world and locate them on a map</li> <li>Name the world's oceans and locate them on a map</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>Describe a place outside Europe using geographical words</li> <li>Know how jobs may be different in other locations</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Know the features of a place from a picture using words like: beach coast forest hill mountain ocean valley</li> </ul>	<p>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 the Amazon Rainforest</p> <p>Name- and, locate the world's seven continents/ five oceans of the world</p> <p><b>We're Roaming the Rainforest: An Amazon Adventure</b> Laurie Krebbs  <b>One Day on our Blue Planet- in the Rainforest</b> Ella Bailey  <b>Buddy's Rainforest Rescue: A True Story about Deforestation</b> Ellie Jackson</p> <p>The children are encouraged to describe the Amazon Rainforest          -using, illustrations in the quality texts (listed above)          -aerial photographs of the location          -videos (and short films) featuring the Amazon Rainforest</p> <p>What can you see in this hot and humid place?          -identify, and name the key physical features of the rainforest          -a postcard from the rainforest          (ie) river and riverbank              mountain and hill, valley              forest vegetation- canopy and forest floor/ swamp forest          -identify, and name key human features of the rainforest          (ie) village- with, houses and homes for the inhabitants              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</p> <p>Introduce deforestation- and, describe what is happening in the rainforest          (ie) commercial agriculture- with, roads and railroads to transport crops              illegal mining activity (gold)          -effects of deforestation in the rainforest          (ie) the rainforest animals are left without shelter and food              river pollution- and, the loss of fish</p> <p>Research the people who live (and work) in the rainforest          -different jobs (farming/ fishing/ mining/ timber industry)          -different types of transport in the rainforest (boat/ small aeroplane)          and, consider similarities/ differences with life in Derby</p> <p>What is the weather like in the Amazon Rainforest?          How will you need to dress in this hot place (with lots of rain, too!)          -pack a suitcase with appropriate clothes to roam through the rainforest          -dress a paper doll (or a child)</p>	<p><b>Year 1</b>          Equator          North Pole and South Pole          globe and atlas</p> <p>Amazon Rainforest          river          mountain and hill          forest- canopy and forest floor, swamp          village</p> <p>weather          hot/ rainy</p> <p><b>Year 2</b>          Equator          North Pole and South Pole          globe and atlas</p> <p>Amazon Rainforest          tropical          river          mountain and hill          forest- canopy and forest floor, swamp          village</p> <p>tropical weather          hot/ rainy</p> <p>farmer          fisherman          miner</p> <p>deforestation</p>
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<b>Art and Design</b>	<p><b>Year 1</b> <b>Sculpture</b></p> <ul style="list-style-type: none"> <li>Describe what I can see and give an opinion about the work of an artist</li> <li>Ask questions about a piece of art</li> </ul> <p><b>Year 2</b> <b>Sculpture</b></p> <ul style="list-style-type: none"> <li>Know how to make a clay pot</li> <li>Suggest how artists have used colour pattern shape space</li> <li>Know how to create a piece of art in response to the work of another artist (Barbara Hepworth)</li> </ul>	<p><b>Sculpture</b> <b>Barbara Hepworth</b> <a href="#">Barbara Hepworth Museum and Sculpture Garden   Tate</a> <a href="#">Barbara Hepworth Museum and Sculpture Garden Tour - St Ives, Cornwall - Bing video</a></p> <p>Sculptures What can you see in the photograph of each sculpture (ie) Can you describe the shape of the sculpture -and, think about what it looks like (abstract shapes) -what does it remind you of (make connections) What colour is the sculpture- and, name the material used Discuss the patterns on the sculpture What can you see through the space (hole) in the sculpture Describe the space around the sculpture- can it be changed How does the sculpture make you feel</p> <p>Famous sculptures: Two Forms (Divided Circle) 1969 Group II (People Waiting) 1952 The Family of Man (1970)</p> <p>There is an opportunity to explore a range of materials- and, create simple sculptures in the classroom/ on the field (large!) -use abstract shapes to design and make sculptures -to be inspired by nature, and the world around them -make a hole in the sculpture to frame the view behind (ie) cardboard boxes wood (large construction) stones</p> <p>Provide additional materials to create abstract sculptures in the classroom: plasticine and playdough (playdough mats) Modroc and clay</p> <p>Diorama Create a mini sculpture park (or garden) in a shoebox -and, consider the view through the hole in your sculpture</p> <p><b>A clay pot</b> The children will have the opportunity to make a clay pot -a thumb pot or a simple coil pot</p>	<p><b>Year 1</b> sculpture Barbara Hepworth (sculptor) museum/ sculpture garden</p> <p>stone wood metal plasticine and clay colour pattern shape space</p> <p><b>Year 2</b> sculpture Barbara Hepworth (sculptor)</p> <p>colour pattern shape space abstract shape 3D viewfinder/ frame</p> <p>Modroc and clay diorama</p>
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Design and Technology	<p><b>Year 1</b>  <b>Design Make and Evaluate</b></p> <ul style="list-style-type: none"> <li>• Use my ideas to make something</li> <li>• Make a simple plan before making</li> <li>• Choose appropriate tools and resources</li> <li>• Explain to someone else how I want to make my product</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Describe how something works</li> </ul> <p><b>Year 2</b>  <b>Design Make and Evaluate</b></p> <ul style="list-style-type: none"> <li>• Think of an idea and plan what to do next</li> <li>• Choose tools and materials</li> <li>-and explain why I have chosen them to make this product</li> <li>• Join materials and components in different ways</li> <li>• Explain what went well with my work</li> <li>• Explain why I have chosen specific textiles</li> </ul>	<p><b>Textiles: templates and joining</b></p> <p><b>Investigative and Evaluative Activities (IEAs)</b>  The children are encouraged to investigate- and, evaluate products linked to the chosen project (eg) a glove puppet/ a finger puppet/ a soft toy  -explore and compare the products  (ie) the fabric  the use of joining techniques (glue/ staple/ safety pin/ sewing/ magnet)  finishing techniques (textile paints/ fabric crayons/ haberdashery items)  fastenings (velcro/ button)</p> <p>Ask questions to develop an understanding of the product  (ie) Who would like to play with this product- and, why  Which materials are used to make the product- and, why  How are the different parts joined together  Can you describe the finishing techniques on this product  Draw- and, label the key features of the product</p> <p><b>Focused Tasks</b>  The children are encouraged to investigate a range of fabrics- and, consider which is the best fabric for the purpose of the new product to be created (eg) a glove puppet/ a finger puppet/ a soft toy</p> <p>Make a template- or, a simple paper pattern  Cut out the fabric pieces- using, appropriate tools  Explore a range of joining techniques- and, consider the advantages/ disadvantages of each technique  (ie) threading a needle- and, practising a simple running stitch  staple fabric pieces together lacing cards/ threading activity  Explore finishing techniques</p> <p><b>Design Make and Evaluate Assignment (DMEA)</b>  The children will be provided with an authentic context for the assignment  -consider the purpose of the product (and the customer)  (ie) a rainforest animal to sell in the giftshop at the zoo</p> <p>The children are encouraged to generate their own ideas  (ie) Which is the best fabric for the product  How big is the completed product  Which joining techniques will be used- and, how will it be finished</p> <p>Choose one idea- and, create the product</p> <p>Evaluate ongoing work- and, the final product (with the intended customer)</p>	<p><b>Year 1</b>  puppet  fabric/ material: felt cotton velvet satin</p> <p>glue stapler (with staples) hole punch  scissors  cut join fix  safety pin/ velcro/ magnet/ button/ paperclip/  split pin</p> <p>template/ paper pattern pieces  needle and thread  running stitch  sequins/ wool/ googly eyes/ pipe cleaner</p> <p><b>Year 2</b>  Puppet (glove puppet/ finger puppet)  fabric/ material: felt cotton velvet satin</p> <p>glue stapler (with staples) hole punch  scissors  safety pin/ Velcro/ magnet/ button/ paperclip/  bulldog clip/ split pin</p> <p>design and make  template/ paper pattern pieces/ chalk  needle and thread  running stitch</p> <p>evaluate</p>
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<b>Creativity (<i>hands</i>)</b>	<b>Community (<i>hands, heart</i>)</b>	<b>Compassion (<i>heart</i>)</b>
<i>How will I be inspired to learn?</i>	<i>How will my learning help me to connect to the world around me?</i> (local links, wider links e.g. trips, visitors, events)	<i>How will my learning help me to become the best version of myself?</i> (links to Collective Worship)
<b>‘BIG’ start:</b>  <b>In the Rainforest</b> <b>A rainforest fruit salad</b> There will be an opportunity for children to sample popular fruits from the rainforest (ie) banana pineapple grapefruit guava coconut mango papaya passion fruit fig.	<b>Twycross Zoo (Key Stage One)</b> There will be an opportunity to see a variety of creatures from the rainforest- and, observe them in a familiar rainforest habitat.	
<b>‘BIG’ Finish:</b>		
<b>Twycross Zoo</b> There will be an opportunity to see a variety of creatures from the rainforest- and, observe them in a familiar rainforest habitat.		

<b>Quality Texts:</b>	<b>Significant individual(s)</b>	<b>Resources for continuous provision</b>
<b>Greta and the Giants</b> Zoe Tucker <b>Greta Thunberg</b> (Little People Big Dreams) Maria Isabel Sanchez Vegara  <b>We're Roaming the Rainforest: An Amazon Adventure</b> Laurie Krebs <b>Slowly Slowly Slowly said the Sloth</b> Eric Carle <b>One Day on our Blue Planet- in the Rainforest</b> Ella Bailey <b>Buddy's Rainforest Rescue: A True Story about Deforestation</b> Ellie Jackson <b>There's a Rang-Tan in my Bedroom</b> James Selick  <b>Barbara Hepworth What do you see?</b> Laura Carlin	Greta Thunberg  Barbara Hepworth	Role Play: In the Rainforest At the Zoo (with café and gift shop)  Barbara Hepworth art pack -a collection of photographs -plasticine Modroc clay to make simple abstract sculptures -wood stone (and other natural materials to create sculptures)  Globe- or, a world map (continents and oceans)  In the Amazon Rainforest -rainforest animals, with plants (etc) to create the setting -binoculars and a camera to capture images of the animals