



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



Wildlife Superheroes!

Why does wildlife need a superhero?

Core Values:

Forgiveness

	Credibility (<i>head</i>)	Coherence (<i>head</i>)	
	Composite knowledge and skills (<i>refer to subject grids</i>)	Component knowledge and skills	Associated vocabulary

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

<p>Year 1 Animals, including humans</p> <ul style="list-style-type: none"> Identify- and, name a variety of common animals -including fish amphibians reptiles birds mammals Describe- and, compare the structure of a variety of common animals -including fish amphibians reptiles birds mammals (and pets) <p>Year 1 Plants</p> <ul style="list-style-type: none"> Identify- and, name a variety of common wild and garden plants (including deciduous and evergreen trees) Identify- and, describe the basic structure of a variety of common flowering plants (including trees) <p>Year 1 Seasonal Change</p> <ul style="list-style-type: none"> Observe changes across the four seasons -Autumn Spring Summer Winter Observe- and, describe weather associated with the (current) season <p>Rhema the real Superhero Katherine Wheatley</p>	<p>Year 1 Mad About Minibeasts Giles Andre Twist and Hop Minibeast Bop Tony Mitton These picture books can be used as a hook into science- minibeasts</p> <p>Children will use the local environment (school field) to explore- and, answer questions about animals in their familiar habitat.</p> <p>The children are encouraged to explore the busy garden- and, answer simple questions about the animals found in this new habitat</p> <ul style="list-style-type: none"> ✓ identify- and, name the minibeasts living in the garden ✓ sorting activities- using, photographs of the minibeasts in the garden ✓ matching (lotto) games <ul style="list-style-type: none"> A minibeast hunt (school field) <p>The children are encouraged to explore the school field- and, locate the named minibeasts in their natural environment (micro habitat)</p> <p>-a minibeast hunting kit to observe the minibeasts closely in the garden habitat magnifying glass spoon to scoop up minibeasts and clear container to hold them -gather, and record simple data to help answer questions (ie) flowerpots logs and stones: snail slug flowering plants: butterfly bee ladybird trees (bark/ deadwood) and bushes: earwig spider stick insect beetle centipede in the vegetable patch (underground): worm ant</p> <p>The children are encouraged to work scientifically -and, begin to compare the structure of a variety of common minibeasts -video and photographs of these minibeasts in the garden (ie) a hard covering to protect vulnerable body parts the number of legs- and, how they are used to create movement wings- and, the ability to fly</p> <p>Create a simple wormery in the classroom- using, worms from the school field -understand how to care for worms, and the need to return them safely after study</p> <p>The children are encouraged to explore the school field- and, answer simple questions about the plants found in this new habitat</p> <ul style="list-style-type: none"> ✓ identify- and, name flowering plants (and some trees) ✓ sorting activities- using, photographs of flowering plants in the garden <p>(ie) consider the colour size and shape of the petals on each flower describe the leaves on these flowering plants look at the stem</p> <p>Observational drawings of flowering plants -identify, and name the different parts of a flowering plant (labels)</p> <p>The children are encouraged to create a simple weather station on the school field -and, describe the changes in the weather during a given period of time</p>	<p>Year 1 Minibeasts: snail slug worm spider beetle earwig stick insect ant caterpillar butterfly ladybird centipede bee dragonfly grasshopper</p> <p>wing body- with, hard covering legs antennae</p> <p>habitat (micro habitat) flowerpot log stone tree (bark) bush flowering plant</p> <p>leaf petal flower bud stem (or stalk) trunk branch root seed bulb</p> <p>weather words: sun cloud rain wind season(s) Autumn Spring Summer Winter</p>
---	--	--

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

<p>Science</p>	<p>Year 2 Living Things and their Habitats</p> <ul style="list-style-type: none"> Identify that most living things live in habitats to which they are suited -and, describe how the named habitat provides the basic needs of plants and animals living there Identify- and, name a variety of plants and animals in the named habitat -including micro habitats Describe how animals obtain their food from plants and other animals -using, a simple food chain to identify/ name different food sources in the named habitat <p>Year 2 Plants</p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Know that plants need water light and a suitable temperature to grow healthily <p>Year 2 Animals, including Humans</p> <p>Lifecycle of a butterfly</p> <ul style="list-style-type: none"> Notice that animals, including humans have offspring which grow into adults <p>Rhema the real Superhero Katherine Wheatley</p> <p>DK Find Out! Fun Facts for Kids on Animals, Earth, History and more!</p>	<p>Year 2</p> <p>Mad About Minibeasts Giles Andre</p> <p>Twist and Hop Minibeast Bop Tony Mitton</p> <p>These picture books can be used as a hook into science- minibeasts</p> <p>Children will use the local environment (school field) to explore- and, answer questions about animals in their familiar habitat.</p> <p>The children are encouraged to explore the busy garden- and, answer simple questions about the animals found in this new habitat</p> <ul style="list-style-type: none"> ✓ identify- and, name the minibeasts playing in the garden ✓ sorting activities- using, photographs of the minibeasts in the garden <ul style="list-style-type: none"> A minibeast hunt (school field) <p>The children are encouraged to explore the school field- and, locate the named minibeasts in their natural environment (micro habitat)</p> <p>-a minibeast hunting kit to observe the minibeasts closely in the garden habitat</p> <p>magnifying glass spoon to scoop up minibeasts and clear container to hold them</p> <p>-gather, and record simple data to help answer questions about minibeasts/ habitat</p> <p>(ie) flowerpots logs and stones: snail slug</p> <p>flowering plants: butterfly bee ladybird</p> <p>trees (bark/ deadwood) and bushes: earwig spider stick insect beetle centipede</p> <p>in the vegetable patch (underground): worm ant</p> <p>The children are encouraged to work scientifically</p> <p>What is an insect? Describe the characteristics of a familiar insect in the garden</p> <p>-and, begin to compare the structure of a variety of common minibeasts</p> <p>-video and photographs of these minibeasts in the (micro) habitat</p> <p>(ie) a hard covering to protect vulnerable body parts</p> <p>the number of legs- and, how they are used to create movement</p> <p>wings- and, the ability to fly</p> <p>Create a simple wormery in the classroom- using, worms from the school field</p> <p>-understand how to care for worms, and the need to return them safely after study</p> <p>Food chain: fruit and vegetable scraps worm blackbird/ hedgehog/ frog</p> <p>The children are encouraged to explore the school field- and, observe how different flowering plants grow in this habitat</p> <ul style="list-style-type: none"> ✓ identify- and, name flowering plants (and some trees) ✓ lifecycle of a flowering plant (including, observational drawings) <p>The children are encouraged to work scientifically</p> <p>-and, find out what plants need to grow healthily (light/ water/ suitable temperature)</p> <p>-perform a simple comparative test</p> <p>-record data, and talk about what they have found out (using scientific vocabulary)</p> <p>Lifecycle of a butterfly</p> <p>The lifecycle can be observed through video/ photographs/ nonfiction text</p> <p>Draw- and, label each stage of the process</p>	<p>Year 2</p> <p>Minibeasts:</p> <p>snail slug worm spider beetle earwig</p> <p>stick insect ant caterpillar butterfly</p> <p>ladybird centipede bee dragonfly</p> <p>grasshopper</p> <p>insect</p> <p>mollusc</p> <p>wing</p> <p>body- with, hard covering</p> <p>legs</p> <p>antennae</p> <p>habitat (micro habitat)</p> <p>flowerpot log stone</p> <p>tree (bark and deadwood) bush</p> <p>flowering plant</p> <p>leaf</p> <p>petal flower bud</p> <p>stem (or stalk)</p> <p>trunk branch</p> <p>root seed bulb</p> <p>germinate</p> <p>egg caterpillar pupa butterfly</p>
----------------	--	--	---

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

History	<p>Year 1 Changes within Living Memory</p> <ul style="list-style-type: none"> Know about many of the changes that have happened since I was born <p>Year 1 Lives of Significant Individuals</p> <ul style="list-style-type: none"> Know about the life of someone famous <p>Year 2 Changes within Living Memory</p> <ul style="list-style-type: none"> Know and explain some changes that have happened since I was born <p>Year 2 Lives of Significant Individuals</p> <ul style="list-style-type: none"> Know how some people have helped us to have better lives 	<p>King Charles (Little People Big Dreams) Maria Isabel Sanchez Vegara There is a useful Twinkl power point- all about King Charles III/ coronation King Charles III: What does a King do? - BBC Newsround</p> <p>King Charles III The children can use books- and, the internet to find information about the king How does King Charles III help people to have better lives?</p> <p>Who is King Charles III? -early life at Buckingham Palace (London) with his family/ education</p> <ul style="list-style-type: none"> Military Career Charity Work <p>The Prince's Trust (1976) to help young disadvantaged people have better lives -the charity supports young people with education training and jobs</p> <p>What does King Charles III do? (worksheet/ job description) Royal assent to make a new law Weekly meeting with Prime Minister to keep informed on government business State opening of Parliament- and, the Kings Speech to explain government plans Lead the annual Remembrance Event at the Cenotaph (London)</p> <p>King Charles III is a committed environmental activist (worksheet) At COP26, he urged world leaders to work together- and, save the planet At Highgrove House, he developed an interest in organic farming -bees produce honey -vegetable boxes -fruit orchards -wildflower meadow -chickens roam, and the eggs are sold in the farm shop -make own compost Launched Duchy Originals (1990) with all profits donated to charitable causes</p> <p>The Coronation (6 May 2023) Westminster Abbey Symbolic religious ceremony- when, a crown is physically placed on the monarch's head by the Archbishop of Canterbury. This formalises the monarch's role as head of the Church of England- and, marks the transfer of titles/ powers to the new monarch (who promises to rule the country fairly). Drama/ role play activities</p> <ul style="list-style-type: none"> King Edwards Coronation Chair <p>-he will be anointed with holy oil -sovereign's orb and the sovereign's sceptre -coronation ring on his finger -St Edwards crown will be placed on his head</p> <p>Bank holiday weekend- so, families can celebrate the coronation (ie) procession through London streets to Buckingham Palace Coronation Big Lunch and 'The Big Help Out' How did you celebrate the coronation... share photographs/ memories of the day The children are encouraged to volunteer (or help out) with a local (school) project -perhaps, linked to the care of the school field (planters)</p> <p>Crown- with ceremonial robes for the new king -coronation cupcakes (big lunch) Design a commemorative stamp/ coin to reflect King Charles III interests</p>	<p>Year 1 King Charles III and Queen Camilla</p> <p>Buckingham Palace London Charity</p> <p>Parliament/ government Prime Minister Cenotaph</p> <p>Coronation Westminster Abbey 1762 Gold State Coach King Edwards Coronation Chair Crown</p> <p>Archbishop of Canterbury Holy oil (anointed) Orb and sceptre</p> <p>Year 2 king/ monarch/ sovereign King Charles III and Queen Camilla</p> <p>Buckingham Palace London Charity</p> <p>Parliament/ government Prime Minister Cenotaph</p> <p>Coronation Westminster Abbey 1762 Gold State Coach King Edwards Coronation Chair Crown</p> <p>Archbishop of Canterbury Holy oil (anointed) Orb and sceptre</p>
---------	---	--	--

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

Geography	<p>Year 1 Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Know the four main directions on a compass North East South West <p>Year 1 Human and Physical Geography</p> <ul style="list-style-type: none"> Know how the weather changes throughout the year -and, name the seasons <p>Year 2 Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use the directional vocabulary- near far left right to explain where a location is 	<p>The School Field</p> <p>The children are encouraged to use simple fieldwork- and, observational skills to study the geography of the school (and its grounds)</p> <ul style="list-style-type: none"> A compass Why do you need a compass when you are exploring a new outdoor area? The children are encouraged to make a simple compass -with, the four main directions (North East South West) There will be an opportunity to play simple games- and, use this vocabulary PE (Games) ICT (Purple Mash) (BeeBot Programmable Robot) What can you see on the school field? Photographs of familiar landmarks and/ or a short video of the school field Identify- and, name basic physical features of the school field (ie) forest vegetation- tree bush shrub hedge flowering plant soil- and, rich earth in the (vegetable) planter grass Identify- and, name basic human features of the school field (ie) outdoor classroom- and, seating area for the children mud kitchen wooden den (house) bicycle track The children are encouraged to devise a simple map of the school field -use photographs of familiar landmarks in this environment -include key physical features and key human features found on the school field Describe the location of these features (and landmarks) on the map -use relevant vocabulary to identify the location of given features (and landmarks) -use directional vocabulary to describe a route across the school field and, compass directions North East South West Then, use and construct basic symbols in a key on this map The Seasons The children are encouraged to create a simple weather station on the school field -and, describe the changes in the weather during a given period of time What do you need to wear in the garden, today? -and, consider similarities and differences with different seasons (ie) In the Summer... shorts/ t-shirt sundress sunhat sunglasses sandals/ flip flops In the Winter... hat/ gloves/ scarf coat wellington boots jeans jumper 	<p>Year 1</p> <p>compass North East South West</p> <p>map landmark symbol forest vegetation -tree bush shrub hedge plant soil, rich earth grass</p> <p>bicycle track</p> <p>weather temperature seasons Autumn Spring Summer Winter</p> <p>Year 2</p> <p>compass direction North East South West</p> <p>map landmark symbol forest vegetation -tree bush shrub hedge plant soil, rich earth grass</p> <p>bicycle track</p> <p>weather temperature seasons Autumn Spring Summer Winter</p>
-----------	---	--	---

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

<p>Art and Design</p>	<p>Year 1 Being an artist (sculpture)</p> <ul style="list-style-type: none"> 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 <p>Year 1 Drawing</p> <ul style="list-style-type: none"> Know how to use pencils to create lines of different thicknesses in drawings <p>Year 1 Sculpting</p> <ul style="list-style-type: none"> Know how to cut roll and coil materials <p>Year 2 Being an artist (sculpture)</p> <ul style="list-style-type: none"> 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 <p>Year 2 Drawing</p> <ul style="list-style-type: none"> Know how to use charcoal pencil and pastel to create art <p>Year 2 Sculpting</p> <ul style="list-style-type: none"> Know how to make a clay pot (spider) 	<p>Louise Bourgeois: drawing and sculpture The Art of Louise Bourgeois Tate</p> <p>Louise Bourgeois (Little People Big Dreams) Maria Isabel Sanchez Vegara Louise Bourgeois Made Giant Spiders and Wasn't Sorry Fausto Gilberti</p> <p>Drawings Louise Bourgeois. Untitled, plate 8 of 9, from the illustrated book, Ode à Ma Mère. 1995 MoMA Spider Detroit Institute of Arts Museum (dia.org) Louise Bourgeois Untitled (Spider and Snake) (2003) Artsy</p> <p>The children are encouraged to ask (and answer) questions about the drawings -and, use a viewfinder (magnifying glass) to explore different parts of the drawing What can you see?</p> <ul style="list-style-type: none"> Talk about the different lines used to draw these spiders -describe the lines used to create the spiders (ie) thick wide thin narrow dark light straight curved spiral Consider the use of pattern in each drawing (or print) to add detail <p>The children are encouraged to create a simple spider drawing (or print) -experiment with the use of different drawing tools (pencil charcoal) create lines of different thicknesses make different patterns on the spider's body</p> <p>Sculptures Maman Guggenheim Museum Bilbao (guggenheim-bilbao.eus) Crouching Spider Collection Art Dia (diaart.org)</p> <p>The children are encouraged to ask (and answer) questions about the sculptures What can you see?</p> <ul style="list-style-type: none"> Describe the shape- and, size of the sculpture -note use of different materials to create shapes (bronze marble stainless steel) -colours of materials used Discuss the patterns visible on the sculpture Consider the space around the sculpture -and, describe the position of this sculpture in different photographs (outside) <p>How does the sculpture make you feel- and, give a reason for your answer</p> <p>The children are encouraged to design- and, make a simple spider sculpture -using found (or waste) materials (recycle reuse and reduce) -plasticine and/ or playdough -modroc papier-mâché clay</p> <p>Perhaps, create a simple spider sculpture to position on the school field -pop a spider in the bug hotel/ suspend a spider in a tree (bush)</p>	<p>Year 1 Louise Bourgeois (sculptor) drawing printing sculpture</p> <p>drawing: line pattern straight thick wide narrow thin dark light curved curvy and wavy spiral</p> <p>sculpture: shape colour space bronze marble stainless steel</p> <p>Year 2 Louise Bourgeois (sculptor) drawing printing sculpture</p> <p>charcoal pastel</p> <p>drawing: line pattern straight thick wide narrow thin dark light curved curvy and wavy spiral</p> <p>sculpture: shape colour space bronze marble stainless steel</p>
-----------------------	---	---	---

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

Design and Technology	<p>Year 1 Design Make and Evaluate</p> <ul style="list-style-type: none"> • Use my own ideas to make something • Make a simple plan before making the product • Choose appropriate resources and tools <p>Year 1 Technical Knowledge</p> <ul style="list-style-type: none"> • Describe how something works • Make my model stronger <p>Year 2 Design Make and Evaluate</p> <ul style="list-style-type: none"> • 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 <p>Technical Knowledge</p> <ul style="list-style-type: none"> • Explain how something works • Make a product which uses mechanical components (lever) to move • Join materials and components in different ways 	<p>Mechanisms: Sliders and Levers Note: The children will design- and, make a slider</p> <p>Investigative and Evaluative Activities (IEAs)</p> <ul style="list-style-type: none"> • Explore- and, evaluate a variety of books with moving parts (slider) <p>Use questions effectively to develop children's understanding- and, observations of this collection of books with moving parts (sliders)</p> <p>Which part of the illustration will move? -consider how this part of the illustration will move -and, describe the direction of movement (left/ right up/down forward/ backward) How does the slider mechanism work in this picture book -and, does it help the part to move easily (smoothly) in the correct direction -what happens when the slider is operated in the book -how does this make you feel (fun/ enjoyment/ delight/ pleasure)</p> <ul style="list-style-type: none"> • Daily read aloud (fiction and/ or nonfiction) with appropriate picture books <p>-there is an opportunity to introduce relevant vocabulary (ie) push/ pull left/ right up/down forward/ backward</p> <p>Focused Tasks</p> <ul style="list-style-type: none"> • Demonstrate simple slider- using, a prepared teaching aid <p>The children are encouraged to explore the slider- and, describe how it moves -make a simple slider -encourage the children to move the slider smoothly</p> <p>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)</p> <p>The children are encouraged to design- and, make a simple souvenir slider to celebrate the coronation of King Charles III -a procession of royal carriages through the streets of London -King Charles III greeting crowds of people outside Buckingham Palace -the royal family at Buckingham Palace (garden)</p> <ul style="list-style-type: none"> • Make the simple slider- using, the children's design ideas <p>-select, and use appropriate tools to cut/ shape/ join card -finishing techniques (coloured pencils and felt tips/ collage) suitable for a slider</p> <ul style="list-style-type: none"> • Evaluate the finished souvenir slider <p>-describe how well (smoothly) the slider moves in the agreed direction -and, consider how well it matches the original design criteria (changes)</p>	<p>Year 1 slider- a rigid bar which moves backwards and forwards along a straight line</p> <p>pull and/ or push straight line</p> <p>left and right forwards and backwards up and down</p> <p>slot guide/ bridge smoothly slowly and quickly</p> <p>design make and evaluate tools and materials</p> <p>Year 2 slider- a rigid bar which moves backwards and forwards along a straight line</p> <p>pull and/ or push straight line</p> <p>left and right forwards and backwards up and down</p> <p>slot guide/ bridge smoothly slowly and quickly</p> <p>design make and evaluate tools and materials</p>
-----------------------	--	--	---

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

Creativity (hands)	Community (hands, heart)	Compassion (heart)
<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)
'BIG' start: 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! Rhema the real Superhero Katherine Wheatley -read this story, and introduce the Wildlife Hero A Superhero dressing up day	Rhema the real Superhero Katherine Wheatley	Forgiveness. Ephesians 4:32 <i>Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.</i> The First Slodge, Jeanne Willis The Squirrels who Squabbled, Rachel Green Exploring forgiveness within friendships, and what this may look like. A focus on the importance of the word 'sorry'. Giving meaningful apologies. When might we need to forgive? What can you do if something is broken? How do we ask for forgiveness, with our actions and words? How do we show forgiveness? Why is forgiveness important?
'BIG' Finish:		
Picnic on the school field (outdoor learning environment) -fun on the field/ games and activities -read aloud (outdoors) Parent Workshop (minibeast theme) Ice cream van- with, an ice cream treat on the field Year Two Leavers Celebration		

Quality Texts:	Significant individual(s)	Resources for continuous provision
Louise Bourgeois Made Giant Spiders and Wasn't Sorry Fausto Gilberti Louise Bourgeois (Little People Big Dreams) Maria Vegara King Charles (Little People Big Dreams) Maria Vegara Bee Britta Teckentrup Why do we need bees? Katie Daynes Snails Susie Williams Tad Benji Davies Aaaarrgghh Spider! Lydia Monks My Butterfly Bouquet Nicola Davies A Dress with Pockets Lily Murray Mad About Minibeasts! Giles Andreae Twist and Hop Minibeast Hop Tony Mitton	Louise Bourgeois King Charles III and Queen Camilla	Role Play: At the Sculpture Park Louise Bourgeois Art Pack/ nonfiction texts -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 3D works independently Rhema the real Superhero Katherine Wheatley -with, a variety of garden creatures (minibeasts) -frog hedgehog bee garden bird cat -key items to replicate a garden environment Compass and maps/ photographs of the school field

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