



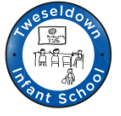
<b>Year 1 - Summer 2</b>	
<b>Theme/Topic</b>	<b>Wonderland</b>
<b>English</b>	Narrative
<b>English Key texts</b>	Shhh! Don't Wake the Royal Baby! By Martha Mumford Alice in Wonderland by Lewis Carroll (adaptions by various authors)
<b>Phonics</b>	Phased Phonics according to need Phonics screening check
<b>Maths</b>	- Geometry - Number and place value - Addition and subtraction - Multiplication and division
<b>Science</b>	<p><u>Animals, including humans:</u></p> <ul style="list-style-type: none"> <li>- Sing 'Heads, shoulders, knees and toes.' Compose own version using different parts of the body</li> <li>- Draw around a child and label the parts of the body (put on display)</li> <li>- Record rhymes about the senses, eg; I smell with my nose and dance on my toes. I hear with my ears the crying of tears. I taste with my tongue and have no teeth when I'm young! I see with my eyes, which open wide when I have a surprise! I feel with my hand the soft, hot sand.</li> </ul> <p><u>Seasonal changes:</u></p> <ul style="list-style-type: none"> <li>- Bring together observations throughout the year of the changes in the weather throughout the seasons</li> <li>- Weather charts</li> <li>- Shadow drawings and sun dials</li> <li>- Design sun glasses; what materials will you need? What criteria do they need to meet? eg block the sun's rays</li> <li>- Give a seasonal weather forecast in the role as a weather forecaster EG This winter it will be...As we approach Spring the weather will...</li> </ul> <p><b>NC ref: Animals, including humans</b></p> <ul style="list-style-type: none"> <li>- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul> <p><b>NC ref: Seasonal changes</b></p> <ul style="list-style-type: none"> <li>- observe changes across the four seasons</li> <li>- observe and describe weather associated with the seasons and how day length varies</li> </ul>
<b>Art</b>	<p><u>Sculpture</u></p> <p>Papier mache hats for the Mad Hatter/Mad Hatter's Tea Party (mini hats) <a href="https://www.youtube.com/watch?v=ReNeQugswSI">https://www.youtube.com/watch?v=ReNeQugswSI</a></p> <p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>- to use a range of materials creatively to design and make products</li> <li>- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>- to develop a wide range of art and design techniques in using...texture...shape, form and space</li> </ul>



<u>Year 1 – Summer 2</u> <u>Wonderland</u>	
<b>DT</b>	<p>Design and make a tea cup/cup for a character in Wonderland to take to the tea party</p> <p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>- design purposeful, and functional products for themselves and other users based on design criteria</li> <li>- generate, develop, model and communicate their ideas...</li> <li>- select from and use a range of tools and equipment to perform practical tasks</li> <li>- select from and use a wide range of materials and components, including construction materials...according to their characteristics</li> <li>- explore and evaluate a range of existing products</li> <li>- evaluate their ideas and products against design criteria</li> </ul>
<b>Music</b>	<p>- Music express (Our bodies and Seasons)</p> <p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>- play tuned and untuned instruments musically</li> <li>- experiment with, create, select and combine sounds using the inter-related dimensions of music</li> <li>- use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul>
<b>History</b>	<p><u>Queens</u></p> <ul style="list-style-type: none"> <li>- Was being Queen the same for Queen Elizabeth I, Queen Victoria and Queen Elizabeth II?</li> </ul> <p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>- the lives of significant individuals in the past...compare aspects of life in different periods...</li> </ul>
<b>Geography</b>	<p><u>Windsor</u></p> <ul style="list-style-type: none"> <li>- Where is Windsor?</li> <li>- What facilities are available in Windsor?</li> <li>- Landmarks in Windsor</li> <li>- Tourism in Windsor</li> <li>- Compare Windsor to Fleet (Fieldwork question)</li> </ul> <p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through studying the human and physical geography of a small area of the UK...</li> <li>- use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>• key physical features, including: hill, river, season, weather</li> <li>• key human features, including: city, town, house, office, shop</li> </ul> </li> <li>- use world maps, atlases and globes to identify the UK...</li> <li>- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features...</li> <li>- use...locational and directional language (for example, near and far; left and right) to describe the location of features and routes on a map</li> </ul>
<b>Computing</b>	<p>Twinkl: Programming with ScratchJr and online safety</p> <p>Move characters from story around Wonderland</p>
<b>PHSE/RHE</b>	<ul style="list-style-type: none"> <li>- Hopes and dreams; next year...when I grow up...</li> <li>- Health and Wellbeing: Growing and changing, Keeping safe</li> </ul>
<b>PE</b>	<p><u>Games</u></p> <ul style="list-style-type: none"> <li>- invasion games</li> <li>- how does my body feel?</li> </ul> <p><b>NC ref:</b></p>



## Tweseldown Infant School Long Term Plan



	- participate in team games, developing simple tactics for attacking and defending
<b>PE</b>	Athletics  <b>NC ref:</b> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
<b>RE</b>	Authority: Key events in the life of Jesus
<b>Visits/Visitors</b>	Mad Hatter's tea party in school Hat maker
<b>Safeguarding</b>	Recognise when I'm ill Safe and unsafe Medicines and dosage Dental health