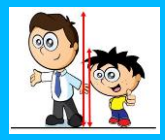
Muck mess and mixtures Spring Term (2) 2018

Half Termly Planning Objectives KS1 (SM)

	19th – 23rd Feb 2018 Engage -Memorable experience Messy morning with a range of mixtures. ***George's Marvellous Medicine*** by Roald Dahl	26th Feb – 2nd March 2018 Develop Revolting recipes by Road Dahl. ***George's Marvellous Medicine*** by Roald Dahl	5th– 9th March 2018 Develop – Poetry Revolting recipes by Road Dahl.	12th – 16th March 2018 – animation narrative	19th – 23rd March 2018 Innovate create own gallery	26th – 29th March Express – Non-fiction Create leaflet about their gallery.
Phonics	**Letters and sounds** **Revisit all phase 5 sounds** **LA – Recap phase 3 sounds: oo, ar and or** **Phase 5c: alternative spelling for n sound: next, dinner, knee and gnome.** **Read words old and don't** **SPAG-** **Year 1 - prefix – un** **Year 2 – contractions.**	**Letters and sounds** **Phase 6 – change verbs from present to past tense.** **LA- Recap phase 3 sounds: ur, ow and oi.** **Spell – again, thought, work and mouse.** **SPAG** **Year 1 suffix -s and -es** **Year 2- Possessive apostrophe**	**Letters and sounds** **Phase 5b (ow, ie, ea, er)** **Read- water, where, who, again, thought, work, mouse** **LA- Recap phase 3 sounds: ear, air and ure.** **SPAG** **Year 1 – using capital letters** **Year 2 – Using subordinates to extend sentences.**	**Letters and sounds** **Phase 5b (a, y, ch, ou)** **Read- may, laughed, because, different, any, eyes, friends, once, please)** **LA- Recap phase 3 sounds: er** **SPAG** **Year 1 – suffix -ed and -ing** **Year 2- suffix ly, ment**	**Letters and sounds** **Phase 6 – adding SPAG** **Year 1 – write sentences using capital letters.** **Year 2 – Homophones**	**Letters and sounds** **Phase 5c (alternative spellings for ee, ch)** **SPAG** **Year 1 – adding right suffix to words (s,es, ed, ing)** **Year 2 – Highlight contractions and change them.**
Maths	**Fractions** **Year 1** **Recognise, find and name a half as one of two equal parts of an object, shape or quantity.** **Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.** Finding a half: Use real life objects and show them how they can be cut in half. How can these be cut in half? Draw a line to cut the objects. 	**Fractions** **Year 1** **Recognise, find and name a half as one of two equal parts of an object, shape or quantity.** **Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.** Mon- Find a half reasoning and problem solving: How many different ways can you shade one half of these shapes?	**Fractions** **Year 1** **Recognise, find and name a half as one of two equal parts of an object, shape or quantity.** **Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.** Find a quarter: Use a range of containers and rice/water. Can you show me a quarter full in each container? Do they look the same or different?	**Measurement – length and height.** **Year 1** **Compare, describe and solve practical problems for lengths and heights.** **To measure and begin to record lengths and heights.** Compare lengths and heights  Use the words taller and shorter to complete the sentences.	**Measurement – length and height.** **Year 1** **Compare, describe and solve practical problems for lengths and heights.** **To measure and begin to record lengths and heights.** Measure length using cubes. Which is longer? Choose a piece of equipment to work out how much longer the object is.	**Measurement – length and height, Mass, capacity and temperature** **Year 1** **Compare, describe and solve practical problems for lengths and heights.** **To measure and begin to record lengths and heights.** Recap any areas they struggled with. **Year 2** **Choose and use appropriate standard units to estimate and measure lengths and heights in any**

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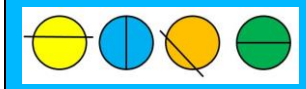
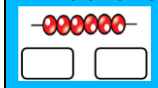
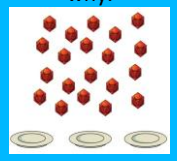
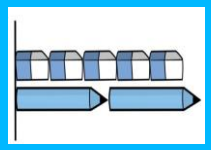
Can any of the objects be cut in half in more than one way? Which circles have been split into equal halves?  Match the half shapes below to make 5 complete shapes.  Reasoning and problem solving to find a half. Ellie and Tristan are both attempting to split a circle in half. Who has correctly split the shape in half? Explain your answer. Sort shapes into the table. Find a half of the amounts.   What is half of the amounts shown? **Year 2** **Recognise, find, name and write fractions and of length, shape, set of objects or quantity.**	 Tue - Rachel is halving the number 20. She gets 20 cubes and 3 plates. Has she done this correctly? Explain why.  Jessica is finding halves. She says, "it is hard to find half of an odd number" Do you agree? Can you explain using concrete apparatus? Find a quarter – Fold shapes in to four equal pieces. Count the equal parts and then model counting them in quarters. Colour a quarter of each shape. Can you colour it in different ways? Tick the shapes that show quarters. Reasoning and problem solving linked to finding a quarter.	Use counters to complete the sentences. A quarter of 4 is ? A quarter of 8 is ? 1 is one quarter of? 3 is one quarter of? Reasoning and problem solving find a quarter. Mrs Makepeace has asked hr class to put one quarter of the balls into the hoop. **Year 2** **Recognise, find, name and write fractions and of length, shape, set of objects or quantity.** **Write simple fractions for example ½ of 6 = 3 and recognise the equivalence of and.** Find a quarter. Share the smarties equally between 4 people. The smarties is split into 4 equal parts. Each part is worth a ____ This is the same as ___ Circle one quarter of the objects. Complete ½ of 12 =? ½ of 20 = ? ½ of 8 = ? ½ of 12 = ? ¼ of 20 = ? ¼ of 8 = ? What do you notice?	Use words longer and smaller in the sentences. Use correct word from the word bank to create your own sentences to compare the height. Reasoning and problem solving linked to comparing lengths and heights.  How many sentences can you write to compare the erasers and the pencils? **Year 2** **Choose and use appropriate standard units to estimate and measure lengths and heights in any direction (m/cm) to the nearest unit.** **Compare and order lengths and record the results using <, > and =.** Measure length using cm. choose a variety of objects and practise measuring them using a centimetre ruler. How long is the object to the nearest centimetre?	Reasoning and problem solving linked to measuring length. Measure length How long are the objects? (use a ruler) Which is the tallest? Problem solving linked to measuring length. **Year 2** **Choose and use appropriate standard units to estimate and measure lengths and heights in any direction (m/cm) to the nearest unit.** **Compare and order lengths and record the results using <, > and =.** Compare lengths: use words such as longer than, shorter than or the same as. Use <, > or = to compare lengths. Reasoning and problem solving	**direction (m/cm) to the nearest unit.** **Compare and order lengths and record the results using <, > and =.** Order lengths. Four children are measuring their heights. Oliver is taller than Connor, but not as tall as Emma. Jess is taller than Emma. Write down their names in order of their heights, starting with the shortest. Four operations with lengths Use addition and subtraction to solve length problems.

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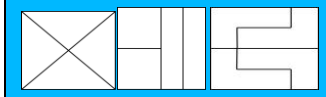
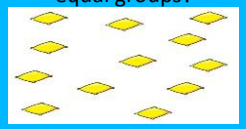
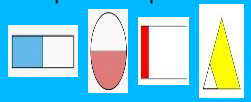
Write simple fractions for example ½ of 6 = 3 and recognise the equivalence of and. Reasoning and problem solving. Show three shapes: Which has split the square into equal parts? Explain why.  How many different ways can to put these beanbags in to equal groups?  The whole pie is split into _____ equal parts. Each part is worth a _____ This is the same as - Which picture represents ½?  Connor, Emma and Scarlett are running a race. Connor has run further than half way. Emma has run exactly half way. Scarlett has run less than half way. Draw on the line where each child could be	Find a quarter: share each quantity into four equal groups. There are ___ cakes. There is ___ cake in each quarter. A quarter of ___ is ___. **<u>Year 2</u>** **Recognise, find, name and write fractions and of length, shape, set of objects or quantity.** **Write simple fractions for example ½ of 6 = 3 and recognise the equivalence of and.** Find a half Fill in the blanks. Use counters to help. ½ of 10 = ? ½ of 12 = ? ½ of 14 = ? ½ of ? 10 ½ of? = 12 ½ of ? – 14 What do you notice? Tues - Jess is asked to shade half of her shape. This is what she shades. Is she correct? Explain why. Mrs Hutchinson is designing tiles for her kitchen. She wants half of each tile to be red and half of each tile to be blue.	Reasoning and problem solving find a quarter. **<u>Recognising a third:</u>** three friends are sharing s cake. The cake is split into ___ equal parts. Each part is worth a ____ This is the same as ___ Shade a 1/3 of each shape. What is the same and what is different? Which represent one third? Explain why the others do not represent one third. Reasoning and problem solving linked to recognising a third. Complete the missing information. **<u>Measures and capacities</u>** **Choose and use appropriate standard units to estimate and measure temperature (°C) and capacity/volume (litres/ml) to the nearest appropriate unit, using thermometers and measuring vessels.Choose and use appropriate standard units to estimate and measure mass**	Draw a line that is: 5cms 8cms Longer than 4 cms but shorter than 7cms. Reasoning and problem solving linked to measuring length Measure length in metres. Use a metre stick to measure objects. Circle objects that you would measure in metres and tick the object you would measure in cms. Reasoning and problem solving linked to measuring length in metres.	linked to comparing lengths. Order lengths: Scarlett, Oliver and Emma are comparing the length of ribbons. Complete the sentences.	

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	between the start and the end of the race. **Recognise a half** **Odd one out: Which is the odd one out? Explain your answer.** Find a half Oliver has 20 sweets. He gives half of them to his friend. How many do they each have?  The whole is _____ . Half of ___ is ____ Use counters to find half of the amounts. Complete the stem sentences for each amount.   26 30 The whole is _____. Half of ___ is ____.	Can you create 3 different designs for each tile? Recognise a quarter. Four friends are sharing a cake. The cake is split into ____ equal parts. Each part is worth a ____ This is the same as ____ Shade ¼ of each shape. Circle the shapes that have a quarter shaded. Which shapes do not have a quarter shaded? How do you know? Can you draw the shapes again and split into quarters correctly? Recognise a quarter reasoning and problem solving. Use strips of paper to help solve the problem, true or false statements.	**(grams/kilograms) to the nearest appropriate unit using scales.** Explore various ways of measuring liquid and solid foods. Consider why accuracy is important in a recipe and what might happen if ingredients are measured inaccurately. Practise weighing and measuring ingredients in units such as cupfuls, spoonfuls, millilitres (ml) and grams (g). Estimate weights and volumes before finding out the correct measurements with scales, measuring cylinders and graduated jugs. Record their estimates and the actual weight of the food in a table to compare and assess how accurate they were. Use word cards to reinforce words such as kilogram, gram, litre and millilitre. Provide children with sealed bags of different ingredients. If time allows, the class could follow a simple recipe and add the			

	Capacity **Choose and use appropriate standard units to estimate and measure temperature (°C) and capacity/volume (litres/ml) to the nearest appropriate unit, using thermometers and measuring vessels.** **Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.** Fill a variety of plastic bottles with coloured water to investigate capacity. Guess which containers will hold the most water then label and order them. Measure 100 ml of water into containers of different shapes and sizes and compare how the water looks in each container. Use a litre measure to find out and label which containers hold more or less than a litre. Use the correct mathematical vocabulary, including words such as more, less, full, empty, litre and millilitre.		wrong quantity of one ingredient to see what happens.			

	Extend the activity by asking the children to measure the capacity of different containers in millilitres. They should write labels for each one, showing how many millilitres or litres the containers hold. Children will enjoy playing with water and exploring a range of measuring equipment, such as scoops, plastic bottles, funnels, spoons, bags and measuring jugs.					
English	**<u>Speaking and Listening</u>** **Spoken language** **Explain a task or experience, structuring talk so that the main points are clear.**	**<u>Speaking and Listening</u>** **Listen and respond appropriately to adults and their peers**	**<u>Speaking and Listening</u>** **Listen and respond to the views and responses of peers.**	**<u>Speaking and Listening</u>** **Ask/answer questions to prompt apt word choices to create interest.**	**Speak clearly with appropriate intonation, varying talk to capture and hold the listeners' attention.**	**Make vocabulary and style choices appropriate to the purpose of the writing, ensuring the main features are included.** **Write for different purposes.**

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	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Hold a Messy mixtures morning! Allow the children to experience a variety of weird and wonderful mixtures that they can feel with their hands and feet. Create messy mixtures from cornflour and water, paint, jelly, shaving foam, body lotion, soap flakes and clay. Allow the children to ladle, pour, touch and explore with their senses (but no tasting). You will need to set up an outdoor area. Come to school in old clothes. **Ask questions to clarify understanding and learn new vocabulary.** Recall what they did during their 'Messy mixtures morning' by watching a presentation of photos from the day. Describe what they can see in the different images. Remember what materials they used and make a list of words that describe their properties. Create a photo presentation with a fun musical soundtrack to help the children recall their	**<u>Writing</u>** **YR1** **Say out loud what they are going to write about.** **Saying a sentence out loud to peer or adult.** **Re-read their own writing to check that it makes sense.** **YR2** **planning or saying out loud what they are going to write.** **Explain a task or experience, structuring talk so that the main points are clear.** **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.** Work in groups to follow different recipes from the book. Listen carefully to instructions and take turns with others. Take digital photos at different stages of cooking and baking to discuss afterwards. Taste their food and assess their success at following the instructions.	**Listen and respond appropriately to adults and their peers.** **Compose a sentence orally before writing it.** **Sequence sentences to form short narratives.** Search in the classroom and outdoors for mystery boxes, bags and bottles labelled with riddles. Solve the riddles as a class, taking turns to guess what might be inside each container. Open the containers to reveal their contents and explain how the riddles helped them guess what was inside. Work as a class to create instructions for writing a good riddle. new lines/verses within an appropriate Make sure the items in the containers include things the children have previously looked at, so they are able to understand the clues. Items might include substances such as wax, water, sand, oil, dough and clay. **Plan the content and structure of each sentence orally before writing (including simple**	**Use relevant strategies to build their vocabulary.** Watch simple stop motion animations of dough balls or characters being manipulated and morphed, and talk about what happens. Describe how the material helps the animator to create effects or tell a story. Brainstorm and list words that describe the properties of dough. There are many simple dough animations online, such as *The Amazing Adventures of Morph*, *Wallace and Gromit* and *Creature Comforts* by Aardman. **Make some apt word choices and add detail to interest the reader (e.g. using adjectives and simple expanded noun phrases).** **Plan or say out loud what they are going to write about.** Handle a ball of dough, manipulating it in different ways to make various shapes. Create six different shapes and give each shape a name. Record the name of each shape in a list. Use a	**Speak audibly and fluently with an increasing command of Standard English.** Practise and record their dialogue and narration in a clear and confident voice. Add their narration and dialogue to their animation using video editing software. Listen to their recordings and evaluate their success. ,Present a screening of the children's animations and invite parents, carers or another class to come and watch. . **With support, recognise the main features of a given model (e.g. recount) and create simple checklists for their own writing, including sentence level features (e.g. commas in lists).** **Write down ideas and/or key words,**	Begin to compose sentences and short paragraphs that present key information about their exhibition. Write clear, concise sentences so that the information is easy for the reader to understand and think how they might persuade the reader to come and visit their exhibition. **Note** Introduce a range of superlative adjectives and adverbs that the children can include in their leaflets. Adding the suffix '-er' or '-est' to a verb or adjective is a good way to start. **Re-read to check for sense, correct use of verbs and errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).**

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	messy morning. Encourage them to use the word list to make signs and labels, which you can laminate and use in the classroom for free play activities. **Discuss safety issues around tasting and touching unknown substances.** <u>Writing</u> YR1 Say out loud what they are going to write about. Saying a sentence out loud to peer or adult. Re-read their own writing to check that it makes sense. To use and to extend sentences. YR2 **Make some apt word choices and add detail to interest the reader (e.g. using adjectives and simple expanded noun phrases).** **Write down ideas and/or key words, including new vocabulary.** Write a list of strange ingredients for a magical concoction and decide who they would give it to and what the effects would be. Children could copy ingredients from their list on to labels then stick them on	Children can order their digital images chronologically and include words and phrases such as 'first we, next we, then we, after that, finally'. **Make vocabulary and style choices appropriate to the purpose of the writing ensuring the main features are included.** **Write for different purposes.** Write a description of how their food tastes, imagining that it will be added to the original book. Include funny and descriptive words and phrases that will amuse and appeal to the reader. The instructions in the book are very straightforward and include little of the magic of Dahl's writing. There are no indications in the book about how the recipes should taste, but if the children are familiar with his other work, you could ask them to think about how Dahl would want his recipes described.	**conjunctions and adjectives).** **Encapsulate what they want to say, sentence by sentence.** Choose a food or material and write a riddle about it using its characteristics as clues. Refer back to their instructions on how to write a good riddle and include words learnt in previous activities. Write the riddles on envelopes and put the answers on a piece of paper inside. Share their riddle with others and take turns to guess which food or material is being described. Perhaps children could send their riddles to another class to solve? With your help, children could make a PowerPoint presentation where clicking a riddle reveals an image of the substance being described. **Make adventurous word choices and use detail to engage the reader.** **Write poetry.** Explore a range of acrostic poems and identify genre features (presentation	dictionary or a thesaurus to help find words. Encourage the children to be creative with the names they give different shapes, which could include stretchy, squished, pancake, splat, spike and squiggle! **Draw pictures and note down ideas, key words and new vocabulary in a simple planning format.** **Write down ideas and/or key words, including new vocabulary.** Using a six window animation storyboard, plan a short animation about the changing shape of the dough ball. Draw a shape in each box in line with their list and write a sentence to describe how the ball changes using time adverbials. Provide blank story boards for children to complete. **Read aloud their own writing clearly, audibly and**	**including new vocabulary.** Think carefully about information they might like to include in a leaflet about their own exhibition. Make a list of important details they would like to include and share their ideas with the class. **Note** Important information might include opening times, directions, what's on, costs, exhibits and reviews. They could include comments and feedback from parents and carers or invent comments and reviews of their own.	**Proof-read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).** Finish drafting their leaflet and check that their sentences make sense. Make sure all comparative suffixes ('-er' and '-est') are correct. Produce either a handwritten or an electronic draft of their final leaflet. **Note** Work closely with children to help them plan and organise their paragraphs, sentences, images and maps. For example, if using ICT, children can cut and paste their photos in a digital format. If using paper, they will need to print out and stick their images on to a paper copy.

	the back of plastic bottles. Ask them to fill their bottles with magically coloured or glittery liquids.	**Make adventurous word choices and use detail to engage the reader.** **Write down ideas and/or key words, including new vocabulary.** Choose a dish they have made in the Enrichment activities on page 7 and write a recipe card telling others how to make it. Include all the features needed for a recipe, including a final description of how the food should taste. You may want to model an example before the children begin to write independently, and perhaps provide a writing frame for those who need it. Ask them to describe how their recipes taste to help them consider which words to use. Examples might include spicy, creamy, zesty, hot, sweet, syrupy, sour and fiery. For a bigger challenge, children could write in the style of Roald Dahl, using invented words like whoppsy, wiffling, chumping, drizzbabbling, tastelicious, spicilingo and any other of their own fablingous creations!	available on **The Hub**). Use the word bank from previous activities to write an acrostic poem that features the name of a material or substance. Write the name vertically down the side of the page and include adjectives that begin with the appropriate letters. Encourage children to come up with unusual adjectives, such as gloopy, silky, flaky and elastic. Double acrostic poems have lines that start and end with the same letters. Now, there's a challenge! **Use diagonal and horizontal strokes to join letters appropriately.** **Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.** Make a presentation copy of their poem in best handwriting then illustrate it with a picture or photo of the material or substance. Celebrate their poetry with the rest of the class.	**with appropriate intonation.** **Read aloud what they have written with appropriate intonation to make the meaning clear.** Plan and write a simple narration or dialogue to add to their animation and insert into their storyboard. Practise voicing their narration and dialogue. Children might also like to source sound effects or sound clips to add to their animations.		**Evaluate their own writing with the teacher and their peers, identifying the main strengths and an area for improvement.** **Evaluate their writing with the teacher and other pupils.** Add any finishing touches to their leaflet, such as captions and labels to accompany photographs, maps and other images. Evaluate as a group how successful their leaflet will be in attracting visitors to their exhibition space. **Note** The children could assess the success of their leaflets by showing them to other children, parents or carers.

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			Ask children to write acrostic poems about other materials, objects or even their best friend! Allow children time to practise reading their poem aloud and expressively before they perform for an audience.			
Guided Reading	***George's Marvellous Medicine* by Roald Dahl** **Year 1** **listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently** **reread these books to build up their fluency and confidence in word reading** **Year 2** **Make simple/plausible attempts to explain meanings in the text, based on characters' speech or actions.** **Make inferences on the basis of what is being said.** Read the first two chapters of *George's Marvellous Medicine* by Roald Dahl and make	**George's Marvellous Medicine by Roald Dahl** **listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently** **reread these books to build up their fluency and confidence in word reading** **apply phonic knowledge and skills as the route to decode words** **recognising and joining in with predictable phrases** **Year 2** **continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent**	**Roald Dahl's Revolting Recipes** **Identify and name various organisational features of non-fiction texts (e.g. captions, illustrations, headings, contents page and index).** **Be introduced to non-fiction books that are structured in different ways.** Read from Roald Dahl's *Revolting Recipes*. Look at the names of different dishes and imagine what ingredients they contain. Give an opinion on how the dishes might taste. Look carefully at example recipes and describe how they are written and organised, identifying any 'bossy' verbs (imperatives). *Revolting Recipes* was published by Roald Dahl's wife four years after his death. It is a collection and	**Use age-appropriate dictionaries or thesauri to find the meaning of new words, with adult/peer support.** **Discuss and clarify the meanings of words, linking new meanings to known vocabulary.** Think about the range of foods and materials explored so far and write a simple sentence or short paragraph about a selection. Use a dictionary to check the spelling and meaning of any difficult or unfamiliar words. Recap scientific vocabulary that the children could use to describe the properties of each substance and its changes of state. Vocabulary might include words such as hard, soft,	**Answer several simple questions on what they have read, giving literal answers from the text and writing them down.** **Answer and ask questions.** Collect and read leaflets from galleries and museums. Talk about the type of details they include and how their layout helps the reader to find essential information. Ask and answer questions generated in discussions. **Note** Discuss how the writer of each leaflet appeals to the audience and	

	inferences about each character. Predict what will happen in the rest of the story. Draw large outlines of the characters of George and Grandma, labelling each picture with the character's age, gender, physical appearance, personality, thoughts and feelings.	**read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes** **being introduced to non-fiction books that are structured in different ways.** **Note effective language choices and show skill in discussing their favourite words and phrases (e.g. 'slimy is a good word').** **Discuss their favourite words and phrases.** Read George's magic medicine recipe for Grandma at the end of the second chapter – it includes jumping fleas, slimy squigglers and the powdered bone of a wombat's knee! Highlight their favourite phrases and use WordArt to write colourful versions before printing out. After children have chosen their favourite words, insert them into a word cloud generator and show it on an IWB.	interpretation of the ghastly dishes that appear in his books. Children could take a copy of their favourite recipe home to make with their family!	squashy, flexible, stretchy, liquid, solid, runny, frozen and melted. You could introduce new scientific words, such as transparent, opaque, absorbent and waterproof.	persuades them to visit the venue. Ask the children to consider whether in their opinion important information was missing from the leaflet. Set the children a range of questions to answer based on the information given. Some galleries and museums have leaflets that you can download from their websites and print out, including the National Gallery and Tate Modern.	

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Science	**Materials** **Year 1** **Distinguish between an object and the material from which it is made** **Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock** **Describe the simple physical properties of a variety of everyday materials** **Compare and group together a variety of everyday materials on the basis of their simple physical properties.** **Year 2** **Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.** **Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.** **Working Scientifically** **Gather data, record and talk about their findings, in a**	**Materials** **Year 1** **Distinguish between an object and the material from which it is made** **Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock** **Describe the simple physical properties of a variety of everyday materials** **Compare and group together a variety of everyday materials on the basis of their simple physical properties.** **Year 2** **Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.** **Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.** **Working Scientifically**	**Materials** **Year 1** **Distinguish between an object and the material from which it is made** **Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock** **Describe the simple physical properties of a variety of everyday materials** **Compare and group together a variety of everyday materials on the basis of their simple physical properties.** **Year 2** **Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.** **Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.**	**Materials** **Year 1** **Distinguish between an object and the material from which it is made** **Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock** **Describe the simple physical properties of a variety of everyday materials** **Compare and group together a variety of everyday materials on the basis of their simple physical properties.** **Year 2** **Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.** **Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.**	**Materials** **Year 1** **Distinguish between an object and the material from which it is made** **Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock** **Describe the simple physical properties of a variety of everyday materials** **Compare and group together a variety of everyday materials on the basis of their simple physical properties.** **Year 2** **Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.** **Find out how the shapes of solid objects made from some materials can**	**Materials** **Year 1** **Distinguish between an object and the material from which it is made** **Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock** **Describe the simple physical properties of a variety of everyday materials** **Compare and group together a variety of everyday materials on the basis of their simple physical properties.** **Year 2** **Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.** **Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.** **Working Scientifically** **Observe something closely and describe changes over time.** **Observe closely using equipment.** Explore liquids that don't mix. Place coloured ice cubes in a deep-sided

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	range of ways, using simple scientific vocabulary. **Gather and record data to help in answering questions.** Investigate a range of everyday materials, such as salt, wax, flour, cornflour, clay, sugar, cooking oil, glitter and shaving foam to find out how each one changes when mixed with water. Make predictions before mixing and create a simple table or chart to record their results. Give children the opportunity to handle and describe the ingredients and predict how they might change when water is added. You might like to display key scientific vocabulary to help them predict, including words such as mix, dissolve, stir, pour, squash, squeeze, sink and float.	**Do things in the correct order when performing a simple test and begin to recognise when something is unfair.** **Perform simple test**. Test different soap products, such as washing-up liquid, soap flakes, bubble bath, hand wash, a bar of soap, and non-biological washing powder, to find out which creates the best bubbles! Make predictions before testing, then use whisks, straws, potato mashers and sponges to create bubbles. Find out which creates the longest lasting, biggest, smallest and foamiest bubbles. Children could record their predictions in a pre-prepared table or chart. Ask them to compare their results to see how accurate their predictions were. Children could use a torch in a dark room to look at their	**<u>Working Scientifically</u>** **Observe something closely and describe changes over time.** **Observe closely, using simple equipment.** Carry out an investigation to observe the melting process. Select a range of foods, including butter, chocolate, marshmallows, ice cream, cheese and sugar. Use their knowledge to predict which foods will melt and in what order. Measure or weigh the same quantity of each food item then put them in bowls in a sunny location, or in a cupcake tray in a warm oven (100 °C). Observe the food at regular, short intervals, recording which have changed or melted. Remove the foods to let them cool and continue recording observations. Order the foods in terms of which melted fastest and slowest. Encourage children to make detailed observations. You could place the food items in a hot oven to show what happens at high temperatures. Make sure the children do not touch hot objects and risk being burnt. Use a static camera to record and create a time-	**<u>Working Scientifically</u>** **Use their observations and ideas to suggest answers to questions.** **Use simple scientific language to explain what they have found out.** **Use their observations and ideas to suggest answers to questions.** Make ice cream in a bag! Pour a cup of whole milk into a medium-sized, zip-sealed bag and add a tablespoon of sugar. Seal and gently swirl the mixture. Half fill another large zip-seal bag with ice cubes and add six tablespoons of salt. Seal and shake the mixture. Open the large bag and put the sealed bag of sweetened milk inside so it is surrounded by the salty ice cubes. Seal the large bag and work in teams to gently shake the bags for five minutes. Remove and open the medium bag and enjoy the frozen dessert! Discuss the changes and evaluate the success of their ice cream.	**be changed by squashing, bending, twisting and stretching.** **Describe how the shape of some materials can be changed by twisting, bending, squashing or stretching.** Make bread or pizza dough (instructions available on **The Hub**) and investigate its properties by rolling, twisting, flattening, cutting and imprinting items into its surface. Add lavender, lemon rind, cinnamon or herbs to alter its scent. Explore what happens when more flour or water is added – how and why does the consistency change? Encourage the children to use scientific vocabulary such as squash, bend, twist and stretch, when exploring the dough. Take	tray that contains a layer of baby oil 2 cm deep. Observe what happens as the ice cubes melt. Visit the tray at regular intervals until the ice cubes have fully melted and see how the two materials behave. Use a spoon to move the liquids around and a hand whisk to mix them quickly. Describe what they see and what happens to the mixed oil globules. Oil and water are immiscible, which means they do not mix. Oil and water will only mix when an emulsifier is added to create an emulsion. Milk and mayonnaise are common emulsions. Children could try adding an emulsifier to their mixtures to see what happens. Egg yolk is a great natural emulsifier.

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		bubbles. What colours do they see? Do the bubbles form patterns and do the colours swirl or change? **Before starting, find out if any children have allergies to soap and provide protective gloves for them to wear while taking part in the activity.**	lapse video of the melting process.	The salt lowers the freezing and melting temperature of ice and actually makes it colder! Children could use a thermometer to compare the temperature of a bag of ice cubes with and without added salt. Add milkshake flavouring to the milk or use single cream to make it richer. Use good quality, zip-sealed bags to make sure the salty ice is kept separate from the milk. Double bag the mixtures for extra protection.	photographs and note their comments.	
Arts and Design	**Create single and multicoloured prints using a range of printing techniques.** **Develop a wide range of art and design techniques in using colour, pattern,**	**Work safely and hygienically in construction and cooking activities.** **Explore and evaluate a range of existing products.**	**Explain where the food they eat comes from (e.g. by referring to countries, counties, animals and plants).** **Understand where food comes from.**	**Recognise the need for a variety of foods in a diet.** **Use the basic principles of a healthy and varied diet to prepare dishes.**	**The Big Messy Art Exhibition!** Using what you know about different materials and their	**Choose appropriate materials and techniques for a given project.** **Use a range of materials creatively to design and make products.**

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	texture, line, shape, form and space. Use marbling inks to create multicoloured prints, observing what happens when colours mix on the water's surface. Use sticks to mix and swirl the inks before laying a sheet of paper over the top and taking a print of the patterned surface. Make bubble prints by adding coloured powder paint to bubble mixtures and catching the bubbles on a large sheet of paper. Try to catch their bubbles on paper sprinkled with different coloured dry powder paint and compare the effect of both methods. Alternatively, the children could make marbled milk paper. Pour a thin layer of milk into a tray and add drops of different food colouring. Add washing-up	Taste a range of food and drink from around the world and describe the flavours. Express an opinion on the different foods, recording key words to describe each one. Take photos of the food and from the taste test activity, then create a display with speech bubbles to show their thoughts and comments. Discuss ways of ensuring the taste test is hygienic, such as washing hands, cleaning utensils, washing dishes, cleaning surfaces and disposing of leftover food properly. Include a balance of packaged and non-packaged food. Fruit and vegetables are considered unpackaged, while beans, coffee, milk and tinned foods are packaged.	Sort a range of foods in different ways to show where they have come from. Explain how and why foods have been sorted in a specific way. Foods could be sorted according to whether they come from a plant or animal, the UK or abroad, or from a number of different countries. It is amazing how many misconceptions children can have about the origins of food! **Work safely and hygienically in construction and cooking activities.** **Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.** Follow a recipe that involves melting ingredients to combine them, such as flapjacks	Look at a range of pictures showing healthy and non-healthy meals from around the world. Sort the images into two groups: 'healthy meals' and 'unhealthy meals'. Choose a number of healthy dishes and make them in a group with an adult. Work collaboratively to read, measure and present the dishes to others. Explain which is their favourite. Show the children a food pyramid and point out the different food types needed for a healthy diet. Encourage children to identify different food groups. Take photos of the children's dishes and display them next to their recipes and taste reviews. **Create patterns using natural materials (e.g. pebbles, sticks, shells, leaves and petals).**	qualities, work as a team to transform your classroom or outdoor area into a brightly coloured, vibrant and exciting exhibition space! Your teacher will give you an exciting range of materials and tools. You just need to use your brilliant imagination! Once your exhibition is in place, invite an audience to come and see your wonderful work!	Experiment with a variety of art and craft materials, investigating their properties to create mixed media pictures and collages. Try out chalks, various papers, net, pastels, charcoal, paint, inks and paste on the same surface using layering techniques. Artworks by collage artists, such as Kurt Schwitters or other contemporary mixed media and collage artists, will inspire the children and give them ideas. **Mix paint colours to suit a task.** **Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.** Use a viewfinder to isolate a vibrantly coloured area of a painting and explain why they

	liquid to the mixture and use a cocktail stick to swirl the colours. Put a piece of paper that is the same size as the tray on top of the mixture, then lift it out and leave it to dry.		or marshmallow crispy cake. Predict which ingredients will melt and how the mixture will change when heated and then cooled. Children could work in groups to create their own version of the recipe by adding dried fruit, nuts, seeds or chocolate. Hold a blind tasting session to find out which version of the recipe is the most popular. Children will enjoy inventing new names for their creations!	**Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.** Create large, collaborative ice cube paintings from frozen blocks of watered-down paints (instructions available on **The Hub**). Slide the blocks around the paper to create patterns and allow them to melt into their own fluid shapes. Break up and mix coloured cubes or sprinkle salt on them to see what happens! Make the ice cubes by watering paint down and pouring it into an ice cube bag before freezing. Roll out long sheets of lining paper or old wallpaper for the children to create their collaborative art. Make sure the children work outside as it will get very messy!	**Develop ideas from a variety of starting points including the natural world, man-made objects, fantasy and stories.** **Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.** Look in detail at the food landscapes created by artist Carl Warner and describe the way he uses different food types, including fresh fruit, vegetables and meat. Choose one image to study	chose that particular section. Describe the colours they see in their 'window'. Mix colours to match the area of the painting selected using powder and ready-mixed paints. Use a range of different sized brushes and sponges to apply the paint to their paper in imaginative ways. Provide a selection of coloured prints and postcards or project a larger painting on an IWB. As well as mixing colours, children could explore paint textures by sprinkling powder paint directly onto the surface of their paper or by using different consistencies of paint.

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					as a group and write a list of ingredients in that landscape. Create their own food landscape by cutting out images of food items or using photos of their own food. Carl Warner was inspired by artists including Salvador Dali. His work has been used in adverts for food products.	
R.E.	PPA to cover	PPA to cover	PPA to cover	PPA to cover	PPA to cover	PPA to cover
History / Geography						
PSHE	**Recognise some dangerous situations out of school grounds.** **Know that all household products, including medicines, can be harmful if not used properly.** Look at a range of bottles or containers that contain	**Recognise that they belong to various groups and communities, such as family and school**	**Recognise that they belong to various groups and communities, such as family and school**	**Learn that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.**	**Feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves).**	**Consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues).**

	dangerous liquids, such as cleaning and medicinal products. Talk about the hazards of touching dangerous mixtures and potions and share their opinion on how they should be stored and kept safe. Make labels and signs to stick on the front of a medicine cabinet or cleaning cupboard to warn other children about the dangers. Link this activity to the third chapter of *George's Marvellous Medicine*. Make sure the children understand that medicines will only make them better when they are prescribed by a doctor and administered correctly by an adult.					
Music			**Sing with a sense of shape and melody.** **Use their voices expressively and creatively by singing songs and speaking chants and rhymes.**	**Experiment with, create, select and combine sounds using the interrelated dimensions of music** **Make sounds in different ways, including hitting, blowing and shaking.**		Practise songs for Christmas play.

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			Listen to and join in with songs and nursery rhymes about the wind. Add sound effects using voices, everyday objects and percussion instruments. Rhymes could include *Wind, Wind* by Elizabeth Scofield.	Read, learn and join in with rhymes, poems and songs on the theme of rain. Select percussion instruments that can make rain sounds. Make a simple rain stick using cardboard tubes and fillers such as dried peas, rice or dried pasta. Decorate the rain sticks using paint, ribbon or by wrapping in coloured papers. What interesting rain sounds can you make with your stick? Explore volume and intensity by playing individually and as a group.		
P.E.	**To be able to hit a ball towards a target.** KS1 – Golf coach Reception -	**To be able to hit a ball towards a target.** KS1 – Golf coach Reception -				

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ICT		**Create and debug simple programs.** **Use logical reasoning to predict the behaviour of simple programs.** **Re-read to check for sense, correct use of verbs and errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).** **English linked to ICT** Use presentation software such as Publisher or PowerPoint to present their recipe as a page for a class cookbook. Proof-read their work to check for any errors in spelling or punctuation. List ingredients then upload and insert an image of their dish. Use the spell checker to search for errors before saving a final copy. **Put all the recipes together in a class book.**			**Organise, store, manipulate and retrieve data in a range of digital formats.** **Use technology purposefully to create, organise, store, manipulate and retrieve digital content.** Create a dough ball animation using their storyboards as a guide. Import their animation into video editing software, such as Movie Maker, and use the narration tools to add sound effects, dialogue or narration for effect. **Note** You could begin by showing the children a clip of the animation, *Mio Mao*. Stop motion animations are made using a series of	**Computing** **Organise, store, manipulate and retrieve data in a range of digital formats.** **Use technology purposefully to create, organise, store, manipulate and retrieve digital content.** Take digital photos of the transformed exhibition space and create a class email to send to a local gallery. Explain their task and describe any challenges they encountered. Invite the gallery to visit their exhibition. **Note** Compose a class email and attach digital photos of the children's work. With luck, you will receive a positive response!

					photographs that the animation software then puts together to create a film. Typically, 10 –12 photographs translates to one second of footage. Animation software is readily available, including free versions. Export each animation as a movie file (wmv or mov) before importing into Movie Maker or similar.	
Other activities						

This planning may change due to the children's interests, learning needs and creative partnership workshops.

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