

MTP overview - Term 5

Year 1-2

MTP clear end goals, progression of skills, what does that look like in a task/lesson, key vocabulary, and a key focus (artist, composer etc)

Subject: Art & DT	
Prior learning: experience in selecting tools, following and writing instructions and evaluating products from Terms 1&2.	
Concept: Designing, planning and following a recipe.	
Vocabulary: recipe, shopping list, design, prepare, equipment, knives, chopping, crumble, sifting, rubbing, stewing, preparing, packaging, hygiene, storage	
1	LO: We are learning to plan and write a recipe (<i>Use pictures and words to describe what he/she wants to do</i>). Task – write recipe, shopping list, plan steps for making crumbles.
2	LO: We are learning to design packaging for our product. (<i>Design purposeful, functional and appealing products for him/herself and other users based on a design criterion</i>) Task – Design suitable packaging for crumbles.
3	LO: We are learning to prepare food safely. (<i>Use a wider range of cookery techniques to prepare food safely. To know how to safely use knives. To know the importance of food hygiene</i>) Task – Learn about food hygiene and how to use cooking tools safely.
4	LO: We are learning to follow a recipe. (<i>Select from and use a range of tools and equipment to perform practical tasks</i>). Task – make crumbles.
5	LO: we are learning to evaluate. (<i>Evaluate and assess existing products and those that he/she has made using a design criterion</i>) Task – self and peer evaluation of the task.
End point: Children will have prepared apple crumbles to take home in packaging that they have designed.	

Subject: Science- plants	
Prior learning: life cycles of humans and animals for knowledge with plants. Knowledge of trees changing in seasons- leaves. Linking to what is alive and not alive, what do all living things needs to survive?	
Vocabulary: Trees - deciduous, evergreen (names of those in local area) leaf/leaves. Flowers, wildflowers (names of those in local area). Roots, branch, trunk, stalk, leaf, flower, petal, seeds, bulbs and twigs, buds, shoots.	
Week 1 Why are parts of the plant important?	LO We are learning about the parts of a flower. Pre assessment tasks- drawing a plant/tree and life cycles from previous years learning and reflecting on key vocabulary through diagrams. Task- Labelling plants by dissecting flowers, setting up food dye carnation task for observations.
Week 1 Do wildflowers grow in our local area?	LO We are learning to identify and name the wildflowers in our local area. Task- What grows in our local area? Wildflower hunt and identification on walk in local area.
Week 2 Do the weeds with the longest leaves have the longest roots?	LO We are learning to create our own scientific questions and record our results. Task- Children to investigate the question by looking at the same weed of different heights. Children use stickers on a graph to show their answers.
Week 3 Do plants grow?	LO Task- write instructions to grow a flower then follow them. CT to set up a broad bean experiment to observe the needs of a flower to survive. Children to draw their observations of their plant throughout the term. Class take photos of beans growing to reflect on at the end of term.
Week 4 Can we eat plants? How can we group plants and seeds?	LO We are learning to group, sort and classify seeds. Task- Life cycles of a fruit plant. Sort and group fruit seeds.
Week 5	LO We are learning to identify and describe different types of trees.

Are trees plants?	Task – 3 tasks rotating: Identifying deciduous and evergreen trees in a tree hunt. Observational drawings of different leaves and matching to tree name. How are trunks different? Rubbings and playdough casts of trunks.
Week 6	Task- Assessment questions and designing a garden with labels/reasons for design. End point: To design their own gardens using knowledge of local wildflowers, deciduous/evergreen trees, what plants need to survive, how the plants help the local wildlife. The Eco Reps to choose one design for area of school to plant.

Subject: Geography/History	
Prior learning:	
Geography: Use locational and directional language, Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans, use simple compass directions, use basic geographical vocabulary to refer to key physical and human features History: ordering event chronologically, using words relating to the passing of time, using sources of information to find out answers to questions, describing the key features of events, describing similarities and differences between artefacts, exploring ways we find out about events.	
Concept:	
Geography: learning about maps, learning about keys, devising own maps and keys. History: learning about the features of the local area through visits, studying photos from the past and present, learning facts about a significant person in history, writing an drawing to show what they have learned.	
Vocabulary:	
Geography: aerial maps, plan perspectives, symbols, keys, physical features, human features History: in the past, a long time ago, before I was born, today, present, century, years, timeline, village, features, similar, different, compare, changes	
1	LO: To learn about the historical features of our local village. (via a village walk) Task: draw a picture and describe something they saw that relates to the past, using historical language. Can I suggest what makes it unique?
2	LO: To compare photos from the past and present. Task: To identify what they see in the photos (past and present) and find similarities and differences. Can I say how the changes have impacted our lives today?
3	LO: To learn facts about a significant local person in history. Task: To write facts about the person and their achievements. Can I explain why they are significant to us and our local area?
4	LO: To learn the purpose of aerial maps and photographs. Task: To use keys and symbols to identify features on a map. To identify the physical and human features of my local area. Can I describe the changes that have happened over time?
5	LO: To learn the purpose of plan perspectives. Task: To label (or create) a plan perspective of my school. Can I construct simple symbols in a key?
6	End of topic quiz and assessment of pupil knowledge.
End point:	
Geography: To create or label a map using keys or symbols. History: To identify key features of their local area and what makes it special and unique; to know facts and the achievements of a (local) significant person in history.	

Subject: PHSE	
Concept: Relationships	
Vocabulary: Friends. Likes/dislikes. Conflict. Point of view. Positive problem solving	
1	LO To identify different relationships in families and accept that everyone's family is different. Task Recipe for a happy home.
2	LO To understand different forms of physical contact and know why types are acceptable. Task Like/Don't like touch sorting task.
3	LO To identify some of the things that cause conflict with friends. Task To demonstrate how to use the positive problem-solving technique to resolve conflicts with friends.

4	LO – managing secrets TASK – giving Jigsaw Jo advice
5	LO – trust and appreciation TASK – circle of trust
End point: Consider the different elements of age appropriate relationships with friends, family and the community. Consider aspects that influence and impact on these relationships.	

Subject: RE	
Prior learning: Knowledge of other religions. Similarities and differences	
Concept: Judaism	
Vocabulary: Shema Torah Jewish Judaism mezuzah artefact	
1	LO · To know that Jewish people believe in one God. Recognise the words of the Shema as a Jewish prayer. Task- To make their own mezuzah and Shema prayer scroll
2	LO · To know that Jewish people believe in one God. Make links between Jewish ideas of God found in the stories and how people live. Task- Look at some stories from the Jewish Bible (Tenakh) which teach about God looking after his people David and Goliath (1 Samuel 17)). Complete activities about this story.
3	LO · To know that the Synagogue is the Jewish place of worship. Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Task- Label key features of a Synagogue.
4	LO · To know that the Torah is the first part of the Jewish Holy Book. Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Task- Create a Torah scroll.
5	LO · To know what some Jewish artefacts are and how they are used (e.g. mezuzah) Give an example of how some Jewish people might remember God in different ways Task Find out what special objects Jewish people might have in their home (e.g. 'Through the keyhole' activity, looking at pictures of a mezuzah, candlesticks, challah bread, challah board, challah cover, wine goblet, other kosher food, Star of David on a chain, prayer books, chanukiah, kippah).
6	End of unit quiz about what the children have learnt in the unit. Add any new vocab to Book Cover.

Subject: ICT	
Prior learning: General use of purple mash. Designing an avatar creation. Using simple paint tools.	
Concept: Animated Story Books	
1	LO To understand differences between traditional books and e-books. To explore the tools of “2Create A Story.” Task Use different drawing tools to create a picture on the page. Add text to the picture.
2	LO To add animation to a picture. Task add animation to previously created picture.
3	LO To add sounds to pictures. Task Add sound to previously created animation, this can include a voice recording.
4	LO To add a background to a story. Task Children use additional drawing tools to add background to their page.
5	LO To use the copy and paste feature to create additional pages. Task Use the copy and paste functions to add more pages to their animated e-book.

End point: Children have explored the tools within the 2Create Story function and created their own story animation using these tools.

<p>Subject: Music – Glorious Growing</p> <p>Prior learning: Appraising music, key vocabulary – pitch, tempo and dynamics, singing, using percussion instruments</p> <p>Concept: appraisal, pitch, tempo, dynamics, listening, composing and performing, graphic score notation</p> <p>Vocabulary: Appraisal, pitch, tempo, dynamics, song, melody, names of some percussion instruments, lyrics, graphic score</p> <p>Key music: Roar, Country Gardens</p>	
1	<p>LO: Let's learn to sing with dynamics and expression. Task: Listen to, appraise and perform 'Roar' by Katy Perry adding appropriate dynamics and expression.</p>
2	<p>LO: Let's learn to improvise sounds to match a character. Task: Children to improvise sounds using percussion instruments linked to the pages of the 'There's a tiger in the garden' book. Can they make their instrument sound like something found in the book? Can they include different pitch, tempo and dynamics in their work? Can they fit their sound to a rhythmic pattern? Can they layer different sounds and rhythmic patterns together?</p>
3	<p>LO: Let's learn to describe music accurately. Task: Listen to and appraise 'Country Gardens' by Percy Grainger, focussing on accurate use of musical vocabulary (dynamics, tempo and pitch).</p>
4	<p>LO: Let's learn to improvise sounds to match an idea. Task: Children to improvise garden sounds using percussion instruments linked to their own ideas. Can they make their instrument sound like something found in a garden? Can they include different pitch, tempo and dynamics in their work? Can they fit their sound to a rhythmic pattern? Can they layer different sounds and rhythmic patterns together?</p>
5	<p>LO: Let's learn to notate music using symbols. Task: Learn to read a graphic score. Use the worksheet to create a graphic score about their garden sounds. Create a symbol for each of their different ideas about their garden or for the instruments that they have used. Add pitch, tempo and dynamics to their work.</p>
<p>End point:</p> <ul style="list-style-type: none"> • Confidence in performing (voice and instruments). • Recognition and creation of graphic scores. 	

<p>Subject: English week 1 and 2 Narrative- viewpoint of the character</p> <p>Prior learning: Narrative work and character profiles T2/3- building on from this to encourage extended writing linking to characters changing emotions through the story.</p>	
<p>Vocabulary: Year 2 lesson focus language: sequence, retell, character, feeling, inference, subordination, clause, apostrophe, narrative story telling language: introduction, build up, problem, resolution, ending. Year 1 lesson focus language: Days of the week, sequence, retell, character, feelings, clause, capital letters, narrative story telling language: introduction, build up, problem, resolution, ending.</p>	
<p>Vocabulary from the text: except, termite, weary, admit, wiser, lifestyle, heroic, desert, investigate, greetings, motto, reporter.</p>	

<p>Subject: English – Week 2</p> <p>Prior learning: expanded noun phrases, adjectives, exclamation marks, character descriptions.</p> <p>Concept:</p>	
<p>Vocabulary: Co-ordinating conjunctions, question marks, punctuation, suffixes</p>	
1	<p>LO: Accurate use of co-ordinating conjunctions Task: Finding conjunctions in text, writing conjunction sentences.</p>
2	<p>LO: Accurate use of question marks Task: Writing questions to Nora.</p>
3 / 4	<p>LO: Accurate use of suffixes Task: Writing sentences / adapting root words using common suffixes</p>
5	<p>LO: Bringing together this week's skills</p>

Task: Independent write – recount from perspective of Nora.

End point:

- Recapping over prior skills, leading to end recount.