



Year 1/2 medium term plan

‘Is there time to save the world?’ Spring term 2021-2022

Cramlington Village Primary School

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‘Wow’ moment	Project summary What are you going to explore?	Classroom environment What role/play learning area will you create?	Key questions to answer throughout the project	Final project outcome
Visit to Tynemouth Aquarium and/or Dove laboratory	Linking to eco award (Marine, energy, Litter) <u>Term 1</u> Focusing on marine life and saving our oceans. <u>Term 2</u> Week 1/2 - Wind energy and how to reduce footprint - linking to ocean and energy powered by the wind Week 3/4 - Food waste/water waste/energy waste, sustainable fishing and a meal from the sea Week 5/6 - Energy efficiency at home and using data to track our efficiency	Fish tanks - materials in the tank to see how it degrades over time Plastic waste canopy in the classroom Class pet fish Inflatable boat to go fishing	Is there time to save our seas? Term 1 - What is the problem? Marine - plastic pollution, linking our local area to the barrier reef, Local litter pick, Term 2 - How can the problem be solved?	The children will, throughout the project, look at saving our seas, reducing our energy, sustainable food and how we can make our home efficient. From this, we will create a digital e-book with our findings. This will include report writing and mini wind turbine projects.

Y1/2 Planning Spring 1							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Maths	<u>Year 1</u> Geometry and Shape <u>Year 2</u> Money	<u>Year 1</u> Place Value within 20 <u>Year 2</u> Multiplication and division	<u>Year 1</u> Place value within 20 <u>Year 2</u> Multiplication and division	<u>Year 1</u> Place value within 20 (consolidation week) <u>Year 2</u> Multiplication and division	<u>Year 1</u> Addition and subtraction within 20 <u>Year 2</u> Multiplication and division	<u>Year 1</u> Addition and subtraction within 20 <u>Year 2</u> Multiplication and division	
English Key texts: <u>Year 1</u> Captain Green and the Plastic Scene - Evelyn Bookless Someone Swallowed Stanley - Sarah Roberts	<u>Year 1</u> - Captain Green and the Plastic Scene - Evelyn Bookless Prediction - looking at the front cover, what is the story going to be about? Key vocabulary Look at a description of Captain Green -character description Sequencing and recount of the trip.	<u>Year 1</u> Captain Green and the Plastic Scene - Evelyn Bookless Character description - super power - looks, colours. Use of adjectives Labelling and description	<u>Year 1</u> Captain Green and the Plastic Scene - Evelyn Bookless Recount of the story and what is happening - sequence the story and short sentence activities	<u>Year 1</u> Someone Swallowed Stanley - Sarah Roberts Prediction for the front cover - what is the story going to be about. Vocabulary - use of -ed	<u>Year 1</u> Someone Swallowed Stanley - Sarah Roberts Look at the repetitive language and the use of alliteration in the opening title. Main character work - being a plastic bag and not a person or animal.	<u>Year 1</u> Someone Swallowed Stanley - Sarah Roberts Retell of the story and sequencing the book. Compare the two books.	

<p>Year 2 Alba The Hundred Year Old Fish - Lara Hawthorne</p> <p>The Brilliant Deep: Rebuilding the World's Coral Reefs - kate messner</p>	<p>Year 2 Alba The Hundred Year Old Fish - Lara Hawthorne Prediction - looking at the front cover, what is the story going to be about? Predicting what will happen next to Alba the fish when she gets stuck in the bottle Recount of the trip</p>	<p>Year 2 Alba The Hundred Year Old Fish - Lara Hawthorne Comprehension and key vocabulary Expanded noun phrases to describe and specify Possessive apostrophe - Alaba's beautiful jewels (what does Alba find in the ocean) Exclamation sentences</p>	<p>Year 2 Alba The Hundred Year Old Fish - Lara Hawthorne Character description of Alba Poetry using our senses Rhyme, repetition</p>	<p>Year 2 The Brilliant Deep: Rebuilding the World's Coral Reefs - kate messner Prediction Comprehension Contrasting the local coast to the barrier reef Can we compare images of our beach to the coral reef? Setting description</p>	<p>Year 2 The Brilliant Deep: Rebuilding the World's Coral Reefs - kate messner Non-chronological report - How can we save our seas? Focusing on plastic pollution Planting the reefs in the ocean What can you to - top tips</p>	<p>Year 2 The Brilliant Deep: Rebuilding the World's Coral Reefs - kate messner Compare and contrast the 2 books Non-chronological report - How can we save our seas? Focusing on plastic pollution Planting the reefs in the ocean</p>	
<p>Art</p> <p>History</p>	<p>Year 1 Print simple pictures with a range of hard and soft materials and objects e.g. cork, pen barrels, sponge. (linking with sea life-seaweed)</p> <p>Year 2</p>	<p>Year 1 Explore printing in relief: e.g. String and card_Using beach related items.</p> <p>Year 2 Art - Printing Print simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Using materials found on our beaches - stones, shell, seaweed</p>	<p>Year 1 Use printmaking to create a repeating pattern. Using items found on a beach to create patterns.</p> <p>Year 2 Art - Printing Do impressions printing: drawing into ink, printing from objects.</p>	<p>Year 1 Printing/ rubbing items found on a beach to create marks and a beach image.</p> <p>Year 2 Art - Printing Use equipment and media correctly and be able to produce a clean printed image. Make simple marks on rollers and printing palettes.</p>	<p>Year 1 Creating decorations for our land/sea area</p> <p>Year 2 Art - Printing Take simple prints i.e. mono - printing. Experiment with overprinting motifs and colour.</p>	<p>Year 1</p> <p>Year 2 Art - Printing Use printmaking to create a complex repeating pattern.</p>	
<p>Music</p>	<p>Year 1</p> <p>Year 2 Composing Look at sounds of the ocean - what instruments could reflect the sounds you can hear?</p>	<p>Year 1 Clapping the rhythm to a song (the tune of the song we will learn)</p> <p>Year 2 Begin to learn a song - save our oceans!</p>	<p>Year 1 Clapping rhythm, different speeds</p> <p>Year 2 Composing Order sounds to create an effect - structure beginnings and endings (add instruments to our piece of music)</p>	<p>Year 1 Beginning to learn a song we can create</p> <p>Year 2 Composing Create short musical patterns - create sequences of long and short sounds - rhythmic patterns</p>	<p>Year 1</p> <p>Year 2 Perform our song with instruments</p>	<p>Year 1</p> <p>Year 2 Perform our song with instruments</p>	
<p>Science</p>	<p>Year 1 Everyday materials</p> <p>Distinguish between an object and the material from which it is made</p> <p>Year 2 Materials - pre assessment</p>	<p>Year 1 Everyday materials</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Year 2 What are things made from? Group by difference, similarity or change - From a list of roles (e.g. container, building, decoration, writing, etc). Sort materials into roles. Discuss similarities and differences.</p>	<p>Year 1 Everyday materials</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Year 2 Consider what objects are made from (linking to our litter pick) - investigate biodegradable materials - how do these affect our ocean?</p>	<p>Year 1 Everyday materials</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Year 2 Recycling - understand the process of recycling and how new objects can be made from recycled materials</p>	<p>Year 1 Everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Year 2 Can we change the shape of materials? From a range of objects, which can be changed? Which properties prevent you from changing an object? Sort items into things which can be twisted, squashed or bent, and things which can't be. Discuss what use these items may have, e.g. to build something strong you need something which won't bend, twist or squash.</p>	<p>Year 1 Everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Year 2 Can we change the shape of materials? Comparative test – effect of heat (blowtorch; demo) on bending / stretching, twist test with playdough (in different water temperatures)</p>	

	Cooking Tools	Cooking Tools	Cooking Tools	Cooking Tools	Cooking Tools	Cooking Tools	
Humanities	<p>Year 1 Geography Name and locate the local town Where do we live?</p> <p>Year 2 Geography Name and locate our local area and beach</p>	<p>Year 1 Geography Name and locate the local town Where do we live? Capital cities.</p> <p>Year 2 Geography I can describe the physical and human geography of Tynemouth. use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Year 1 Geography Observe, describe the human and physical features in the local area - North East.</p> <p>Year 2 Geography I can describe the physical and human geography of Tynemouth. use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Create a simple map and construct basic symbols on a key</p>	<p>Year 1 Geography Observe, describe the human and physical features in the local area - North East.</p> <p>Year 2 Geography I can describe my locality and how it is different and similar to that distant place (great barrier reef) Role play - explain why they wish to visit this place</p>	<p>Year 1 Geography Photographs of local landmarks and devise simple picture maps</p> <p>Year 2 I can describe my locality and how it is different and similar to that distant place (great barrier reef) Role play - explain why they wish to visit this place Compare using key geographical language</p>	<p>Year 1 Geography Photographs of local landmarks and devise simple picture maps</p> <p>Year 2</p>	

Y1/2 Planning Spring 2							
	Week 1 Wind energy and reducing our carbon footprint	Week 2 Wind energy and reducing our carbon footprint	Week 3 Food waste and sustainable fishing	Week 4 Food waste and sustainable fishing	Week 5 How can we make our homes more energy efficient?	Week 6 How can we make our homes more energy efficient?	
Maths	<p>Year 1 <u>Addition and Subtraction (consolidation)</u></p> <p>Year 2 Fractions</p>	<p>Year 1 Place Value (within 50)</p> <p>Year 2 Fractions</p>	<p>Year 1 Place Value within 50</p> <p>Year 2 Fractions</p>	<p>Year 1 Place value within 50</p> <p>Year 2 Fractions</p>	<p>Year 1 Measures</p> <p>Year 2 Shape</p>	<p>Year 1 Measures</p> <p>Year 2 Shape</p>	
English	<p>Year 1 T4W - Captain Green and the Plastic Scene - Evelyn Bookless Burst writing Descriptions Vocabulary Learn the T4W</p> <p>Year 2 T4W - biography Greta Thunberg - investigate life of the activist <u>How to be an eco warrior?</u> Who is Greta Thunberg? Childhood How has she helped climate change? Challenging leaders</p> <p>Visit from a council member - hot seat - how are you helping to combat climate change? Features of biography</p>	<p>Year 1 T4W - Captain Green and the Plastic Scene - Evelyn Bookless Imitate - Retell</p> <p>Year 2 T4W - biography Writing bursts Contractions Statements - facts about Greta Comprehension</p>	<p>Year 1 T4W - Captain Green and the Plastic Scene - Evelyn Bookless Innovate - add themselves into the story</p> <p>Year 2 T4W - biography Innovate - can you innovate the biography to be all about them</p>	<p>Year 1 T4W - Captain Green and the Plastic Scene - Evelyn Bookless Invent -</p> <p>Year 2 T4W - biography Invent - biography - Lorraine Disimone - Write a biography all about her</p>	<p>Year 1 Non-fiction</p> <p>Year 2 How can we make our homes energy efficient? Fact book Key vocabulary Fact booklet - How can I make my home energy efficient?</p>	<p>Year 1 Non-fiction</p> <p>Year 2 How can we make our homes energy efficient? Fact book Key vocabulary Fact booklet - How can I make my home energy efficient?</p>	

<p>Art including history</p>	<p>Year 1 DT Design Design purposeful, functional, appealing products for themselves and other users based on design criteria -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology - children to begin planning their design for a wind turbine</p> <p>Year 2 DT Design Design purposeful, functional, appealing products for themselves and other users based on design criteria -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology - children to begin planning their design for a wind turbine</p>	<p>Year 1 DT Make -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Children to build their wind turbine</p> <p>Year 2 DT Make -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Children to build their wind turbine</p>	<p>Year 1 DT Make -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Children to build their wind turbine</p> <p>Year 2 DT Make -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Children to build their wind turbine</p>	<p>Year 1 DT Make -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Children to build their wind turbine</p> <p>Year 2 DT Make -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Children to build their wind turbine</p>	<p>Year 1 DT Evaluate - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria</p> <p>Year 2 DT Evaluate - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria</p> <p>Art through technology Take photographs of the models we have made ready to include in our e-book</p>	<p>Year 1</p> <p>Year 2 DT Evaluate - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria</p>	
<p>Music</p>	<p>Year 1</p> <p>Year 2 Listening and applying knowledge Listen carefully and recall short rhythmic and melodic patterns</p>	<p>Year 1</p> <p>Year 2 Listening and applying knowledge Use changes in dynamics, timbre and pitch to organise music</p>	<p>Year 1</p> <p>Year 2 Listening and applying knowledge Make own sounds and symbols to make and record music - use online programme</p>	<p>Year 1</p> <p>Year 2 Listening and applying knowledge Make own sounds and symbols to make and record music - use online programme</p>	<p>Year 1</p> <p>Year 2 Listening and applying knowledge Sea shanty - know music can be played or listened to for a variety of purposes in history/different cultures</p>	<p>Year 1</p> <p>Year 2</p>	
<p>Science</p> <p>Year 1 Plants To link to carbon absorption. I.E Oak trees absorb more than any other tree</p>	<p>Year 1 Plants - trees - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Year 2 Materials Do materials have different properties? Investigate a variety of materials - oracy predictions, which ones are suitable for building our wind turbine?</p>	<p>Year 1 Plants - trees identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Year 2 Materials Do materials have different properties? Investigate a variety of materials - Making scientific predictions - which material is best for a wind turbine?</p>	<p>Year 1 Plants - trees 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,</p> <p>Year 2 Materials Do materials have different properties? Investigate a variety of materials - Children to create turbines and test predictions</p>	<p>Year 1 Plants - flowers/garden identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Year 2 Materials Do materials have different properties? Investigate a variety of materials - Children to create turbines and test predictions</p>	<p>Year 1 Plants - flowers/garden identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Year 2</p>	<p>Year 1 Plants -flowers/ garden 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> <p>Year 2</p>	
<p>Computing</p>	<p>Year 1</p> <p>Year 2 Multimedia</p>	<p>Year 1</p> <p>Year 2 Multimedia</p>	<p>Year 1</p> <p>Year 2 Multimedia</p>	<p>Year 1</p> <p>Year 2 Data handling</p>	<p>Year 1</p> <p>Year 2 Data handling</p>	<p>Year 1</p> <p>Year 2 Data handling</p>	

	Use technology to organise and present my ideas in different ways. Begin to create our e-book	-Use the keyboard on my device to add, delete and space text for others to read. Begin to create our e-book	-Tell you about an online tool that will help me to share my ideas with other people. -Save and open files on the device I use. Begin to create our e-book	Collect data from our energy efficient homes How many houses have a smart meter/compost/solar panels/grown your own How do they get to school/source of energy in homes	Make and save a chart using the data I collect Talk about the data that is shown in my chart or graph	Talk about the data that is shown in my chart or graph	
PSHCE	Y1 - Citizenship Understand that people and other living things have rights and that everyone has responsibilities to protect these rights (including protecting other people's bodies and feelings, being able to take turns, share and understand the need to return the things that have been borrowed). Y2 Mental health and emotional wellbeing Identify how to solve problems that might arise with friendships.	Y1 - Citizenship Say what the government is. Y2 Mental health and emotional wellbeing Identify how to solve problems that might arise with friendships.	Y1 - Community Discuss what improves and harms my local environment. Y2 Citizenship Recognise that money comes from different sources and can be used for different purposes. Recognise the role that money plays in my life and know ways to keep it safe.	Y1 - Community Develop strategies and skills to care for these. Y2 Citizenship Talk about how money can be spent or saved.	Y1 - E-Safety Y2 E-safety Describe what happens online that I must tell my adult about. Explain why I need to keep my password and personal information private.	Y1 - E-Safety Y2	
RE	Y1 Judaism: Festivals and celebrations I can describe Shabbat as an important day to Jewish people because it is the weekly day of rest. Y2 Stories I can state that Jewish scripture in general and the Torah in particular are important to believing Jewish people	Y1 Judaism: Festivals and celebrations I can describe Shabbat as an important day to Jewish people because it is the weekly day of rest. Y2 Stories I can state that the content of Jewish scripture shapes the lives of believing Jewish people	Y1 Judaism: Festivals and celebrations I know that Shabbat involves special events, artefacts and traditions. Y2 Jewish Synagogues	Y1 Judaism: Festivals and celebrations I know that Shabbat involves special events, artefacts and traditions. Y2 Jewish synagogues around the world (link to the 4 capital cities)	Y1 Judaism: Festivals and celebrations I know that the Torah is the main source for information about Shabbat. Y2 Jewish synagogues around the world	Y1 Judaism: Festivals and celebrations I know that the Torah is the main source for information about Shabbat. Y2	
PE	Y1 Competitive games/ tactics: Engage in competitive physical activities. Understand simple tactics for attacking and defending. Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Choose and use skills effectively for particular games. Y2 Athletics Jumping Can I?	Y1 Competitive games/ tactics: Engage in competitive physical activities. Understand simple tactics for attacking and defending. Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Choose and use skills effectively for particular games. Y2 Athletics Jumping Jump for distance from a	Y1 Competitive games/ tactics: Engage in competitive physical activities. Understand simple tactics for attacking and defending. Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Choose and use skills effectively for particular games. Y2 Athletics Throwing Can I?	Y1 Competitive games/ tactics: Engage in competitive physical activities. Understand simple tactics for attacking and defending. Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Choose and use skills effectively for particular games. Y2 Athletics Throwing Throw with accuracy at targets of	Y1 Competitive games/ tactics: Engage in competitive physical activities. Understand simple tactics for attacking and defending. Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Choose and use skills effectively for particular games. Y2 Athletics Compete/Perform Can I?	Competitive games/ tactics: Engage in competitive physical activities. Understand simple tactics for attacking and defending. Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Choose and use skills effectively for particular games. Y2 Athletics Assessment	

	Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to the same foot or one foot to the opposite foot. Combine different jumps together with some fluency and control.	standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.	Throw different types of equipment in different ways, for accuracy and distance.	different heights. Investigate ways to alter my throwing technique to achieve greater distance.	Perform learnt skills with increasing control. Compete against self and others.		
Forest school	Year 1 Nature Shelter Animals Cooking Tools Year 2 Nature Shelter Animals Cooking Tools	Year 1 Nature Shelter Animals Cooking Tools Year 2 Nature Shelter Animals Cooking Tools	Year 1 Nature Shelter Animals Cooking Tools Year 2 Nature Shelter Animals Cooking Tools	Year 1 Nature Shelter Animals Cooking Tools Year 2 Nature Shelter Animals Cooking Tools	Year 1 Nature Shelter Animals Cooking Tools Year 2 Nature Shelter Animals Cooking Tools	Year 1 Nature Shelter Animals Cooking Tools Year 2 Nature Shelter Animals Cooking Tools	
Humanities	Year 1 Year 2	Year 1 Year 2	Year 1 Year 2 Geography Sustainable food - food grown in our local area - look at food miles and the impact on the environment, shopping local/fairtrade	Year 1 Year 2 Geography Look at sustainable farming and fishing. Can we create a sustainable meal all from the ocean? Tasting session.	Year 1 Year 2	Year 1 Year 2	