

Memory Box Topic Medium Term Overview

| Cornerstone planning Focus | English | Art&design | Geography | History | Music | Science | Topic maths | RE | PSHE |
|--|---|--|--|--|--|--|--|--|---|
| <p>Engage</p> <p>Children to bring in baby and current photos, and baby toys/equipment for guess who style game.</p> <p>Week 1</p> | <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Describe an event from the past - link to homework.</p> <p>Create a comical story based on a picture stimulus to share at joint moderation meeting.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Children to write appropriate speech for picture stimulus.</p> | <p>To explore old fashioned toys.</p> <p>Make thaumatropes</p> | <p>Explore how Newport Pagnell has changed over time.</p> | <p>Children to bring in a baby toy/bottle, first pair of shoes etc. for sorting and discussion. Link to the sense.</p> | <p>Learn a repertoire of songs from the past. Sing in unison.</p> <p>Begin to use iPads to create own music using Garageband to select and combine sounds to create own music or to use percussion</p> | <p>Recap naming parts of the human body linking body parts to the senses.</p> <p>Introduce the senses using a sorting activity</p> | <p>Money, addition and subtraction.</p> <p>Y1 Objectives: Find way to pay amounts up to 20p; Find totals of single-digit prices using known facts or counting on; Add 10p and 20p to two-digit amounts of money; Find change from 10p; Find the difference between amounts of money (between 10p and 20p).</p> <p>Y2 Objectives: Recognise coins and find totals using a combination of coins; Add two 2-digit money amounts together; Subtract 2-digit numbers using grid and Spider; Find the difference in the context of change.</p> | <p>Read Bible stories and talk about them Old and New testament.</p> | <p>Children to identify the needs of living things with reference to the past. (Water, food, shelter)</p> |
| <p>Week 2</p> | <p>Draw pictures to show their own daily activities, perhaps</p> | <p>Children to make range of old fashioned</p> | | <p>Find out about school uniforms in the past and how</p> | <p>Continue to sing a range</p> | <p>Children to experience</p> | <p>Measures and data.</p> | <p>Read the story</p> | <p>Hygiene - learn basic ways to stay healthy.</p> |

| | | | | | | | | | |
|--|---|---|---|---|--|--|---|--|--|
| <p>Children in the past day.</p> | <p>using a storyboard format with speech and thought bubbles to indicate what that they might say or think during the activities.</p> <p>Draw comparison to Victorian school day.</p> <p>Sequence sentences to form short narratives about Victorian day.</p> | <p>toys e.g. Spinning top, cup ad ball toys. Design and make cards for mother's day</p> | | <p>people washed their clothes.</p> <p>Victorian day - children in the past day. A typical day at school. Visit from Eve Bacon - artifacts and Queen Victoria</p> | <p>of songs from the past. Garageband ICT to continue</p> | <p>e the senses through a sensory walk through the school grounds.</p> | <p>Y1 Objectives: Understand the term 'capacity'; compare different capacities by direct comparison; estimate, measure and compare capacities using uniform non-standard units; present data in pictograms and block graphs and answer questions about them. Y2 Objectives: Estimate, measure and compare capacities, choosing and using suitable non-standard and standard units and suitable measuring instruments. Answer a question by collecting and recording data, and representing it as block graphs and pictograms to show results.</p> | <p>of Noah's Ark for Victori an day. Discuss Mother ing Sunday</p> | |
| <p>Develop Weeks 3</p> <p>Homework - diary for the weekend.</p> | <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others. I went to the shops and bought (game) alphabetical order.</p> <p>Ryhmes and mnemonics.</p> | <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> | <p>Explore and discuss statues of famous people and where they are placed e.g. Turin, Bletchley Park, Nelson.</p> | <p>Look at pictures or artefacts of everyday or familiar items from the past and consider what they might be. Describe similarities and differences between historical artefacts and pictures</p> | <p>Listen with concentration to a range of recorded music on different devices.</p> <p>Garageband to continue in ICT</p> | <p>Explore the senses touch, taste and smell.</p> | <p>Y1 Addition and Subtraction</p> <p>Y2 Multiplication and division.</p> <p>Y1 Objectives: Find pairs to 6, 7, 8, 9 and 10, begin to relate addition and subtraction facts; find doubles and near doubles; add 10 then small multiples</p> | | <p>Take part in group play or conversations, recognising what they like/dislike.</p> <p>Sam and Gloria's birthday party. Play traditional party games.</p> |

| | | | | | | | | | |
|--------|---|---------------------------|--|---|-------------------------------|---|--|--------------------------------------|---|
| | Handwriting - regroup letters of the alphabet into handwriting families. | To recount Victorian day. | | | | | of 10 to 2-digit numbers; subtract 10 and then small multiples of 10 from 2-digit numbers. Y2 Objectives: Understand how to read an array; know that multiplication can be done in any order; use beaded lines and grouping, then hops to work out division problems; create own word problems involving division and multiplication; sort division and multiplication word problems; know that division is the inverse of multiplication. | | |
| Week 4 | Write a sequence of connected events, in an appropriate order and, in some cases, linked to their own experience. Diary writing. Assess spelling days of the week. | | Walk into Newport Pagnell to look at old buildings and evidence of the past(link to ICT by taking photos using muvi cameras) | History of transport. Children to identify old and new and to order chronologically. Roy Pink to bring in old bikes to show children Discuss how the Iron Bridge was built and what the vehicles would look like. | Garageband to continue in ICT | Explore and record sight and hearing. Experiments - use instruments to record how far sound travels. | Addition and Subtraction Measuring distance and interpreting charts. Y1 Objectives: Know number bonds to 10 and use pairs to ten to bridge ten (8 + 2, 8 + 3...) with visual support; add single-digit amounts of pence, bridging 10p; sort calculations according to whether they will bridge ten or not. Y2 Objectives: Sort calculations according to whether they are known facts or need to be worked | Visit local church on Newport + walk | Understand the importance of exercise and how it affects your body. |

| | | | | | | | | | |
|------------------------|--|---|--|--|-------------------------------|---|---|---------------------------------|---|
| | | | | | | | out; use facts to add four or five small numbers, by spotting pairs to ten/doubles; rehearse addition/subtraction of two two-digit numbers, begin to sort number problems into whether addition and subtraction is needed to work them out. | | |
| Week 5 Assessment Week | Unaided Writing diaries in the role of a familiar character. | Use various art and craft materials to make a celebration card for Easter. Make tin can phones-link to 999 calls in PSHE | | Build a class time capsule. Find out about technology in the past-telephones/TV etc | Share Garageband compositions | Y1 Matching the senses to parts of the body. Y2 Rising Stars Sound and Hearing assessment. | Assessment Week Y1 Objectives: Measure objects using non-standard units of measurements (cubes), estimate and compare lengths; Find a difference in height/length; Find numbers with a given difference. Begin to use a systematic way recording results. Y2 Objectives: Add 2-digit numbers using grid and Spider; Add 2-digit numbers that cross the tens barrier; Begin to understand difference as one model of subtraction; Subtract two-digit numbers lying either side of a multiple of 10 by counting up (Frog), using pairs to ten and place value, e.g. 22 - 17, 32 - 27. | How Christians celebrate Easter | Think about a person or family pet that is no longer alive. Share a photograph of them, explaining who they are and family memories of them. Talk to their parents about memories of their older relatives and any funny or happy stories about them.. 999 calls and importance of them |

