## **The Federation of the Church Schools of Shalfleet and Yarmouth**

**Medium Term Plan: Robin Hood Class: Yellow Term: Spring 2 2020**

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| **Title:** Robin Hood | **Timescale:** 6 weeks |
| **Rationale (including hook and big questions):** Another exciting half term ahead! We are delving into the depths of the forest with Robin Hood. We are going to be learning all about the legend of Robin Hood and using the forest as our inspiration.In our English, we are using Mole’s Sunrise as our high quality text. We will use the story to look at the language to add in adjectives into our writing. We are also going to use this as inspiration to write a letter, a wanted poster and a description. Year one are going to write a letter to Robin Hood to persuade him to let them be part of the Merry Men. We are going to look at the language of a persuasive letter and use adjectives into our sentences to make our writing interesting and exciting. Year 2 are going to write a letter as the Sherriff of Nottingham to Robin Hood. Again we will be focusing on adjectives and using expanded noun phrases in sentences. We will also look at different types of sentences and how they are used for different purposes. To go along side this and to continue using adjectives and expanded noun phrases we will write a description about the forest. Daily phonics and handwriting will continue as well. In maths, Year one will be focusing on addition and subtraction and place value with numbers to 50. Year 2 will be focusing on multiplication and division and then moving onto fractions of shapes and quantities.The main focus of this topic is geography so we will be comparing the Isle of Wight with Nottingham and comparing Sherwood Forest to the Isle of Wight forests. Through History we will find out about the legend of Robin Hood and why people think he might have existed. We will look at parts of the story that are facts and where they have come from and which parts are fiction. In Science we will be learning all about plants and what they need and in addition to this Year 2 will learn about animals and the life cycles. Through our creative subjects we will make Robin Hood hats and musical instruments to make different sounds of the forests.**The Big Questions**Who was Robin Hood?Is he a Myth or a Legend?What is a Myth?What is a Legend?**Dates for Diaries Parents evenings-** Monday 2nd March- 3.10pm – 5.30pmTuesday 3rd March- 3.10pm- 5.00pm **World Book Day**- Thursday 5th March |
| **Focus Curriculum Principle:**Strong working partnerships-local links- forestsChallenging, engaging and motivating |
| **Main Subjects Covered:**History, Geography, Science | **PSHE/SMSC:**Conservation and Looking after the Environment |
| **Maths:**Year 1: Place Value, Addition and Subtraction, Measures Year 2 : Money, Multiplication and Division, Fraction  | **English: Quality Text- Mole’s Sunrise Main Focus- Description**Main Focus- Description of a forestOther Genres- Write a Wanted posterWriting a letter. |
| **Science:****Year 1: Seasonal Changes and Plants****Year 2: Plants and life cycles** | **R.E. Living Difference**Living DifferenceWelcomingPalm Sunday |
| **Global/Cultural Link:**Local- Our Island | **Trips/Events/Visitors/Risk Day:**Trip to Forest |
| **Optional Home Task:**Take a walk through the forest and collect bits and pieces from nature. Then make a collageBring to them into school to make a display | **Homework:**Regular readingWeekly spelling linked to phonics and common exception wordsAlternative weeks of a Maths task or English Task. |

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| **Subject** | **Week 1**24.02.20 | **Week 2**02.03.20 | **Week 3**09.03.20 | **Week 4**16.03.20 | **Week 5**23.03.20 | **Week 6**30.03.20 |
| Science | Y1 and Y2- Plant a plant experimentSet up the experiment and give sheet to record results over the next few weeks. | Parts of PlantsTo identify and describe the basic structure of a variety of common flowering plants, including trees by making and labelling plant pictures.Y2- What Do Plants Need? To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy | Y1- In the gardenTo identify and name a variety of common garden plants in the context of drawing a garden featuring common garden plantsLife CyclesTo observe and describe how seeds and bulbs grow into mature plants by understanding the life cycle of plants. | Y1- TreesTo identify and name a variety of common wild and garden plants, including deciduous and evergreen trees by identifying trees from their leaves.To identify and classify by classifying leaves as deciduous or evergreen.**Y2- Animals including humans**To notice that animals, including humans, have offspring which grow into adults | Y1- Wild PlantsTo identify and name a variety of common wild plants by going on a wild plant hunt. To gather and record data to help in answering questions by finding out which wild plant is the most common.**Y2- Animals including humans**To find out about and describe the basic needs of animals, including humans for survival | Y1- Seasonal Changes- winter and Spring- Draw tree and other items that represent these seasons and write a brief description of the weather.**Year 2**To describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. |
| History | The Legend of Robin HoodWhere did he live?How long ago?What clues are there about Robin Hood? | Did the people in the story really exist?Sherriff of NottinghamThe King etc |  |  |  |  |
| Geography |  |  | Robin Hood CountrySherwood ForestWhere is it- locate on a map of the UK | Locate and compare Sherwood Forest and Parkhurst/Bouldner forest | Using g Maps- Locate towns and villages on the Isle of Wight | Using MapsInvestigate the local areaIdentify local features- coastlines, cliffs etc |
| Art |  | Leaf rubbing/ bark rubbings Look at the shape and lines of the leaves | Out of string make a leaf to use to print | Printing using leaves- patterns and colour | Make a picture collage out of leaf/ bark rubbingsNatural collage |  |
| Design and Technology | Make a Robin Hood hat |  | Making bows and arrows,Shields |  |  |  |
| Music | Forest soundsWhat can you hearCan you recreate with body and voice? | Forest soundsWhat can you hearCan you recreate with instruments? | Forest soundsMaking instruments to make sounds e.g. rain-stick, shakers, using elastic bands, making whistle sounds etc  |  |  |  |
| Computing | Text Processing and MultimediaDevelop familiarity and correct use of the keyboard – spacebar, backspace, return, shift (for capital letters - not caps lock), return etc. Type words | Text Processing and MultimediaDevelop familiarity and correct use of the keyboard – spacebar, backspace, return, shift (for capital letters - not caps lock), return etc. Type sentences | Text Processing and MultimediaDevelop familiarity and correct use of the keyboard – spacebar, backspace, return, shift (for capital letters - not caps lock), return etc. Type sentences | Animation- Robin Hood Story- Ask SC to help/ advise best programme to use | Animation- Robin Hood Story- Ask SC to help/ advise best programme to use | Animation- Robin Hood Story- Ask SC to help/ advise best programme to use |
| PE With JMcC | AthleticsMulti-skill games | AthleticsMulti-skill games | AthleticsMulti-skill games | AthleticsMulti-skill games | AthleticsMulti-skill games | AthleticsMulti-skill games |
| RE/Values | Value – RespectRecap Respect – What is it and how do we show it- Class discussion- record and stick in class book and children’s books | Value – RespectBible verse about Respect- The Golden Rule- Do unto others as you would have them do to you. Matthew 7 v12What does this meanGive the children the verse and they write/draw | Value – RespectRespect in the Bible- 2Kings verses 23-25- Elisha Is JeeredChildren to have the verse and describe how this doesn’t show respect to others. | Value – RespectWriting prayers about Respect | Value – RespectSpirituality- think about Respect through the spirituality headingsMirror moment- Respect of ourselvesDoor Moment- Respect for othersWindow moment- Respect for/of the worldCandle moment- Respect for the belief of beyond | Living DifferenceWelcomingPam Sunday |
| SMSC/PSHE | Good to be MeSee booklets | Good to be MeSee booklets | Good to be meSee booklets | The environmentRainforest/ForestWhat is happening to them? | The environmentRainforest/ForestDeforestation | The environmentRainforest/ForestHow can we help protect them and animals? |