

Y1/2 Cycle A Summer Term 1 Medium Term Plan: Tanzania

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Geography	What does our area look like? SESSION 1A	What are the different continents?	Where in the world is Tanzania?	What animals are found in Tanzania? SESSION 4A	How is Tanzania different to where I live? SESSION 5A	How is Tanzania different to where I live? SESSION 5C
	<ul style="list-style-type: none"> ✓ To know how to add labels to field sketches of their locality. ✓ To know how to use a camera in the field to record what is seen in their locality. ✓ To know and use basic geographical vocabulary to refer to key human and physical features of their local area. ✓ To know and use words relating to working in the field: observe, environment, camera, photograph. 	<ul style="list-style-type: none"> ✓ To know and locate the world's seven continents - Africa, Antarctica, Asia, Oceania, Europe, North America, and South America. ✓ To be able to locate England and Tanzania on a simple map. 	<ul style="list-style-type: none"> ✓ To use their knowledge of the features of Tanzania to ask geographical questions. 	<ul style="list-style-type: none"> ✓ To know and describe what is the same and what is different between animals native to England and Tanzania. 	<ul style="list-style-type: none"> ✓ To know and use basic geographical vocabulary to refer to key human and physical features of Tanzania. ✓ To know and describe what is the same and what is different between weather, plants and crops of England and Tanzania. 	<ul style="list-style-type: none"> ✓ To know and use basic geographical vocabulary to refer to key human and physical features of Tanzania. ✓ To know and describe what is the same and what is different between the landscape of England and Tanzania.
	What does our area look like? SESSION 1B			What animals are found in Tanzania? SESSION 4B TRIP	How is Tanzania different to where I live? SESSION 5B	How is Tanzania different to where I live? SESSION 5D ASSESSMENT
	<ul style="list-style-type: none"> ✓ To know how to add labels to field sketches of their locality. ✓ To name some features of their locality using aerial photographs. ✓ To know and use basic geographical vocabulary to refer to key human and physical features of their local area. 			<ul style="list-style-type: none"> ✓ To know and describe what is the same and what is different between animals native to England and Tanzania. 	<ul style="list-style-type: none"> ✓ To know and use basic geographical vocabulary to refer to key human and physical features of their local area. ✓ To know and describe what is the same and what is different between the landscape of England and Tanzania. 	<ul style="list-style-type: none"> ✓ To know and describe what is the same and what is different between animals native to England and Tanzania. ✓ To know and describe what is the same and what is different between weather, plants and crops of England and Tanzania. ✓ To know and describe what is the same and what is different between the landscape of England and Tanzania.
Science			How can we grow in our environment? SESSION 1A	How can we grow in our environment? SESSION 1B		
			<ul style="list-style-type: none"> ✓ To name the basic parts of a flower - stem, root, flower, leaf and petal. ✓ To observe how some plants change over a long period of time - some trees lose their leaves, leaves change colour in Autumn, flowers die in the Winter, in Spring some plants emerge from the ground. ✓ To identify features or properties of materials, objects or living things, with support. (WS) ✓ To use observations, with support, to begin to suggest answers to questions. (WS) ✓ To record scientific enquiry data and observations, using scaffolded support and structured templates 	<ul style="list-style-type: none"> ✓ To use a variety of simple equipment to carry out scientific enquiries, with support. (WS) ✓ To begin to describe how a test was carried out to find answers to questions, with scaffolded support. (WS) 		

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			and frames e.g., labelled diagrams, labelled photographs. (WS)			
	✓			<p align="center">How can we grow in our environment? SESSION 1C OBSERVATIONS UNTIL THE END OF TERM</p> <ul style="list-style-type: none"> ✓ To identify features or properties of materials, objects or living things, with support. (WS) ✓ To record scientific enquiry data and observations, using scaffolded support and structured templates and frames e.g., labelled diagrams, labelled photographs. (WS) ✓ To begin to make careful observations, with support and guidance, when carrying out scientific enquiries. (WS) ✓ To observe simple changes over time, with support. (WS) 		
	1	2	3	4	5	
Art	What is sculpture? SESSION 1A	What is sculpture? SESSION 1B	What materials can I use to make a sculpture? SESSION 2A	What materials can I use to make a sculpture? SESSION 2B	What materials can I use to make a sculpture? SESSION 2C	
	✓ To know what sculpture is.	✓ To know that Richard Shilling uses natural materials in his sculptures and apply similar methods to their own work.	✓ To select natural materials for a sculpture and know that these can be different.	<ul style="list-style-type: none"> ✓ To know that the shape of clay can be changed with their hands. ✓ To know that Richard Shilling uses natural materials in his sculptures and apply similar methods to their own work. 	✓ To understand that natural materials can be placed into a certain position to create a sculpture.	

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