



EYFS and KS1 mixed-age planning

Summer term 2



Magnificent Monarchs

Year 2
History
Full term project

In this project, Reception children develop their understanding of the world and explore stories and traditional tales related to the monarchy. They develop their understanding of life in the past.

The EYFS projects **Once Upon a Time** and **Long Ago** have activities that link directly with the learning in Y2 and will provide progression. Use the enhanced provision ideas from the project and the EYFS projects **Long Ago** and **Once Upon a Time** to add to the provision each week.

Use the following Reception story pack to support learning for Reception children:
There Is No Dragon in This Story by Lou Carter

Area of learning covered:
UW/CAL/EAD

- Reception children:
- Explore and use language related to time
 - Explore and talk about pictures, stories and information books on the theme of royalty
 - Develop their understanding of life in the past through discussion, observation and listening to stories
 - Develop storylines in their play

Lesson	Supporting Project	Content
Introductory knowledge	Long Ago Engage Time flies	Use this activity to ensure the children are familiar with vocabulary related to time. Introduce the children to language relating to time, including ‘yesterday’ and ‘last week’. Ensure the children understand the past only includes things that have already taken place. Display the Days of the week word cards and photographs of the children enjoying specific activities throughout the week. Support the children to order the Days of the week word cards and talk about which are school days and which are days they spend at home. Place photographs of activities next to each card and talk about things the children do each day. Encourage the children to think about specific events that happen during the week, such as PE. Provide each child with a My diary template along with writing and drawing resources. Support them to fill the template with activities they have enjoyed doing throughout the week. You could revisit the activity daily so the children can fill in their diaries each day. Note: You could teach the children the days of the week song to support them in learning the order of the days.
Memorable Experience English and British monarchy timeline	Long Ago Develop 3 Royal tales	Use the picture cards to introduce the children to the theme of the monarchy. Display the Kings and queens picture cards and discuss the images. Ask the children what they think shows someone is a king or queen. Provide time for them to listen to each other’s ideas and ask questions to find out more.
Engage Lesson 1: Power and rule	Once Upon a Time Develop 3 Ruler for the day	Use this activity to support children in understanding that in the past, kings and queens made rules for people to follow. Sit the children in a circle and present them with a sparkly crown. Explain that whoever wears the crown has the power to make a new rule. Put the crown on and model the idea, saying, ‘Now I am queen, all teachers must have chocolate cake for breakfast!’ or ‘Now I am king, all lessons will be taught outside!’ Give the children time to think of a new rule and share their ideas with a friend. Then, pass the crown around the circle, inviting the children to share their ideas with everyone. Encourage the children to speak confidently and, where appropriate, invite them to extend their sentences using ‘and’ and ‘because’. Note: For children who find this activity difficult, allow them to pass the crown on to the next child without speaking. You could revisit the activity with them in a smaller group to allow them to share their thoughts. Ruler for the day (Linked EP activity) Place a crown on a royal, purple cushion and display the sign ‘What rules will you make?’ Provide yellow paper rolled into scrolls and pens with feathers attached to them for the children to write their rules.
Engage Lesson 2: Royal residences	Magnificent Monarchs Enhanced provision Let’s build!	Give the children construction kits and images of royal castles, palaces and stately homes in order to make one of the buildings. Encourage imaginative play using their structure and the Character cut outs provided.
Engage Lesson 3: Royal portraits	Once Upon a Time Develop 3 Kings and queens (Linked EP activity)	Leave the Kings and queens picture cards in the creative area with a variety of ready-mixed paint and small brushes for the children to paint pictures of kings and queens. Add sequins for the children to add jewels to their paintings.

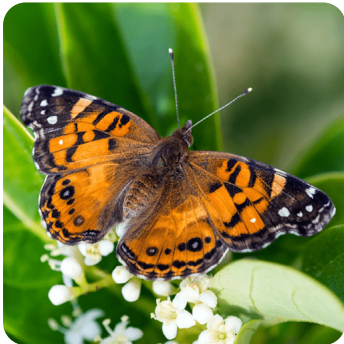
Develop Lesson 1: Sovereigns timeline Lesson 2: Significant people – Alfred the Great Lesson 3: Significant people – William the Conqueror	Long Ago Develop 3 Royal tales	Whilst the KS1 children explore significant royals, use this activity to provide the Reception children with the opportunity to explore kings and queens in stories. Share different ‘royal tales’ each session. Display a selection of stories relating to the theme of royalty. Stories could include <i>Cinderella</i> , <i>Sleeping Beauty</i> , <i>The Princess and the Pea</i> , <i>Puss in Boots</i> and <i>The Emperor’s New Clothes</i> . Choose one of the stories to read and talk about the royal characters in the book. Ask the children if they know what kings and queens are and the role of royalty in society. Ask how they would know if someone was a king or queen. Display the Kings and queens picture cards and discuss the images. Ask the children what they think shows someone is a king or queen. Provide time for them to listen to each other’s ideas and ask questions to find out more. You could find out more about kings and queens from the past using the Significant people BBC Bitesize webpage.
Develop Lesson 4: Hierarchy and power	Magnificent Monarchs Enhanced provision Monarchy role play	Create a castle, palace or stately home in the role play area. Provide suitable props and dressing up outfits to represent kings, queens, nobles and servants. Allow the children to play imaginatively and explore the roles of the different characters in their royal residence.
Develop Lesson 5: Significant people – Henry VIII	Once Upon a Time Develop 3 Cinderella	Continue to explore ‘royal tales’ with the Reception children. Read or tell the story of <i>Cinderella</i> . As you are reading the story, stop at key points to recap on what has happened and ask the children to predict what might happen next. Discuss the characters in the story and their behaviour. Find out whether the children like the story.
Develop Lesson 6: Significant people – Elizabeth I	Once Upon a Time Enhanced provision Make a book	Continue to explore ‘royal tales’ with the Reception children and encourage them to create their own royal-themed stories. Provide mini books with appropriate fairytale-themed covers for the children’s story writing and mark making. Provide word banks and sound mats to support the writing process.
Develop Lesson 7: Significant people – Queen Victoria	Once Upon a Time Develop 3 Princess power	Talk together about princesses in stories. Ask the children what usually happens to a princess in a story and why. Read the Princess power letter fiction text to the children. The letter explains how the princesses are fed up with being rescued by the princes and would like different endings to their fairy tales and different roles within them. Challenge the children to think of alternative endings to stories with princesses and how the princesses could save themselves. Give the children time to share their ideas and encourage them to listen to each other. Offer the children paper and pens to draw a new ending to their chosen story. Scribe the children’s ideas. More able children might choose to write their own captions or simple sentences.
Develop Lesson 8: Significant people – Elizabeth II	Once Upon a Time Develop 3 Princess power (linked EP activity)	Provide the Reception children with the opportunity to act out their experiences. Display a toy castle with figures from royal fairy tales, including dragons, knights, kings, queens, princes and princesses. Encourage the children to invent royal fairy tales where the characters take on different roles. Add a selection of alternative princess stories for the children to share.
Innovate Magnificent Monarchs board game	Once Upon a Time Develop 3 Kings and queens	Display the Kings and queens picture cards . Ask the question, ‘How do we know that these people are kings or queens?’ Invite the children to describe the pictures and talk about the clothes that the people are wearing. Provide each child with a photograph of their face stuck to a blank piece of paper. Explain that they are going to draw themselves as a king or queen. Encourage them to think about their outfit and what accessories they need to show they are royal. Ask the children to add labels, captions or simple sentences to their pictures.
Express Significance and succession		Provide the Reception children with the opportunity to reflect on their learning, talk about their experiences and ask questions to find out more.





EYFS and KS1 mixed-age planning

Summer term 2



Animal Survival

Year 2
Science
Full term project

In this project, Reception children develop their understanding of the world as they explore animals that live in the local environment and find out how to care for animals in their natural habitat.

The EYFS project **Creep, Crawl and Wriggle** links with the learning in this project. Use the enhanced provision ideas from **Animal Survival** and **Creep, Crawl and Wriggle** to add to the provision each week. Use the [Did you know?](#) resource and [key vocabulary word cards](#) from **Creep, Crawl and Wriggle** to support Reception children’s learning.

Area of learning covered: UW

- EYFS children:
- Explore the animals that live in the local environment
 - Begin to explore how animals change and grow
 - Explore the seasonal changes that happened to the weather, plants and animals in the local environment during the year

Lesson	Supporting Project	Content
Introductory knowledge Habitats	Habitats Enhanced provision Small world micro habitats	Display a selection of natural resources in Tuff Tubs in the construction area. Provide a selection of small world invertebrates and challenge the children to create microhabitats for the animals. Take photographs of their creations and provide time for them to share their work and explain how they designed the microhabitat to enable the invertebrates to survive.
Engage Lesson 1: Introducing invertebrates	Creep, Crawl and Wriggle Develop Same and different	Display the Minibeast picture cards and minibeast models on a tabletop. Ask a small group of children to name the minibeasts and say where they have seen them before. Encourage them to choose two pictures or models and think carefully about how the animals are the same or different. Encourage them to explain their ideas to others in the group and help each other if necessary. Explain that insects have three body parts, six legs, antennae, and most have one or two pairs of wings. You could label two hoops ‘insects’ and ‘not insects’ for the children to sort the picture cards or model minibeasts.
Engage Lesson 2: Microhabitats	Creep, Crawl and Wriggle Memorable Experience/ Engage Minibeast Safari	Visit a local park, woodland or garden to carry out a minibeast safari. Explain that you will be looking for minibeasts in their natural habitat, which is their home. Encourage the children to search for minibeasts that wriggle, crawl, slide or fly, looking under logs, leaves, stones and in leaf litter. Take tools, such as small trowels and rakes, to dig in the soil and torches to investigate nooks and crannies of trees. Show the children how to gently shake tree branches over a white cloth to catch minibeasts hiding there. Use paintbrushes, spoons or pooters and carefully move the minibeasts into plastic containers. Encourage the children to look carefully at the creatures using magnifying glasses and take photographs of them before returning them to the wild. Provide the Minibeasts spotting sheet for the children to record the animals they find. Before the visit, you could show the children the Minibeast safari video . Afterwards, you could create a scrapbook or display of the minibeasts you discovered.
Engage Lesson 3: Animal needs	Creep, Crawl and Wriggle Develop Looking after nature	Explain to the children that you will investigate which foods minibeasts prefer. Place plates of different foods, including bread, fruit, vegetables, cereals and cheese or yoghurt, in a sunny spot outside. Ask the children to predict the minibeasts’ favourite food and explain their reasoning. Let the children check the plates throughout the day to observe and count any visiting minibeasts. Provide cameras or tablets for the children to photograph any minibeasts that visit and share the results. Were their predictions correct?
Engage Lesson 4: Microhabitat food chains	Animal Safari Develop 1 Animal lunch	Revisit this activity from the autumn term to ensure the children understand that animals, including invertebrates, eat different food. Some animals eat other animals, some animals eat plants, and some animals eat both plants and animals. Start by asking the children what food they like to eat. Ask where they get their food and how they eat it. Do they grow their food, buy it from shops or go out to eat? Explain that humans grow or rear the food they eat, and shops and restaurants sell food for people to eat. Ask the question, ‘Where do animals get their food?’ Provide time for the children to share their ideas and ask questions. Introduce the children to vocabulary, including carnivore, herbivore, omnivore, plants and meat, and explain that carnivores hunt and eat other animals for food in the animal world. Display the Carnivores and herbivores picture cards and two labelled hoops. Invite the children to sort the cards into the correct hoops and explain their reasoning. Compare the animals in the two hoops to see whether they have similar features in common.
Engage Lesson 5: Human impacts	Creep, Crawl and Wriggle Develop Mini people	Create tiny laminated mini-mes by shrinking full-size photographs of the children so they are about 5cm tall. Create a minibeast small world in a Tuff Tub using the suggested practical resources. Invite a small group of children to set up the small world, then provide the children with their mini-me and ask them to describe what it would be like to be the size of a minibeast. Ask questions, such as ‘Where would you hide? What would you do if it rained? Which animals would you try and avoid? Which animals would you like to meet?’ Work as a group to make up a story and act it out using the resources. You could make a video recording of their stories to show the class.
Develop Lesson 1: Life process of reproduction	Ready, Steady, Grow Develop 3 Animals and their babies	Display the Parent and baby animal picture cards . Start by matching the parents with their babies and then challenge them to read the word cards and match them with the correct picture. Invite the children to talk about their favourite animal on the picture cards and choose one of the animals to draw. Provide paper and drawing resources and encourage the children to look carefully at the features and colours of the animal as they draw.

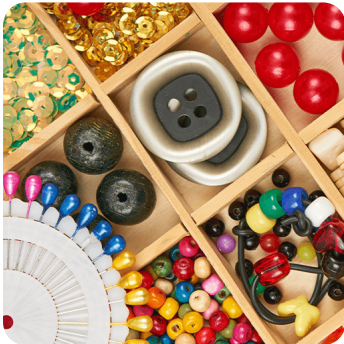
Develop Lesson 2: Life cycles	Signs of Spring Develop Froggy fun	Set up a tank with frogspawn or tadpoles for the children to observe over time and show them the Life cycle of a frog video . Provide time for the children to respond to the video, observe the frogspawn or tadpoles in the tank and ask questions to find out more. Display the Frog life cycle picture cards and ask the children to place them in order and describe what is happening in each picture. Encourage them to use the correct vocabulary and words, including ‘first’, ‘next’, ‘then’ and ‘after that’ as they describe the changes. Provide paper, drawing and writing resources, sound mats and word banks and invite the children to draw pictures to show the stages of the frog life cycle. Support the children to add labels or simple sentences to describe what is happening in each image if they choose. Note: Keep the tank in a shady place and feed them with fish food. When the tadpoles start to grow legs, put rocks in the tank for them to climb onto. Return the tadpoles or froglets to their original pond when ready.
Develop Lesson 3: Observing insect life cycles	Sunshine and Sunflowers Develop 2 Butterfly Bouquet	Share the story <i>My Butterfly Bouquet</i> by Nicola Davies. Talk about the story, including the different seasons, how the girl’s garden changes through the year and the butterflies’ features, such as the patterns on their wings, how they use their feet to taste and how they unroll their tongues to suck up nectar. After reading the story, talk about the relationship between flowers and butterflies, using the page at the end of the book that gives information about how butterflies and flowers help each other. <i>The Gardening for Butterflies</i> leaflet from the Butterfly Conservation also provides lots of handy hints. When the children are familiar with the story, invite them to share interesting butterfly facts. Provide writing resources, the Butterfly writing template , sound mats and word banks to write their facts.
	Sunshine and Sunflowers Engage Raising butterflies	Provide a kit to raise butterflies and introduce the children to their life cycle. Display the kit with hand lenses, cameras or tablets and little books for the children to record the changes as they happen. Share <i>How Does a Butterfly Grow?</i> by RHS with the children and encourage them to ask questions as you explore the book together.
Develop Lesson 4: Seasonal changes	Sunshine and Sunflowers Engage Changes	Display photographs of the local environment throughout the year. Invite the children to talk about changes during each season, including the weather, plants and animals. Display the Seasons picture cards and ask the children to sort the pictures into the appropriate season. Support children with the grouping activity. When they have grouped the pictures, ask the children to choose a picture to talk about. Encourage them to say what is happening in the picture, what season it belongs to and how they know.
Innovate Investigation	Creep, Crawl and Wriggle Memorable Experience/ Engage Minibeast Safari (Linked EP activity)	Provide resources, such as old pallets, rocks, stones, leaves, sticks, bark, pine cones, lengths of bamboo, plant pots and drainpipes, for children to create a minibeast hotel. Provide clipboards, paper and pencils, magnifying glasses and cameras or tablets for the children to record the minibeasts that visit the hotel over time.
Express		Provide the Reception children with the opportunity to reflect on their learning and talk about animals and what they need to survive. Encourage them to ask questions to find out more.





EYFS and KS1 mixed-age planning

Summer term 2



Cut, Stitch and Join

Year 2
DT
Half term project

Reception children explore clothing and different fastenings in this expressive project driven by art and design. They work collaboratively and creatively using fabric and various resources.

These activities link with the learning in Y2 to provide progression.

Area of learning covered:
EAD/PD

- Reception children:
- Take part in activities, including threading and weaving to develop their fine motor control
 - Work collaboratively and share their creations with others

Lesson	Supporting Project	Content
Engage Lesson 1: Everyday fabric products	Me and My Community Develop 1 Get dressed	Offer washing baskets filled with clothes that have zips, buttons, press studs and ties for the children to dress up in and fasten. Observe what the children can do independently and where they need help. Encourage them to help each other get dressed. Challenge the children to race to see who can put their coat on and fasten it up the quickest.
Engage Lesson 2: Significant designer – Cath Kidston	Me and My Community Enhanced provision Dressing up	Develop this activity further by inviting the children to design an outfit using the various resources. Take photographs of the children in their chosen outfits and ask them to describe the clothes they have chosen. Provide a large full-length mirror and a selection of dress-up clothes for the children to wear.
	Me and My Community Develop 2 Dress up	Provide the Dressing up drag and drop template on a computer or tablet and show the children how to move the dress-up clothes and props to provide dress-up outfits for the children. Print the children's creations.
Develop Lesson 1: Sewing patterns	Big, Wide World Develop 3 Upcycled art	Show the children the Weaving picture cards and explain that people around the world have created weaved fabrics for thousands of years. Tell them that they are going to use recycled materials for weaving. Use plastic netting to create weaving frames. You could make individual frames using squares of plastic garden mesh or a large communal frame using plastic barrier fencing. Provide various recycled fabrics cut into strips, ribbons and lengths of plastic cut from old plastic bags. Model how to weave the strips through the net frame, going over and under. Encourage them to choose different colours or materials to create a repeating pattern as they weave.
	Big Wide World Enhanced provision Weaving	Hang old bicycle wheels on the wall for weaving. Offer a variety of ribbons, fabric strips and wool for threading between the spokes.
Develop Lesson 2: Stitching	Long Ago Develop 3 Old clothes to new clothes (Linked EP activity)	Provide squares of hessian, bodkin needles, thin wool or embroidery thread for the children to explore sewing.
Develop Lesson 3: Embellishment	Exploring Autumn Develop All sewn up	To make this activity more seasonal by providing a range of seasonal natural resources.
		Provide a selection of leaves, hole punches, threads, ribbons and thick needles. Model how to punch holes in the leaves and then thread or sew ribbon through the holes. Invite the children to make leaf decorations or autumn garlands. Supply slices of dried fruit and berries for the children to add to their decorations. Note: Different-shaped hole punches can be purchased at craft stores. Keep the leaf confetti made by the hole punches for the enhanced provision activity. You can make dried fruit for threading by thinly slicing fruit and baking it in the oven until dried. Add star anise and cinnamon sticks for a touch of luxury.

Innovate

Lesson 1: Designing a bag tag

Lesson 2: Making a bag tag

Long Ago

Develop 3

Old clothes to new clothes

Use this activity to provide reception children with the opportunity to work as a group or individually to design and adapt plain T-shirts.

Work with a small group of children and explain to them that in the past, people often needed to make their clothes or alter them by adding ribbons, beads or new buttons. Show the children how to make a simple pompom. Wrap thick wool around the fingers on your hand, take it off and tie a length of wool tightly around the middle. You can then cut around the loops of the wool to create the pompom. Provide old, plain T-shirts and a selection of beads, wool, buttons, fabric glue, needles and embroidery thread. Explain that they will work as a group to transform the T-shirt using the resources. Support the children to share their ideas and work as a group. Act as a technician to help with sewing and cutting. When all the groups have transformed their T-shirts, you could have a fashion show to display the new designs.

Express

Evaluation

Provide time for the Reception children to share their new T-shirts with others and describe how they have adapted them.



EYFS and KS1 mixed-age planning

Summer term 2



Portraits and Poses

Year 2
Art and design
Half term project

In this expressive project driven by art and design, children develop their drawing and painting skills as they create artwork on the theme of portraits. These activities are from a range of projects and link directly with the learning in Y2 to provide progression.

Area of learning covered:
EAD

- Reception children:
- Use a range of resources to create artwork on the theme of portraits
 - Develop painting and drawing techniques
 - Create portraits using a range of media and resources

Lesson	Supporting Project	Content
Engage Analysing paintings	Long Ago Develop 3 Royal tales (Linked EP activity)	Display the Kings and queens picture cards in the creative area and provide paper, ready-mixed paint and drawing resources for the children to create close observational drawings.
Develop Lesson 1: Sketch a pose	Let’s Explore Develop 1 This is Me!	Provide the children with mirrors, paper, ready-mixed paint and brushes. Encourage them to look closely at themselves in the mirror and talk about their eye colour, hair colour and hair length. Invite the children to paint their portraits and look carefully at their features as they create their artwork. Provide paint palettes so the children can mix different colours.
Develop Lesson 2: Digital drawing	Me and My Community Enhanced provision Collage faces	The children can take photographs of their creations to share with others. Add mirrors and collage materials, including twigs, wool, string, beads and pipe cleaners to a Tuff Tub for children to explore making faces.
Develop Lesson 3: Portraiture today	Shadows and Reflections Develop The other half	Take a photograph of each child’s face and print them onto A4 paper. Cut each photograph in half down the main line of symmetry and stick one half of the photograph onto A4 white paper. Provide mirrors for the children to stand on the cut line in the centre and see how their face changes as they alter the angle of the mirror. Offer drawing resources for the children to draw the other half of their face. Encourage the children to look closely at the different features of their face as they draw.
Innovate Royal portraits	Long Ago Develop 3 Portraits (Nursery)	Display the Portrait picture cards and encourage the children to discuss the images and ask questions to find out more. Explain that rich people had portraits painted in the past by artists as a way for people to remember them. Tell the children that they will create portraits of each other. Invite them to choose a partner and ask them to look carefully at each other as they paint each other’s portraits. You could also provide photographs of the children for them to look at as they paint. Provide ready-mixed paint, paintbrushes and paper for the children to use. Support them to mix colours to represent their partner’s hair colour and skin tone. Display the portraits in a gallery.
Express Royal gallery		Display the Reception children’s artwork in the gallery and encourage them to talk about their artwork and the techniques used.