

Class 2 Medium Term Plan Spring Term Even

Subject	Learning Hook	Context	Prior Learning
History	Investigate and interpret the past Build an overview of world history Understand chronology Communicate historically	<u>Changes in living memory:</u> This unit will focus on changes that have occurred relating to popular music, food, transport and the way we communicate. We will also look at popular toys through the 20th century and the early 21st century. Firstly, children will think about their favourite toy from today before moving on to look at toys which were popular when their parents and grandparents were children. Throughout the unit, the children will develop a range of historical skills such as: asking and answering questions, identifying and interpreting different sources and recognising change and exploring how this influences them today. <i>Literacy links: Information text, diaries</i>	Travel and transport – artefacts / Victorians Leading Ladies Great fire of London
Geography	Investigate patterns Communicate geographically	<u>China:</u> This unit will teach children about the geography of China through focusing on the main human and physical features of the country, extending children's knowledge of the world. Children will learn about the geographical similarities and differences between China and the United Kingdom. Children continue to build on their map skills using atlases, world maps and globes more widely, along with using webcams, online mapping programmes and interpreting a range of information. <i>Computing link: Internet safety</i>	wonderful world – continents and oceans magical mapping wonderful feather Our country
Design and Technology	Master practical skills Design, make, evaluate and improve Take inspiration from design throughout history	<u>Making a moving monster:</u> Children will identify the correct terms for levers, linkages and pivots. They will analyse popular toys with the correct terminology and create their own functional linkage systems to produce the desired input and output motions. Their monster designs must satisfy design criteria and they materials will be selected and assembled with their planned features. <i>Maths link: Measures (length/ width)</i>	Wheels and axels Pouches (textiles) Making a Windmill Baby Bear's chair
Art and Design	Develop ideas Master techniques Take inspiration from the greats	<u>Tell a story:</u> In this unit, children will suggest ways to draw a word through marks, using relevant language to describe how an object feels. They will suggest ways to create different textures through drawn marks and freely experiment with different tools. They will be able to describe and then draw shapes that make up an object using good observational skills to add details to their drawing. They will sketch basic stick-like figures as well and demonstrate an understanding of how to draw facial features in different ways to convey expressions. <i>Literacy link: story telling</i>	Woven Wonders Make your mark Paper play Colour splash

Religious Education	Understand beliefs and teachings Understand practices and lifestyles Understand how beliefs are conveyed Reflect Understand values	The children will have the opportunity to discuss and explore the follow questions in detail: - Was it always easy for Jesus to show friendship? - Is it true that Jesus came back to life again?	Christianity – Christmas/ Easter Religious texts Religious buildings
Physical Education	Develop practical skills in order to participate, compete and lead a healthy lifestyle	- Games - Dance	Dance Games Ball skills
Computing	Code Collect Communicate Connect	<u>Computing systems and networks 2 (Word Processing):</u> Learn about word processing and how to stay safe online as well developing touch-typing skills. Introduce important keyboard shortcuts, as well as simple editing tools within a word processor including: bold, italics, underline and font colour as well as how to import images. <u>Digital imagery:</u> Children will plan a pictorial story using photographic images in sequence. They will explain how to take clear photos and edit photos by cropping, filtering and resizing. They will learn to search for and import images from the Internet and organise them on the page, orienting where necessary. Science link: habits	Computer skills Internet safety Communicating What is a computer?
Maths	To multiply and divide. To use statistics. To use measures. To understand the properties of shape. To use fractions.	<u>A range of contexts:</u> - Multiplication and division - Fractions - Statistics - Length and height - Geometry – shape	Range of contexts
English	Understand texts Transcribe Compose Analyse Present	Non-Fiction: Major Glad, Major Dizzy Fiction: The dragon machine (Recount) Poetry: Hide and Seek by Zoro Weil	Non-Fiction: The Great Fire of London diary The great fire of London Night sounds
PSHE	Understand positive relationships Be an Internet Legend Being a good citizen Physical Health and fitness	<u>Growing up and respecting rights:</u> This topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies, gender stereotypes and different types of families. They will also learn about respecting their own and others' bodies, keeping their bodies safe and sharing their feelings in response to life experiences.	Be Yourself Aiming High Taking care Internet Legends Think positive

	Healthy eating Health and prevention	<i>Science link: growing and changing, body parts and senses</i>	
Science	Work Scientifically Understand animals and humans To understand the Earth's movement in space	<u>Seasons and our changing world:</u> In this module children will experience 'our changing world', as they observe the effects that changing seasons and weather have on them and on the world around them. They will carry out seasonal 'scavenger hunts' to collect evidence of the changing seasons and use that evidence to answer science questions. Children will be exploring and using all of their senses to investigate what is familiar and happens every day around them, for example, changes to plants, trees and animals in the school grounds, changes to weather on different days and at different times of the year. They will keep their own weather records and look for patterns in the data that they have collected. <u>Animal Antics</u> In this unit about Animals Including Humans, children will learn about five of the groups that scientists use to classify animals: mammals, fish, birds, reptiles and amphibians. They will learn to identify the group an animal belongs to by its features and will classify animals according to their group. They will also learn about the different diets animals eat.	Ourselves (EYFS) Seasons/ Weather Senses Habitats Materials