

Class 2 Medium Term Plan Spring Term

Subject	Learning Hook	Context	Prior Learning
History	Investigate and interpret the past Build an overview of world history Understand chronology Communicate historically	<u>Leading Ladies:</u> This unit will teach children about the influential nurses Florence Nightingale, Mary Seacole and Edith Cavell. It asks children to establish what makes a person significant, explores and compares the lives and work of these nurses and considers how these individuals have influenced nursing today. <i>Maths link: Recognise and use language relating to dates and years.</i> <i>Science link: How to be healthy</i>	Travel Agents (EYFS) Great Fire of London (Autumn Y1) Changes in Living Memory (Spring Y1) Monarchs (SummerY1) Travel and Transport (Autumn)
Geography	Investigate patterns Communicate geographically	<u>Beside the seaside</u> This Beside the Seaside unit will teach children about the geographical features of the seaside, both human and physical. Children will learn about seaside environments; finding out where they are located in the United Kingdom and seaside resorts nearest their own locality using maps, aerial photograph, webcams and developing their key vocabulary. Children will learn about the similarities and differences between seaside resorts and their own locality, looking at how resorts have changed over time. Children develop their geographical skills through enquiry and map-based activities throughout the lessons in this unit. <i>Science Link: Habitats</i> <i>Maths link: Position and direction (routes)</i>	Travel Agents (EYFS) Local Area Study (Summer Y1) Our Country (Autumn Y1) Wonderful world (Autumn)
Design and Technology	Master practical skills Design, make, evaluate and improve Take inspiration from design throughout history	<u>Pouches (textiles):</u> The children will learn how to use a running stitch and understand how both ends of the thread must be knotted. They will prepare and cut fabric to make a pouch from a template and use the running stitch to join the two pieces of fabric together then decorate their pouch. <i>Maths link: Measuring fabric.</i> <i>Science link: materials</i>	Baby Bear's chair Moving monster Fruits and vegetables Wheels and axles
Art and Design	Develop ideas Master techniques Take inspiration from the greats	<u>Make your mark:</u> In this unit, children will show knowledge of language and literacy to describe lines. They will show control when using string and chalk to draw lines and experiment with a range of mark-making techniques, in response to music. They will need to colour neatly and carefully, featuring a range of different media and colours and produce a drawing that displays observational skills.	Colour splash Tell a story Clay houses Woven wonders
Religious Education	Understand beliefs and teachings Understand practices and lifestyles	The children will have the opportunity to discuss and explore the follow questions in detail:	Christianity – Christmas/ Easter Religious texts Religious buildings

	Understand how beliefs are conveyed Reflect Understand values	<i>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</i> <i>Does praying at regular intervals everyday help a Muslim in his/her every day life?</i>	Kindness – Bible stories (Autumn)
Physical Education	Develop practical skills in order to participate, compete and lead a healthy lifestyle	Outdoor games Ball skills <i>Science link – effects of exercise on the body, staying healthy</i>	Dance Games
Computing	Code Collect Communicate Connect	<u>Beebots:</u> In this unit, children will recognise cause and effect then pressing buttons on a bee-Bot. They will discuss and demonstrate how the Bee-bot works and record a video ensuring that everyone is in shot. They will be required to give a number of instructions in sequence that are clear and program a Bee-Bot to reach a destination, identifying and correcting mistakes in their programming. <u>Programming Scratch Jr:</u> This unit requires children to explore a new application and explain the purpose of blocks in the program. They will recognise a loop in coding and why it is useful then use a code to create an animation of an animal moving. Literacy Link: instructional language Maths link: position, direction and movement	Computer skills Internet safety Work processing (Autumn Y1) Getting Started (Autumn)
Music	Perform Compose Transcribe Describe Music	<u>Classical music, dynamics and tempo (Theme: Animals):</u> Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals. <i>Science link - sound</i>	Pulse and rhythm (Autumn)
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 Properties of shapes Daily: Recognise and use language relating to dates, including days of the week, weeks, months and years. Telling the time and time durations.	Counting in 2s, 5s, 10s – FUN Maths Using statistics in science Problem of the week – fractions, statistics and measures
English	Understand texts Transcribe Compose	Fiction: The lion inside (story) Fiction: The curious case of the missing mammoth Poetry: At the Zoo by W. M. Thackeray	<u>Fiction:</u> Meesha makes friends <u>Non-fiction:</u> Katie in London <u>Poetry:</u> From a railway carriage

	Analyse Present	<i>History Link: Stone Age</i>	
PSHE	Understand positive relationships Be an Internet Legend Being a good citizen Physical Health and fitness Healthy eating Health and prevention	<u>Aiming High:</u> In this unit of work, children will learn about having high aspirations. They will start by discussing positive views of themselves and will then identify how having a positive learning attitude can help them tackle and achieve new learning challenges and improve learning outcomes. Opportunities will also be provided for children to share aspirations for the future, with regard to employment and personal goals. Through this learning, different jobs and roles will be considered. In doing this, some of the difficulties faced by stereotyping will be explored. Children will also have the opportunity to discuss what they are looking forward to about their learning next year. <u>It's my body:</u> This unit explores choices that children can make looking after their bodies. The lessons look at key areas where they can make safer choices: their bodies, sleep, exercise, diet, cleanliness and substances. <i>Science Link: growing up and taking care.</i>	One World (Summer Y1) Internet Legends Be yourself (Autumn)
Science	Work Scientifically Understand animals and humans Investigate living things Understand evolution and inheritance	<u>Growing up:</u> Children consider the basic needs of humans for survival (food, water, air), the need for warmth and shelter, and additional needs for health and wellbeing. They are introduced to the sequence of the human life cycle, first through considering how they have changed since birth. Children with younger siblings are able to draw on their own experiences and may sometimes take on the role of 'expert'. They then research further changes that happen as a human baby grows and develops into and through adulthood. When comparing different stages of human life children consider growth, changes in physical appearance, movement, feeding and diet, self-care, the move from dependency to independence and parenthood. <u>Taking care:</u> Children begin to learn about different ways to keep themselves healthy. They consider the importance of eating a range of different types of food. During the module they also start to learn about the importance of exercise and hygiene. Children work scientifically by identifying and classifying food, using tables, and Venn and Carroll diagrams. They also make observations and collect data while carrying out exercises, and use their observations and ideas to suggest answers to questions. <i>Maths link: Statistics</i>	Ourselves (EYFS) Seasons Materials (Autumn Y1) Understanding Animals and Humans (Spring Y1) Habitats and Plants (Summer Y1)