

Class 2 Medium Term Plan Summer Term even

Subject	Learning Hook	Context	Prior Learning
History	<p>Investigate and interpret the past</p> <p>Build an overview of world history</p> <p>Understand chronology</p> <p>Communicate historically</p>	<p><u>Stone Age:</u> We will learn about what life was like for people in the Stone Age: where they lived, how they found food, what the land was like, what they did.</p> <p><u>Kings and queens:</u> This Kings and Queens unit will teach children about the significant British monarchs in history, and ask children to draw comparisons between Elizabeth I and Queen Victoria. The unit consolidates the children's awareness of the past and significant individuals through using timelines and making comparisons between various periods in history.</p> <p>Literacy Link: Information texts</p>	<p>Travel and transport – artefacts / Victorians</p> <p>Leading Ladies</p> <p>Great fire of London</p> <p>Changes in living memory</p>
Geography	<p>Investigate patterns</p> <p>Communicate geographically</p>	<p><u>Rainforests</u> In this Unit, children take a closer look at the mysteries of tropical rainforests. From the layers of the forest and its animal inhabitants, to the unique climate found in the tropics. They compare a British forest with the Amazon rainforest, and begin to explore some of the conservation issues surrounding the destruction of rainforest habitats.</p> <p>Science: Habitats / animals</p>	<p>wonderful world – continents and oceans</p> <p>magical mapping</p> <p>wonderful feather</p> <p>Our country</p> <p>Magical mapping</p>
Design and Technology	<p>Master practical skills</p> <p>Design, make, evaluate and improve</p> <p>Take inspiration from design throughout history</p>	<p><u>Fruit and vegetables (Smoothies):</u> Children will describe fruits and vegetables and explain why they are a fruit or a vegetable. They will name a range of places that fruits and vegetables grow and describe basic characteristics of fruit and vegetables. Finally they will design and prepare fruits and vegetables to make a smoothie.</p> <p>Science link: Healthy eating</p>	<p>Wheels and axels</p> <p>Pouches (textiles)</p> <p>Making a Windmill</p> <p>Baby Bear’s chair</p> <p>Moving monsters</p>
Art and Design	<p>Develop ideas</p> <p>Master techniques</p> <p>Take inspiration from the greats</p>	<p><u>Clay Houses:</u> In this unit, children will flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. They will make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. They will roll a smooth tile surface and join clay shapes to make marks in the tile surface to create a pattern. Finally, they will draw a house design and plan how to create the key features in clay before creating a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.</p> <p>Maths link: shapes</p>	<p>Woven Wonders</p> <p>Make your mark</p> <p>Paper play</p> <p>Colour splash</p> <p>Tell a story</p>
Religious Education	<p>Understand beliefs and teachings</p>	<p>The children will have the opportunity to discuss and explore the follow questions in detail:</p>	<p>Christianity – Christmas/ Easter</p> <p>Religious texts</p>

	<p>Understand practices and lifestyles</p> <p>Understand how beliefs are conveyed</p> <p>Reflect</p> <p>Understand values</p>	<ul style="list-style-type: none"> • Does celebrating Hanukah make Jewish children feel closer to God? • Does going to the Mosque give Muslims a sense of belonging? 	<p>Religious buildings</p> <p>Friendship</p>
Physical Education	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p>	<ul style="list-style-type: none"> • Games • Dance 	<p>Gymnastics</p> <p>Dance</p> <p>Games</p>
Computing	<p>Code</p> <p>Collect</p> <p>Communicate</p> <p>Connect</p>	<p><u>Creating media: Stop motion:</u></p> <p>Children will create a flip book animation which will decompose a story into smaller parts to plan a stop motion animation. They will create stop motion animations with small changes between images.</p> <p><u>Programming (1): Algorithms and debugging:</u></p> <p>In this unit, children will decompose a game to predict the algorithms. They will give a definition for ‘decomposition’ and write clear and precise algorithms. Their algorithms will solve problems and use loops to make their code more efficient.</p> <p>Maths link: movement</p>	<p>Computer systems and networks</p> <p>Internet safety</p> <p>Digital imagery</p>
Maths	<p>To multiply and divide.</p> <p>To use statistics.</p> <p>To use measures.</p> <p>To understand the properties of shape.</p> <p>To use fractions.</p>	<p><u>A range of contexts:</u></p> <ul style="list-style-type: none"> • Multiplication and division • Fractions • Statistics • Length and height • Geometry – shape 	<p>Range of contexts</p>
English	<p>Understand texts</p> <p>Transcribe</p> <p>Compose</p> <p>Analyse</p> <p>Present</p>	<ul style="list-style-type: none"> • Narrative Adventure story: Grandad’s Island. • Non-Fiction: The day the crayons quit (Persuasive letter) • Narrative Traditional: Little Red Riding Hood • Non-Fiction: Plants (Information Text) 	<p>Fiction: George and the Dragon (Legend)</p> <p>Non-Fiction: Instructions and Big Cats information report</p> <p>Poetry: when I am by myself</p>
PSHE	<p>Understand positive relationships</p> <p>Be an Internet Legend</p> <p>Being a good citizen</p> <p>Physical Health and fitness</p> <p>Healthy eating</p> <p>Health and prevention</p>	<p><u>One World:</u></p> <p>This unit is inspired by the idea that we can benefit from learning about people living in different places to us and their ways of life. It aims to enable the children to explore their own family life, home and school and compare these to children’s family life, homes and school from around the world which are different from their own. In this unit, children also learn about the relationship between people and their environment and how this affects their way of life. They will also learn about how people use the earth’s resources and the</p>	<p>Be Yourself (Y1)</p> <p>Aiming High (Y 1)</p> <p>Taking care (Y1)</p> <p>Internet Legends</p> <p>Think positive</p> <p>Growing Up</p> <p>Respecting Rights</p>

		<p>importance of protecting the earth for ourselves and future generations and how we can work together to do this.</p> <p><u>Safety First:</u> In this unit of work, children will learn about everyday dangers, in the home and outside, and how they can keep themselves safe. Children will also learn rules to keep themselves safe around strangers, both in real life and online. They will be taught about The Underwear Rule, which includes information about appropriate and inappropriate touching and knowing that what is inside their underwear is private. Children will also learn about people who help them and how to get help when needed, as well as their growing responsibility for their own safety.</p>	
Science	<p>Work Scientifically Understand animals and humans To understand the Earth's movement in space</p>	<p><u>Plants:</u> In this unit, children will learn what plants need to stay healthy. They will have the opportunity to carry out their own investigations into what plants need to grow well. Children will also closely observe the inside of a seed and learn about the life cycle of a plant. They will also learn how plants look when they don't get the things they need and how plants have adapted to live in different environments around the world.</p>	<p>Ourselves (EYFS) Seasons/ Weather Senses Habitats Materials Looking at animals</p>