

## Class 2 Medium Term Plan Summer Term

Subject	Learning Hook	Context	Prior Learning
<b>History</b>	<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>Local area study:</u></p> <p>Children will be finding out about the history of the local area, including the 'Potteries' finding out about Stoke-on-Trent's famous pottery as well as how the village of Madeley has changed over time. They will learn about famous potter Josiah Wedgwood and James Brindley (early canal engineer).</p> <p><b>Maths link: Recognise and use language relating to dates and years.</b></p> <p><b>Science link: materials</b></p> <p><b>Geography link: types of settlements</b></p>	<p>Great Fire of London</p> <p>Changes in Living Memory</p> <p>Monarchs</p> <p>Travel and Transport</p> <p>Leading Ladies</p>
<b>Geography</b>	<p>Investigate patterns</p> <p>Communicate geographically</p> <p>Investigate places</p>	<p><u>Magical mapping:</u></p> <p>This unit will teach children to develop key map skills and explore a range of maps at a local, national and global level, developing their understanding of how to navigate around an atlas to find key countries, continents, oceans and seas along with devising their own maps and routes. They will learn how to 'view from above' looking at aerial photographs to spot human and physical features, understand simple map symbols, compass directions and develop key geographical vocabulary throughout the unit.</p> <p><b>Maths link: Position and directions.</b></p> <p><b>History link: Local area</b></p>	<p>Travel Agents (EYFS)</p> <p>Seaside (EYFS)</p> <p>Local Area Study</p> <p>Our Country</p> <p>Wonderful world</p> <p>China</p> <p>Wonderful weather</p>
<b>Design and Technology</b>	<p>Master practical skills</p> <p>Design, make, evaluate and improve</p> <p>Take inspiration from design throughout history</p>	<p><u>Constructing a windmill:</u></p> <p>Children will identify some features that would appeal to a client (a mouse) to create a suitable design which they can explain. They will make stable structures to support a turbine that functions with an axle. They will be able to evaluate what is good about their structure and how it could be improved.</p> <p><b>Maths link: measures (length/ width)</b></p>	<p>Baby Bear's chair</p> <p>Moving monster</p> <p>Fruits and vegetables</p> <p>Wheels and axles</p> <p>Pouches (textiles)</p>
<b>Art and Design</b>	<p>Develop ideas</p> <p>Master techniques</p> <p>Take inspiration from the greats</p>	<p><u>Paper Play:</u></p> <p>Children will roll paper tubes to create a secure base then make choices about their sculpture, shaping paper in a variety of ways to make 3D drawings. They will create a tree of life sculpture that includes several different techniques for shaping paper, working successfully with others and sustaining effort over time.</p> <p><b>Maths link: 3D shapes</b></p>	<p>Woven Wonders</p> <p>Make your mark</p> <p>Colour splash</p> <p>Tell a story</p> <p>Clay houses</p>
<b>Religious Education</b>	<p>Understand beliefs and teachings</p> <p>Understand practices and lifestyles</p> <p>Understand how beliefs are conveyed</p>	<p>The children will have the opportunity to discuss and explore the follow questions in detail:</p> <ul style="list-style-type: none"> <li>• <i>Is Shabbat important to Jewish children?</i></li> <li>• <i>Does completing Hajj make a person a better Muslim?</i></li> </ul>	<p>Christianity – Christmas/ Easter</p> <p>Religious texts</p> <p>Religious buildings</p> <p>Kindness – Bible stories</p>

	Reflect Understand values		
<b>Physical Education</b>	Develop practical skills in order to participate, compete and lead a healthy lifestyle	Outdoor games Athletics  <b><i>Science link – effects of exercise on the body, staying healthy</i></b>	Dance Games Ball skills
<b>Computing</b>	Code Collect Communicate Connect	<u>Data handling: Introduction to data:</u> Children will learn what data is and the different ways that it can be represented, both with and without a computer. They will then develop an understanding of why data is useful, how it can be used and the ways in which it can be gathered and recorded both by humans and computers. <u>Data Handling (International Space Station):</u> Children will describe and explain how astronauts’ survival needs are met on the ISS and identify then digitally draw items which fulfil basic human needs. They will read the correct temperature on a thermometer and design a display showing everything that needs to be monitored by sensors on the ISS. An algorithm will be created that addresses the needs of plants in space then data will be read to identify whether a planet might be habitable. <b><i>Maths Link: Measures (reading scales), statistics (recording data)</i></b> <b><i>Science link: living things (survival), plants, habitats</i></b>	Bee-Bots Programming Internet Safety Algorithms
<b>Music</b>	Perform Compose Transcribe Describe Music	<u>Timbre and rhythmic patterns (Theme fairy tales):</u> Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale. <b><i>Science link: sound</i></b>	Pulse and rhythm Classical music, dynamics and tempo
<b>Maths</b>	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 Measures (length, weight, time, capacity) Position and direction	Counting in 2s, 5s, 10s – FUN Maths Using statistics in science Problem of the week – fractions, statistics and measures
<b>English</b>	Understand texts Transcribe Compose Analyse	<ul style="list-style-type: none"> <li>• The building boy (fiction)</li> <li>• Bold women in black history (Non-fiction)</li> <li>• The crow’s tale (Fiction: fable)</li> <li>• Habitats (Non-fiction)</li> </ul>	<u>Fiction:</u> The storm whale <u>Non-fiction:</u> Mala’s magic pencil

	Present	<p><i>History link: Important historical figures</i></p> <p><i>Science link: habitats</i></p>	<p>This is how we do it</p> <p><u>Poetry:</u></p> <p>Humerous poem</p>
<b>PSHE</b>	<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>TEAM:</u></p> <p>This unit is inspired by the idea that if a team works well together, it can have a positive impact on all of its members and what they can achieve. It aims to enable the children to develop successful collaborative working skills, such as good listening. Children learn about the importance of being kind to others, the effects of bullying and teasing what to do about it if they see it happening to others or if it happens to them. They will also think about effective learning skills and how to identify good and not-so good choices.</p> <p><i>Science link: Environmental impact</i></p>	<p>Meadows in the Moment</p> <p>One World</p> <p>Internet Legends</p> <p>Be yourself</p> <p>Aiming High</p> <p>Diverse Britain</p>
<b>Science</b>	<p>Work Scientifically</p> <p>Understand animals and humans</p> <p>Investigate living things</p> <p>Understand evolution and inheritance</p>	<p><u>What's in your habitat?</u></p> <p>Children begin to learn about different habitats, how the living things are suited to the habitat and the interactions between the living organisms within a habitat. During the module they explore the habitat by identifying things that are living, once-lived and never-lived. They construct food chains that show how living things depend on each other. Finally, they consider how living things are suited to a particular habitat.</p> <p><i>Maths link: Statistics (sorting diagrams)</i></p>	<p>Ourselves (EYFS)</p> <p>Seasons</p> <p>Materials</p> <p>Understanding Animals and Humans</p> <p>Habitats and Plants</p>