



Medium Term Plan – Summer 2

Express Yourself

Owls

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	A. Investigate and interpret the past	1.1. Observe or handle evidence to ask questions and find answers to questions about the past. 1.2. Ask questions such as: What was it like for people? What happened? How long ago? 1.3. Use artefacts, pictures, stories, online sources and databases to find out about the past.	<u>Performing Puppets.</u> Week 1: What are toys? Week 2: How have toys changed within living memory? Week 3: Types of puppets Week 4: Shadow puppetry Week 5: History of puppets Week 6: Favourite puppets
	C. Understand chronology	1.1. Place events and artefacts in order on a time line. 1.2. Label time lines with words or phrases such as: past, present, older and newer. 1.3. Recount changes that have occurred in their own lives. 1.4. Use dates where appropriate.	
	D. Communicate historically	1.1. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	
Art & Design	A. Develop ideas	1.1. Respond to ideas and starting points. 1.2. Explore ideas and collect visual information. 1.3. Explore different methods and materials as ideas develop.	Week 1: Draw a teddy bear Week 4: Star of David and plaiting
	B. Master techniques	1.12. Draw lines of different sizes and thickness. 1.13. Colour (own work) neatly following the lines. 1.15. Show different tones by using coloured pencils. 1.22. Use plaiting	

Design & Technology	A. Master practical skills	<p>1.1. Cut, peel or grate ingredients safely and hygienically.</p> <p>1.3. Assemble or cook ingredients.</p> <p>1.4. Cut materials safely using tools provided.</p> <p>1.5. Measure and mark out to the nearest centimetre.</p> <p>1.6. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</p> <p>1.7. Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p> <p>1.8. Shape textiles using templates.</p> <p>1.9. Join textiles using running stitch.</p> <p>1.10. Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</p>	<p>Week 2: Fruit Skewers</p> <p>Week 3: Wooden spoon puppets</p> <p>Week 4: Shadow puppets</p> <p>Week 5: Sock puppets</p> <p>Week 6 & 7: Glove puppets</p>
	B. Design, make, evaluate and improve.	<p>1.1. Design products that have a clear purpose and an intended user.</p> <p>1.2. Make products, refining the design as work progresses.</p>	
	C. Take inspiration from design throughout history.	<p>1.1. Explore objects and designs to identify likes and dislikes of the designs.</p> <p>1.2. Suggest improvements to existing designs.</p> <p>1.3. Explore how products have been created.</p>	

	Key Skills	Milestones Covered	Lesson Outline
Science	A. Work scientifically	<p>1.1. Ask simple questions.</p> <p>1.2. Observe closely, using simple equipment.</p> <p>1.3. Perform simple tests.</p> <p>1.4. Identify and classify.</p> <p>1.5. Use observations and ideas to suggest answers to questions.</p> <p>1.6. Gather and record data to help in answering questions.</p>	<p><u>Identifying Materials</u></p> <p>Week 1: Exploring and identifying different materials.</p> <p>Week 2: Finding different materials and observing their uses.</p> <p>Week 3: Identifying and exploring liquids.</p> <p>Week 4: Comparing the use of different materials for specific uses.</p> <p>Week 5: Investigating the best materials for protective packaging.</p>
	F. Investigate materials	<p>1.1. Distinguish between an object and the material from which it is made.</p> <p>1.2. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p>	

		<p>1.3. Describe the simple physical properties of a variety of everyday materials.</p> <p>1.4. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>1.5. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>1.6. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.</p>	Week 6: Identifying and exploring powders.
RE	A. Understand beliefs and teachings	1.1. Describe some of the teachings of a religion.	<u>How should you spend the weekend?</u> Week 1: Your weekend. Week 2: What is Shabbat? Week 3: Shabbat meal. Week 4: Shabbat in the Synagogue. Week 5: Would it be good to have a day with no work? Week 6: Plan your own family weekend.
	B. Understand practices and lifestyles	1.1. Recognise, name and describe some religious artefacts, places and practices.	
	D. Reflect	1.1. Identify the things that are important in their own lives and compare these to religious beliefs. 1.3. Ask questions about puzzling aspects of life.	
	E. Understand values	1.1. Identify how they have to make their own choices in life. 1.2. Explain how actions affect others. 1.3. Show an understanding of the term 'morals'.	
Computing	Programming	I can compare different programming tools I can find which commands to move a sprite I can use commands to move a sprite I can run my program I can use a Start block in a program I can use more than one block by joining them together I can change the value I can find blocks that have numbers I can say what happens when I change a value I can add blocks to each of my sprites I can delete a sprite I can show that a project can include more than one sprite	<u>Programming animations</u> Week 1: To choose a command for a given purpose. Week 2: To show that a series of commands can be joined together. Week 3: To identify the effect of changing a value. Week 4: To explain that each sprite has its own instructions. Week 5: To design the parts of a project. Week 6: To use my algorithm to create a program.

		<p>I can choose appropriate artwork for my project</p> <p>I can create an algorithm for each sprite</p> <p>I can decide how each sprite will move</p> <p>I can add programming blocks based on my algorithm</p> <p>I can test the programs I have created</p> <p>I can use sprites that match my design</p>	
Music	A. Perform	<p>1.1. Take part in singing, accurately following the melody.</p> <p>1.2. Follow instructions on how and when to sing or play an instrument.</p> <p>1.3. Make and control long and short sounds, using voice and instruments.</p> <p>1.4. Imitate changes in pitch.</p>	<p><u>Reflect, Rewind and Replay</u></p> <p>Listen and appraise selected pieces of classical music.</p> <p>Learn about the language of music and how it is recorded.</p> <p>Sing the songs learned this year.</p> <p>Play instruments and compose own pieces in groups.</p> <p>Performance.</p>
	B. Compose	<p>1.1. Create a sequence of long and short sounds.</p> <p>1.2. Clap rhythms</p> <p>1.3. Create a mixture of different sounds.</p> <p>1.4. Choose sounds to create an effect.</p> <p>1.5. Sequence sounds to create an overall effect.</p> <p>1.6. Create short, musical patterns.</p> <p>1.7. Create short, rhythmic phrases.</p>	
	C. Transcribe	<p>Use symbols to represent a composition and use them to help with a performance.</p>	
	D. Describe music	<p>1.1. Identify the beat of a tune.</p> <p>1.2. Recognise changes in timbre, dynamics and pitch.</p>	
PE	<p>A. Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p>	<p>1.1. Use the terms 'opponent' and 'team-mate'.</p> <p>1.2. Use rolling, hitting, running, jumping, catching and kicking skills in combination.</p> <p>1.3. Develop tactics.</p> <p>1.4. Lead others when appropriate.</p>	<p><u>Run, Jump, Throw</u></p> <p>Week 1: To use agile movements in different activities.</p> <p>Week 2: Different ways to recognise the start and end of an activity.</p> <p>Week 3: To develop stamina when running.</p> <p>Week 4: To develop core strength to improve throwing.</p> <p>Week 5: To stride and jump for height.</p>

			<p>Week 6: To choose the best starting position for running quickly.</p> <p><u>Hit, Catch, Run</u></p> <p>Week 1: To catch a ball over a short distance.</p> <p>Week 2: To begin to hit a ball with power.</p> <p>Week 3: To position ourselves in the path of the ball.</p> <p>Week 4: To field the ball to a base.</p> <p>Week 5: To catch a high ball.</p> <p>Week 6: To stop the other team from scoring points.</p>
PSHE	Growing and Changing	<ul style="list-style-type: none"> • I can tell you some things that babies need. • I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do. • I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried. • I can name the body parts girls and boys have that are the same and which body parts are different. • I can name the adults I can talk to at home and school if I need help. 	<p>1: To think of what babies need to stay happy and healthy.</p> <p>2: To identify the changes they have made since they were a baby.</p> <p>3: To identify the difference between a surprise and a secret. To identify who they can talk to about secrets.</p> <p>4: To identify some internal organs and systems and those body parts which are private.</p> <p>5: To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts.</p>

For English and maths plan see separate long term plans.