



Medium Term Plan – Summer 2

Express Yourself

Greenfinch – Sculpture and Statues

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
Geography	A Investigate places	<p>1.1 Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)</p> <p>1.2 Identify key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>1.3 Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied.</p>	<p>Week 1 – To understand the work of significant individuals in art</p> <p>Week 2 – To ask and answer geographical questions</p> <p>Week 3 – To use maps and atlases to identify locations</p> <p>Week 4 – To investigate artefacts and the past</p> <p>Week 5 - To place events and artefacts on a time line</p> <p>Week 6 – To understand historical concepts and the nation’s history</p>
History	A)Investigate and interpret the past	<p>1.3. Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>1.4. Identify some of the different ways the past has been represented.</p>	
	B)Build an overview of world history	1.2. Describe significant people from the past.	
	C)Understand chronology	1.1. Place events and artefacts in order on a time line.	

		<p>1.2. Label time lines with words or phrases such as: past, present, older and newer.</p> <p>1.3. Recount changes that have occurred in their own lives.</p> <p>1.4. Use dates where appropriate.</p>	
	D)Communicate historically	<p>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.</p> <p>1.2. Show an understanding of the concept of nation and a nation’s history.</p> <p>1.3. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>	
Art & Design	A. Develop ideas	<p>1.1 Respond to ideas and starting points.</p> <p>1.2 Explore ideas and collect visual information.</p> <p>1.3 Explore different methods and materials as ideas develop.</p>	<p>Week 1 - Introduction to sculpture and the work of Antoni Gaudí, Michelle Reader, and Barbara Hepworth. Discussing initial responses to different sculptures.</p> <p>Week 2 – Children will collect images and create mood boards to showcase their ideas regarding sculpture and texture</p> <p>Week 3 – Use a variety of materials to explore shapes and texture in sculpture, including rolled-up paper and straws.</p>
	B. Master techniques Collage Sculpture	<p>B.1.5. Use a combination of materials that are cut, torn and glued.</p> <p>B.1.6. Sort and arrange materials.</p> <p>B.1.7. Mix materials to create texture.</p> <p>B.1.8. Use a combination of shapes.</p> <p>B.1.9. Include lines and texture.</p> <p>B.1.10. Use rolled up paper, straws, paper, card and clay as materials.</p>	

		<p>B.1.11. Use techniques such as rolling, cutting, moulding and carving.</p>	<p>Week 4 – Experiment with rolling, cutting, moulding, and carving using card and clay.</p> <p>Week 5 - Create a collage using materials that are cut, torn, and glued, focusing on texture and composition.</p>
	<p>C. Take inspiration from the greats</p>	<p>C.1.1 Describe the work of notable artists, artisans and designers. C.1.2 Use some of the ideas of artists studied to create pieces</p>	<p>Week 6 – Combine skills learned to complete a final sculpture and collage project, reflecting on the creative process.</p>

	Key Skills	Milestones Covered	Lesson Outline
Science	A. Work scientifically	<p>1.1. Ask simple questions. 1.2. Observe closely, using simple equipment. 1.3. Perform simple tests. 1.4. Identify and classify. 1.5. Use observations and ideas to suggest answers to questions. 1.6. Gather and record data to help in answering questions.</p>	<p><u>Materials</u></p> <p><u>Week 1:</u> Children will explore different materials and sort toys into whether the material it is made from is known or unknown.</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>	<p><u>Week 2:</u> Children will search the school for different materials and observe how they are used.</p> <p><u>Week 3:</u> Children will sort liquids into groups and experiment with pouring and mixing.</p> <p><u>Week 4:</u> Children will explore the texture, weight and feel of different materials.</p> <p><u>Week 5:</u> Children will discuss and investigate how different materials can be used to protect others.</p> <p><u>Week 6 –</u> Children will experiment adding water to different powdered solids.</p>
RE	A. Understand beliefs and teachings	<p>1.1 Describe some of the teachings of a religion.</p> <p>1.2 Describe some of the main festivals or celebrations of a religion.</p>	<p><u>Do We Need Shared Special Places?</u></p> <p><u>Week 1:</u> Children will discuss places that are special to them.</p> <p><u>Week 2:</u> Children will learn about synagogues and the different special objects found inside them.</p> <p><u>Week 3:</u> Children will learn about what happens in a synagogue and why it is important.</p> <p><u>Week 4:</u> Children will recap the important objects and things that happen in a synagogue.</p> <p><u>Week 5:</u> Children will think about a special place in our school and design a special place for the class.</p>
B. Understand practices and lifestyles	1.1 Recognise and name some religious artefacts, places and practices.		
C. Understand how beliefs are conveyed	<p>1.1 Name some religious symbols.</p> <p>1.2 Explain the meaning of some religious symbols.</p>		
D. Reflect	1.1 Identify the things that are important in their own lives and compare these to religious beliefs.		

		<p>1.2 Relate emotions to some of the experiences of religious figures studied.</p> <p>1.3 Ask questions about puzzling aspects of life.</p>	<p>Week 6 – Children will consolidate their learning about special places.</p>
	E. Understand values	<p>1.1 Identify how they have to make their own choices in life.</p> <p>1.2 Explain how actions affect others.</p> <p>1.3 Show an understanding of the term ‘morals’.</p>	
Computing	Creating media	<ul style="list-style-type: none"> - 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 - I can choose appropriate artwork for my project - I can create an algorithm for each sprite - I can decide how each sprite will move - I can add programming blocks based on my algorithm - I can test the programs I have created - I can use sprites that match my design 	<p>Programming B – Programming Animations</p> <p>Week 1 -To choose a command for a given purpose</p> <p>Week 2 -To show that a series of commands can be joined together</p> <p>Week 3 -To identify the effect of changing a value</p> <p>Week 4 -To explain that each sprite has its own instructions</p> <p>Week 5 -To design the parts of a project</p> <p>Week 6 -To use my algorithm to create a program</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><u>Week 1:</u> Children will listen to the song <i>A Song Before Sunrise</i> and <i>The Fresh Prince of Bel Air</i> and answer questions using correct musical language. Children will practice singing the song. Children will use instruments to accompany the song.</p> <p><u>Week 2:</u> Children will listen to the song <i>The Firebird</i> by Igor Stravinsky with their eyes closed. They will discuss and compare to other songs they have heard. They will practice singing the</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 (long and short, loud and quiet, high and low).</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>	

		1.7 Create short, rhythmic phrases	<p>song. Children will use instruments to accompany the song.</p> <p><u>Week 3:</u> Children will move to the song <i>The Bird</i> and <i>Jai Ho</i> by A. R Rahman and practice singing it. They will discuss their opinions and compare to other songs they have heard. Children will use instruments to accompany the song.</p> <p><u>Week 4:</u> Children will compare the song <i>Grand March</i> and <i>Oye Como Va</i> by Santana and consider how the songs are similar and different. They will practice singing the song. Children will use instruments to accompany the song.</p> <p><u>Week 5:</u> Children will listen to the song <i>Bolero</i> and compare to others they have heard. They will practice singing the song. Children will use instruments to accompany the song</p> <p><u>Week 6</u> Children will compare the song <i>The Lamb</i> and <i>Rainbow Connect</i> sung by Kermit the Frog and consider how the songs are similar and different. They will practice singing the song. Children will use instruments to accompany the song.</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	A. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<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>Run, Jump, Throw</p> <p>Week 1 -to use agile movements in different activities</p>

			<p>Week 2 – we are learning different ways to recognise the start and end of an activity e.g. whistle</p> <p>Week 3 – to develop stamina when running</p> <p>Week 4 – Sports Day Practice</p> <p>Week 5 -to develop core strength to improve throwing</p> <p>Week 6 – to stride and jump for height</p> <p>Week 7 – to choose the best starting position for running quickly</p> <p>Hit, Catch, Run</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 a ball</p> <p>Week 4 – Sports Day Practice</p>
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PSHE	Growing and Changing	<ul style="list-style-type: none"> • I can tell you some things that babies need. • I can describe how a baby grows to an adult and what they might need. • I can tell you some things about how babies are made. • I can tell you the scientific names for my body parts. • I can tell you the PANTS rule. 	<p>Week 1 – To think of what babies need to stay happy and healthy.</p> <p>Week 2 – To identify the changes they have made since they were a baby.</p> <p>Week 3 – To identify the difference between a surprise and a secret. To identify who they can talk to about secrets.</p> <p>Week 4 –To identify some internal organs and systems and those body parts which are private.</p> <p>Week 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>
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For English and maths plan see separate long term plans.