

Class 2 Medium Term Plan Spring Term 2022

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. Maths link: Recognise and use language relating to dates and years.	Travel Agents (EYFS) Great Fire of London (Autumn Y1) Changes in Living Memory (Spring Y1) Quirky Queens (SummerY1) Travel and Transport (Autumn 21)
Geography	Investigate patterns Communicate geographically	<u>Wonderful weather:</u> This unit will teach children about the different types of weather in their immediate environment. They will then have the opportunity to build on this and knowledge of the four seasons. The pack will introduce them to hot and cold areas of the world and the impact of different weather types. Children will have opportunities to observe and record the weather, present their own weather forecasts. Science Link: Devices to measure and record the weather and seasonal understanding. Maths link: record data about weather and use language relating to days and months. Use standard units to measure temperature and capacity.	Travel Agents (EYFS) Seaside (EYFS) Local Area Study (Summer Y1) Our Country (Autumn Y1) Wonderful world (Autumn 21)
Design and Technology	Master practical skills Design, make, evaluate and improve Take inspiration from design throughout history	<u>Fruit and Vegetables:</u> Children will learn to distinguish between fruit and vegetables and where they grow. Design a fruit and vegetable smoothie and accompanying packaging. Science link: Healthy eating Maths link: Measuring packaging.	Construction (EYFS) Insect Houses (Autumn Y1) Moving Pictures (Summer Y1) Plants (science) Summer 21 Moving vehicle (Autumn 21)
Art and Design	Develop ideas Master techniques Take inspiration from the greats	<u>Human Form:</u> Exploring how bodies and faces are portrayed in art: looking at works of art including those of Damien Hurst, Julian Opie and Edwina bridgeman as well as creating collages, drawing portraits and creating a peg figure. Science Link: skeleton	Monet Landscapes and Cityscapes (Y1 Autumn Term)
Religious Education	Understand beliefs and teachings Understand practices and lifestyles Understand how beliefs are conveyed Reflect Understand values	The children will have the opportunity to discuss and explore the follow questions in detail: <ul style="list-style-type: none"> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Does praying at regular intervals everyday help a Muslim in his/her every day life? 	Christianity – Christmas/ Easter Religious texts Religious buildings Kindness – Bible stories (Autumn 21)

Physical Education	Develop practical skills in order to participate, compete and lead a healthy lifestyle	Swimming Invasion games	Gymnastics Dance Games
Computing	Code Collect Communicate Connect	<u>Word Processing:</u> Children will learn about word processing and how to stay safe online as well developing touch-typing skills. Important keyboard shortcuts will be introduced, as well as simple editing tools within a word processor including: bold, italics, underline and font colour as well as how to import images. <u>Programming:</u> This unit requires no computers so that algorithms, decomposition and debugging are made relatable to familiar contexts, such as dressing up and making a sandwich, while learning why instructions need to be very specific. Literacy Link: instructional language	Computer skills Internet safety Work processing (Autumn Y1) Getting Started (Autumn 21)
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.	Ourselves Pulse and rhythm (Autumn 21)
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 Analyse Present	<u>Fiction – Muddles and Mishaps:</u> In this unit, the children read two longer, humorous stories by Joanna Nadin: <i>The Whole Truth</i> and <i>Penny Dreadful and the Rat</i> , building up their reading stamina. They use drama techniques to explore and empathise with the characters, role-playing scenarios and considering how characters change over the course of longer stories. They revise their knowledge of commands and apply these in the short writing tasks: writing an advert and writing a set of instructions. Finally, they write their own Penny Dreadful story using <i>Penny Dreadful and the Rat</i> as a model. <u>Non-Fiction – Does chocolate grow on trees?</u> In this unit, the children explore the Big Question: Does chocolate grow on trees? They read the interactive eBook, finding information and exploring the layout of explanation texts. They answer the Big Question, planning and writing their own explanation texts based on a model.	<u>Fiction:</u> What would you do? (Autumn Y1) A Twist in the Tale (Summer Y1) Guess What (Autumn 21) <u>Non-fiction:</u> Newshounds (Autumn Y1) All about Orangutans (Summer Y1) Why do elephants have big ears? (Autumn 21) <u>Poetry:</u> Pattern, rhythm and rhyme Science link – senses (Autumn 21)

		<p><u>Poetry – Sensational senses:</u> The children use their senses to explore the weather, mud and the playground as they enjoy listening to a range of poetry. They come up with new vocabulary and sound effects and use real and invented words to describe what they feel - linking it all to their own experiences. They construct sentences to describe how things feel and sound. Oral rehearsal is encouraged at each step of the planning and writing process as they create short narratives and poems. They experiment with sound and rhythm to recite a poem as a group.</p> <p>Science link: senses</p>	
PSHE	<p>Understand positive relationships Be an Internet Legend Being a good citizen</p> <p>Physical Health and fitness Healthy eating Health and prevention</p>	<p><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.</p> <p><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.</p> <p>Science Link: growing up and taking care.</p>	<p>Meadows in the Moment One World (Summer Y1) Internet Legends Be yourself (Autumn 21)</p>
Science	<p>Work Scientifically Understand animals and humans Investigate living things Understand evolution and inheritance</p>	<p><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.</p> <p><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</p>	<p>Ourselves (EYFS) Seasons Materials (Autumn Y1) Understanding Animals and Humans (Spring Y1) Habitats and Plants (Summer Y1)</p>

		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.	
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Maths link: Statistics