

## Class 2 Medium Term Plan Spring Term

Subject	Learning Hook	Context	Prior Learning
<b>History</b>	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. <b>Maths link: Recognise and use language relating to dates and years.</b>	Travel Agents (EYFS) Great Fire of London (Autumn Y1) Changes in Living Memory (Spring Y1) Monarchs (SummerY1) Travel and Transport (Autumn)
<b>Geography</b>	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. <b>Science Link: Devices to measure and record the weather and seasonal understanding.</b> <b>Maths link: record data about weather and use language relating to days and months. Use standard units to measure temperature and capacity.</b>	Travel Agents (EYFS) Seaside (EYFS) Local Area Study (Summer Y1) Our Country (Autumn Y1) Wonderful world (Autumn)
<b>Design and Technology</b>	Master practical skills Design, make, evaluate and improve Take inspiration from design throughout history	<u>Pouches (textiles):</u> The children will learn how to use a running stitch and understand how both ends of the thread must be knotted. They will prepare and cut fabric to make a pouch from a template and use the running stitch to join the two pieces of fabric together then decorate their pouch. <b>Maths link: Measuring fabric.</b>	Baby Bear’s chair Moving monster Fruits and vegetables Wheels and axles
<b>Art and Design</b>	Develop ideas Master techniques Take inspiration from the greats	<u>Make your mark:</u> In this unit, children will show knowledge of language and literacy to describe lines. They will show control when using string and chalk to draw lines and experiment with a range of mark-making techniques, in response to music. They will need to colour neatly and carefully, featuring a range of different media and colours and produce a drawing that displays observational skills.	Colour splash Tell a story Clay houses Woven wonders (Autumn)
<b>Religious Education</b>	Understand beliefs and teachings Understand practices and lifestyles Understand how beliefs are conveyed Reflect	The children will have the opportunity to discuss and explore the follow questions in detail: <ul style="list-style-type: none"> <li>• <i>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</i></li> <li>• <i>Does praying at regular intervals everyday help a Muslim in his/her every day life?</i></li> </ul>	Christianity – Christmas/ Easter Religious texts Religious buildings Kindness – Bible stories (Autumn)

	Understand values		
<b>Physical Education</b>	Develop practical skills in order to participate, compete and lead a healthy lifestyle	Outdoor games Ball skills	Dance Games
<b>Computing</b>	Code Collect Communicate Connect	<u>Beebots:</u> In this unit, children will recognise cause and effect then pressing buttons on a bee-Bot. They will discuss and demonstrate how the Bee-bot works and record a video ensuring that everyone is in shot. They will be required to give a number of instructions in sequence that are clear and program a Bee-Bot to reach a destination, identifying and correcting mistakes in their programming. <u>Programming Skratch Jr:</u> This unit requires children to explore a new application and explain the purpose of blocks in the program. They will recognise a loop in coding and why it is useful then use a code to create an animation of an animal moving. <b>Literacy Link: instructional language</b> <b>Maths link: position, direction and movement</b>	Computer skills Internet safety Work processing (Autumn Y1) Getting Started (Autumn)
<b>Music</b>	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.	Pulse and rhythm (Autumn)
<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  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
<b>English</b>	Understand texts Transcribe Compose Analyse Present	<ul style="list-style-type: none"> <li>• Mala’s magic pencil (non-fiction)</li> <li>• The Storm Whale (fiction)</li> <li>• This is how we do it (non-fiction)</li> <li>• Humorous poem (poetry)</li> </ul> <b>Science link: habitats, living things</b>	<u>Fiction:</u> Pinocchio The owl who was afraid of the dark <u>Non-fiction:</u> Seasons <u>Poetry:</u> If I were in charge of the world
<b>PSHE</b>	Understand positive relationships	<u>Aiming High:</u>	One World (Summer Y1) Internet Legends

	<p>Be an Internet Legend Being a good citizen</p> <p>Physical Health and fitness Healthy eating Health and prevention</p>	<p>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><b>Science Link: growing up and taking care.</b></p>	<p>Be yourself (Autumn)</p>
<p><b>Science</b></p>	<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 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.</p> <p><b>Maths link: Statistics</b></p>	<p>Ourselves (EYFS) Seasons Materials (Autumn Y1) Understanding Animals and Humans (Spring Y1) Habitats and Plants (Summer Y1)</p>