

Class 2 Medium Term Plan Summer Term 2022

Subject	Learning Hook	Context	Prior Learning
History	<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><i>Maths link: Recognise and use language relating to dates and years.</i></p>	<p>Travel Agents (EYFS)</p> <p>Great Fire of London (Autumn Y1)</p> <p>Changes in Living Memory (Spring Y1)</p> <p>Quirky Queens (SummerY1)</p> <p>Travel and Transport (Autumn 21)</p> <p>Leading Ladies (Spring 22)</p>
Geography	<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>Travel Agents (EYFS)</p> <p>Seaside (EYFS)</p> <p>Local Area Study (Summer Y1)</p> <p>Our Country (Autumn Y1)</p> <p>Wonderful world (Autumn 21)</p>
Design and Technology	<p>Master practical skills</p> <p>Design, make, evaluate and improve</p> <p>Take inspiration from design throughout history</p>	<p><u>Textile pouches:</u></p> <p>Children are given the opportunity to sew in this topic. By making their own template, children can ensure that their pieces of fabric will be exactly the right size. With their fabric cut out, pupils use a simple running stitch to join two pieces together before decorating the front of it, according to their designs.</p>	<p>Construction (EYFS)</p> <p>Insect Houses (Autumn Y1)</p> <p>Moving Pictures (Summer Y1)</p> <p>Plants (science) Summer 21</p> <p>Moving vehicle (Autumn 21)</p>
Art and Design	<p>Develop ideas</p> <p>Master techniques</p> <p>Take inspiration from the greats</p>	<p><u>Formal elements of art:</u></p> <p>Exploring three of the formal elements of art: shape, line and colour, children will mix and paint with secondary colours; use circles to create abstract compositions and work collaboratively to create a class piece of art inspired by water.</p>	<p>Monet</p> <p>Landscapes and Cityscapes (Y1 Autumn Term)</p> <p>Human form (Spring 22)</p> <p>Art and design skills (Autumn 21)</p>
Religious Education	<p>Understand beliefs and teachings</p> <p>Understand practices and lifestyles</p> <p>Understand how beliefs are conveyed</p> <p>Reflect</p> <p>Understand values</p>	<p>The children will have the opportunity to discuss and explore the follow questions in detail:</p> <ul style="list-style-type: none"> • <i>Is Shabbat important to Jewish children?</i> • <i>Does completing Hajj make a person a better Muslim?</i> 	<p>Christianity – Christmas/ Easter</p> <p>Religious texts</p> <p>Religious buildings</p> <p>Kindness – Bible stories (Autumn 21)</p>

Physical Education	Develop practical skills in order to participate, compete and lead a healthy lifestyle	Outdoor games	Gymnastics Dance Games Swimming
Computing	Code Collect Communicate Connect	<u>Programming Scratch Jr:</u> Children will explore what 'blocks' do using the app 'Scratch Jr' by carrying out an informative cycle of predict>test>review. They will programme a familiar story and an animation of an animal, making their own musical instrument by creating buttons and recording sounds. They will also follow an algorithm to record a joke. <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. Maths Link: directional language	Computer skills Internet safety Work processing (Autumn Y1) Getting Started (Autumn 21)
Music	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. Science link: sound	Ourselves Pulse and rhythm (Autumn 21) Classical music, dynamics and tempo (Theme: Animals) (Spring 22)
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 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
English	Understand texts Transcribe Compose Analyse Present	<u>Fiction – Fantastic journeys</u> The children read two stories by Simon Bartram, <i>Man on the Moon</i> and <i>Dougal's Deep-Sea Diary</i> . They look at the settings of the two stories, building their vocabulary, and use imaginative role play to explore the characters. They use the stories' structures (a day-in-the-life and a diary) to retell the stories, and write alternative tales about the characters, diary entries, postcards and longer narratives, revising the use of conjunctions to join and extend sentences. <u>Non-Fiction – What's the most unusual place?</u> In this unit, the children explore the Big Question: What is the most unusual place in the world to live? They read the interactive eBook, finding information and	<u>Fiction:</u> What would you do? (Autumn Y1) A Twist in the Tale (Summer Y1) Guess What (Autumn 21) Muddles and mishaps (Spring 22) <u>Non-fiction:</u> Newshounds (Autumn Y1) All about Orangutans (Summer Y1)

		<p>exploring the layout of non-fiction texts. They use drama and improvisation to imagine living in unusual places and write a postcard based on a model. They answer the Big Question, planning and writing their own screen for the eBook..</p> <p><u>Poetry – Pattern and rhyme:</u> In this unit, the children explore poems with pattern and rhyme. They enjoy performing a range of poetry. They come up with new rhyming words and focus on spelling patterns. They experiment with sound and rhythm as they recite their poems.</p> <p>Science/ music link – sound</p>	<p>Why do elephants have big ears? (Autumn 21) Does chocolate grow on trees (Spring 22) <u>Poetry:</u> Pattern, rhythm and rhyme Science link – senses (Autumn 21) Sensational senses (Spring 22)</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>TEAM:</u> 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>Meadows in the Moment One World (Summer Y1) Internet Legends Be yourself (Autumn 21) Aiming High Diverse Britain</p>
Science	<p>Work Scientifically Understand animals and humans Investigate living things Understand evolution and inheritance</p>	<p><u>What's in your habitat?</u> 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>Ourselves (EYFS) Seasons Materials (Autumn Y1) Understanding Animals and Humans (Spring Y1) Habitats and Plants (Summer Y1)</p>