



Medium Term Plan – Summer 1

Around the World

Greenfinch – Our Village

	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>1.4. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>1.5. Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>1.6. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>1.7 Name and locate the world’s continents and oceans.</p>	<p>Week 1 – to use observational and fieldwork skills to explore our school</p> <p>Week 2 – School Trip</p> <p>Week 3 – identify key features of different locations</p> <p>Week 4 – explore Goring on Thames</p> <p>Week 5 -ask and answer geographical questions about Goring on Thames</p> <p>Week 6 – to explore the characteristics of the UK and consider our own local geography in relation to it.</p>

	B. Investigate patterns	1.3. Identify land use around the school.	
	C. Communicate geographically	<p>1.1. Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. <p>1.2. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <p>1.3. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</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 – to learn what dip dyeing is</p> <p>Week 2 – to experiment with dip dyeing techniques</p>
	<p>B.</p> <p>Master techniques</p> <p>Drawing</p>	<p>1.2. Mix primary colours to make secondary.</p> <p>1.3. Add white to colours to make tints and black to colours to make tones.</p> <p>1.4. Create colour wheels.</p> <p>B.1.12. Draw lines of different sizes and thickness.</p>	<p>Week 3 – to create a dip dyed t-shirt</p> <p>Week 4 – to explore plaiting and dip dyeing</p> <p>Week 5 – to explore weaving and dip dyeing</p>

	Textiles	<p>B.1.13. Colour (own work) neatly following the lines.</p> <p>B.1.14. Show pattern and texture by adding dots and lines.</p> <p>B.1.15. Show different tones by using coloured pencils.</p> <p>B.1.20. Use weaving to create a pattern.</p> <p>B.1.22. Use plaiting.</p> <p>B.1.23. Use dip dye techniques.</p>	Week 6 – to use different drawing techniques to draw a church
--	----------	--	---

	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>1.4. 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>Plants</u></p> <p>Week 1: To learn about plants and what they need to grow.</p> <p>Week 2: To learn about the functions of different parts of a plant.</p>

	B. Understand plants	<p>1.1. Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.</p> <p>1.2. Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</p> <p>1.3. Observe and describe how seeds and bulbs grow into mature plants.</p> <p>1.4. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Week 3: To learn about trees.</p> <p>Week 4: To identify common plants.</p> <p>Week 5: To create a plant fact file</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>Are Some Stories More Important Than Others?</u></p> <p><u>Week 1:</u> Children will think about and share the bible stories they already know.</p> <p><u>Week 2:</u> Children will learn about the story of Noah.</p> <p><u>Week 3:</u> Children will explore the story of Joseph and what it could mean.</p> <p><u>Week 4:</u> Children will learn about the story of Jonah.</p> <p><u>Week 5:</u> Children will think about the different meanings of these stories for different people.</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	<p>1.1 Identify the things that are important in their own lives and compare these to religious beliefs.</p> <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>	
	E. Understand values	1.1 Identify how they have to make their own choices in life.	

		<p>1.2 Explain how actions affect others.</p> <p>1.3 Show an understanding of the term 'morals'.</p>	
Computing	Creating media	<p>I can identify and find keys on a keyboard</p> <p>I can open a word processor</p> <p>I can recognise keys on a keyboard</p> <p>I can enter text into a computer</p> <p>I can use backspace to remove text</p> <p>I can use letter, number, and space keys</p> <p>I can explain what the keys that I have learnt about already do</p> <p>I can identify the toolbar and use bold, italic, and underline</p> <p>I can type capital letters</p> <p>I can change the font</p> <p>I can select all of the text by clicking and dragging</p> <p>I can select a word by double-clicking</p> <p>I can decide if my changes have improved my writing</p> <p>I can say what tool I used to change the text</p> <p>I can use 'undo' to remove changes</p> <p>I can explain the differences between typing and writing</p> <p>I can make changes to text on a computer</p> <p>I can say why I prefer typing or writing</p>	<p><u>Digital writing</u></p> <p>Week 1: To use a computer to write.</p> <p>Week 2: To add and remove text on a computer.</p> <p>Week 3: To identify that the look of text can be changed on a computer.</p> <p>Week 4: To make careful choices when changing text.</p> <p>Week 5: To explain why I used the tools that I chose.</p> <p>Week 6: To compare typing on a computer to writing on paper.</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>Your Imagination</u></p> <p>Listen to, appraise and compare songs in Pop style.</p> <p>Learn to sing the song Your Imagination.</p> <p>Musical games.</p> <p>Play instruments.</p>

	B. Compose	<p>1.1 Create a sequence of long and short sounds. 1.2 Clap rhythms. 1.3 Create a mixture of different sounds (long and short, loud and quiet, high and low). 1.4 Choose sounds to create an effect. 1.5 Sequence sounds to create an overall effect. 1.6 Create short, musical patterns. 1.7 Create short, rhythmic phrases</p>	Performance.
	D. Describe music	<p>1.1. Identify the beat of a tune. 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'. 1.2. Use rolling, hitting, running, jumping, catching and kicking skills in combination. 1.3. Develop tactics. 1.4. Lead others when appropriate.</p>	<p><u>Run, Jump, Throw</u> Week 1: To start and stop moving at speed. Week 2: To use our arms when running at different speeds. Week 3: To take off on two feet to jump for distance. Week 4: To use correct technique to throw different objects for distance. Week 5: To show improvement in our throwing. Week 6: To take part in a competition using running, jumping and throwing skills.</p> <p><u>Hit, Catch, Run</u> Week 1: To select a space to throw or roll a ball into. Week 2: To track and collect a rolling ball. Week 3: To catch a ball to stop an opponent from scoring. Week 4: To use our hands to hit a ball.</p>

			Week 5: To run between bases to score points.
PSHE	Being My Best	<ul style="list-style-type: none"> • I can choose a healthy meal with different food groups. • I can be persistent when learning a new skill. • I can name a few different ideas of what I can do if I find something difficult. • I can help my friends when they fall out. • I can explain why praise helps me to keep trying. 	<p>1: To recognise how a healthy variety of food can make us feel great.</p> <p>2: Recognise that learning a new skill requires practice and the opportunity to fail, safely</p> <p>3: To identify strategies to resolve conflict.</p> <p>4: To give and receive praise</p>

For English and maths plan see separate long term plans.