



Medium Term Plan – Summer 1

A Journey through Time

Owls

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	A. Investigate and interpret the past	1.1. Observe or handle evidence to ask questions and find answers to questions about the past. 1.2. Ask questions such as: What was it like for people? What happened? How long ago? 1.3. Use artefacts, pictures, stories, online sources and databases to find out about the past. 1.4. Identify some of the different ways the past has been represented.	<u>Castles</u> Week 1: What is a castle? Week 2: Early castles Week 3: Stone castles Week 4: Ways to attack a castle Week 5: Training as a knight, their armour and weapons
	B. Build an overview of world history	1.1. Describe historical events. 1.3. Recognise that there are reasons why people in the past acted as they did.	
	C. Understand chronology	1.1. Place events and artefacts in order on a time line. 1.2. Label time lines with words or phrases such as: past, present, older and newer. 1.4. Use dates where appropriate.	
	D. Communicate historically	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. 1.3. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	
Art & Design	A. Develop ideas	1.1. Respond to ideas and starting points. 1.2. Explore ideas and collect visual information. 1.3. Explore different methods and materials as ideas develop.	Week 1: Printed castles Week 2: Illuminated letters

	B. Master techniques	1.5. Use a combination of materials that are cut, torn and glued. 1.6. Sort and arrange materials. 1.7. Mix materials to create texture. 1.13. Colour (own work) neatly following the lines. 1.16. Use repeated or overlapping shapes.	Week 3: Castles in the style of Paul Klee's Castle and Sun Week 4: Designing shields
	C. Take inspiration from the greats	1.1. Describe the work of notable artists, artisans and designers. 1.2. Use some of the ideas of artists studied to create pieces.	
Design & Technology	A. Master practical skills	1.4. Cut materials safely using tools provided. 1.6. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). 1.7. Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen)	Week 3, 4 & 5: Design and make castles
	B. Design, make, evaluate and improve	1.1. Design products that have a clear purpose and an intended user. 1.2. Make products, refining the design as work progresses.	

	Key Skills	Milestones Covered	Lesson Outline
Science	A. Work scientifically	1.1. Ask simple questions. 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.	<u>Habitats</u> Week 1: Advertising a habitat Week 2: Exploring contrasting habitats Week 3: Going on a minibeast safari Week 4: Planning a habitat
	D. Investigate living things	1.2. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.	
RE	A. Understand beliefs and teachings	1.1. Describe some of the teachings of a religion. 1.2. Describe some of the main festivals or celebrations of a religion.	<u>In what ways is the synagogue important to Jewish people?</u> Week 1: Which buildings are important?

	C. Understand how beliefs are conveyed	1.1. Name some religious symbols. 1.2. Explain the meaning of some religious symbols.	Week 2: The Synagogue for worship. Week 3: The Synagogue as a community centre.
	D. Reflect	1.1. Identify the things that are important in their own lives and compare these to religious beliefs. 1.3. Ask questions about puzzling aspects of life.	Week 4: What makes Synagogues special places? What are our special places?
	E. Understand values	1.1. Identify how they have to make their own choices in life. 1.2. Explain how actions affect others.	
Computing	Creating media	I can describe music using adjectives I can identify simple differences in pieces of music I can say what I do and don't like about a piece of music I can create a rhythm pattern I can explain that music is created and played by humans I can play an instrument following a rhythm pattern I can connect images with sounds I can relate an idea to a piece of music I can use a computer to experiment with pitch I can explain how my music can be played in different ways I can identify that music is a sequence of notes I can refine my musical pattern on a computer I can add a sequence of notes to my rhythm I can create a rhythm which represents an animal I've chosen I can create my animal's rhythm on a computer I can explain how I changed my work I can listen to music and describe how it makes me feel I can review my work	<u>Digital music</u> Week 1: To say how music can make us feel and identify that there are patterns in music. Week 2: To experiment with sound using a computer. Week 3: To use a computer to create a musical pattern. Week 4: To create music for a purpose. Week 5: To review and refine our computer work.
Music	A. Perform	1.1. Take part in singing, accurately following the melody. 1.2. Follow instructions on how and when to sing or play an instrument. 1.3. Make and control long and short sounds, using voice and instruments. 1.4. Imitate changes in pitch.	<u>Friendship Song</u> Listen and appraise varied styles of songs about friendship. Learn the friendship song. Improvise with percussion instruments.

	B. Compose	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	Performance
	D. Describe music	1.1. Identify the beat of a tune. 1.2. Recognise changes in timbre, dynamics and pitch.	
PE	A. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	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.	<u>Run, Jump, Throw</u> Week 1: To move quickly whilst being aware of others around. Week 2: To create power with our legs to turn at speed. Week 3: To move through an obstacle course with speed and control. Week 4: To choose the best throw for different situations. Week 5: To use quick feet whilst sprinting. <u>Hit, Catch, Run</u> Week 1: To hit a ball and score points running to cones. Week 2: To defend a target by kicking. Week 3: To bowl underarm with control. Week 4: To hit a ball using different bats and techniques. Week 5: To throw accurately to a base.

PSHE	Being my Best	<ul style="list-style-type: none"> • I can explain what happens when I learn something new. • I can explain how setting a goal or goals will help me to achieve what I want to be able to do. • I can explain how hand hygiene stops viruses and germs from spreading. • I can give examples of what I can do and give to my body to stay healthy. • I can name different parts of my body that are inside me and help to turn food into energy. 	<ol style="list-style-type: none"> 1. Explain the stages of the learning line showing an understanding of the learning process. 2. To understand the importance of good hand and dental hygiene. 3. To recognise what the body needs to have energy and stay well. 4. To identify parts of the body that process food and create energy.
------	---------------	---	--

For English and maths plan see separate long term plans.