



Medium Term Plan – Summer 2

Around the World- UK

Owls

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
Geography	A. Investigate places	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?) 1.2. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. 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. 1.5. Use aerial images and plan perspectives to recognise landmarks and basic physical features. 1.6. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 1.7. Name and locate the world's continents and oceans.	<u>Exploring the UK.</u> Week 1: What is the UK? Week 2: England Week 3: Scotland Week 4: Wales Week 5: Northern Ireland Week 6: London
	B. Investigate patterns	1.2. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	
	C. Communicate geographically	1.1. Use basic geographical vocabulary to refer to: <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. 	

		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.	
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: Matchstick people in the style of L.S. Lowry Week 2: Landscapes inspired by Constable Week 3: Designing Tartan Week 4: Dragon art Week 5: Celtic knot designs Week 6: Guardsmen Week 7: Learning to plait
	B. Master techniques	1.1. Use thick and thin brushes. 1.12. Draw lines of different sizes and thickness. 1.13. Colour (own work) neatly following the lines. 1.14. Show pattern and texture by adding dots and lines. 1.15. Show different tones by using coloured pencils. 1.22. Use plaiting.	
	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.	

	Key Skills	Milestones Covered	Lesson Outline
Science	A. Work scientifically	1.1. Ask simple questions. 1.3. Perform simple tests 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>Feeding and Exercise</u> Week 1: Message in a bottle Week 2: Classifying food Week 3: Food chains Week 4: Testing bird food Week 5: Designing an exercise and diet plan Week 6: Being a food safety officer
	C. Understand animals and humans.	1.6. Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). 1.7. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.	
	D. Investigate living things	1.4. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	

RE	A. Understand beliefs and teachings	1.1. Describe some of the teachings of a religion.	<u>What is the Good News Jesus Brings?</u> Week 1: What is good news? Week 2: Good news - friendliness Week 3: Good news - forgiveness Week 4: Good news - peace Week 5: Showing friendliness through helping others Week 6: Which matters most; friendliness, forgiveness or peace?
	D. Reflect	1.1. Identify the things that are important in their own lives and compare these to religious beliefs. 1.2. Relate emotions to some of the experiences of religious figures studied. 1.3. Ask questions about puzzling aspects of life.	
	E. Understand values	1.1. Identify how they have to make their own choices in life. 1.2. Explain how actions affect others. 1.3. Show an understanding of the term 'morals'.	
Computing	Programming	I can identify that a program needs to be started I can identify the start of a sequence I can show how to run my program I can change the outcome of a sequence of commands I can match two sequences with the same outcome I can predict the outcome of a sequence of commands I can build the sequences of blocks I need I can decide which blocks to use to meet the design I can work out the actions of a sprite in an algorithm I can choose backgrounds for the design I can choose characters for the design I can create a program based on the new design I can build sequences of blocks to match my design I can choose the images for my own design I can create an algorithm I can compare my project to my design I can debug my program I can improve my project by adding features	<u>Programming Quizzes</u> Week 1: To explain that a sequence of commands has a start. Week 2: To explain that a sequence of commands has an outcome. Week 3: To create a program using a given design. Week 4: To change a given design. Week 5: To create a program using my own design. Week 6: To decide how my project can be improved.
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.	<u>Reflect, Rewind and Replay</u> Listen and appraise classical music. Listen to varied styles of songs. Learn musical language and notation.

		1.4. Imitate changes in pitch.	Sing the songs learned during the year. Improvise with percussion instruments. Performance
	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	
	C. Transcribe	1.1. Use symbols to represent a composition and use them to help with a 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 work individually to run over a longer distance. Week 2: To improve strength to increase our jumping distance. Week 3: To create power when throwing for distance. Week 4: To use breathing techniques to be able to run more. Week 5: To cooperate with our partners to complete a task well. Week 6: To listen to others and work as a team to achieve the highest score possible. <u>Hit, Catch, Run</u> Week 1: To time our run around the bases to stay safe.

			<p>Week 2: To kick a ball into space using different parts of the foot.</p> <p>Week 3: To respond to how a ball is being bowled when hitting.</p> <p>Week 4: To learn about the role of the wicketkeeper.</p> <p>Week 5: To learn about the role of the backstop and its likeness to the wicketkeeper.</p> <p>Week 6: To bowl underarm in a game with accuracy.</p>
PSHE	Growing and Changing	<ul style="list-style-type: none"> • I can give support to a friend. • I can describe feelings of loss and suggest what someone can do if a friend moves away. • I can describe the stages of growth I have been through and what I look forward to in my future. • I can name the human private parts that are used to make a baby. • I can talk about keeping private parts private. 	<ol style="list-style-type: none"> 1. To give positive feedback to someone. 2. To recognise the range of feelings associated with loss and to discuss things people can do to feel better. 3. To identify the different stages of growth and what people are able to do at these different stages. 4. To identify the human private parts/genitalia and explain that they are used to make a baby. 5. To explain who can see someone's private part, what consent means and how to protect privacy.

For English and maths plan see separate long term plans.