



Medium Term Plan – Summer 1

A Journey through Time

Owls

| | Key Skills Covered | Milestones Covered | Lesson Outline/ Continuous Provision Activities |
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| 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. | Castles 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 Week 6: Knights 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 3: Castles in the style of Paul Klee's Castle and Sun |

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| | 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 4: Illuminated letters Week 5: Observational art - plants Week 6: Designing a shield |
| | 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 |
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| Science | A. Work scientifically | 1.1. Ask simple questions. 1.2. Observe closely, using simple equipment. 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>Plants</u> Week 1: What is a plant? Week 2: Identifying parts of plants Week 3: Deciduous and evergreen trees Week 4: Identifying parts of a tree Week 5: Observing plants Week 6: Plant fact file |
| | B. Understand plants | 1.1. Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. 1.2. Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. 1.3. Observe and describe how seeds and bulbs grow into mature plants. 1.4. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | |
| RE | A. Understand beliefs and teachings | 1.1. Describe some of the teachings of a religion. | <u>What questions do stories in the Bible make us want to ask?</u> Week 1: What do you learn from stories? Week 2: What do we learn from the parables of Jesus? Week 3: Lost and found Week 4: Miracles of Jesus – are they tricks or real? |
| | 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. | |

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| | E. Understand values | <p>1.1. Identify how they have to make their own choices in life.</p> <p>1.2. Explain how actions affect others.</p> <p>1.3. Show an understanding of the term 'morals'.</p> | <p>Week 5: The puzzling story</p> <p>Week 6: What questions can we ask when we read and explore stories?</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 a Pop style.</p> <p>Learn to sing the song Your Imagination.</p> <p>Musical games.</p> <p>Play instruments.</p> <p>Performance.</p> |
| | B. Compose | <p>1.1 Create a sequence of long and short sounds.</p> <p>1.2 Clap rhythms.</p> <p>1.3 Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>1.4 Choose sounds to create an effect.</p> <p>1.5 Sequence sounds to create an overall effect.</p> <p>1.6 Create short, musical patterns.</p> | |

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| | | 1.7 Create short, rhythmic phrases | |
| | 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. | <p><u>Run, Jump, Throw</u></p> <p>Week 1: To start and stop at speed. Week 2: To use our leading arm to help us throw. Week 3: To take off on two feet to jump at distance. Week 4: To use the correct technique to throw different objects for distance. Week 5: To move in different ways to show good balance, coordination and agility. Week 6: To take part in a competition using running, jumping and throwing skills.</p> <p><u>Hit, Catch, Run</u></p> <p>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. Week 5: To hit a ball off a cone. Week 6: To work as a team to score points.</p> |

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| 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> |
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For English and maths plan see separate long term plans.