



Medium Term Plan – Summer 2

Around the World- Exploring the 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.	
Design & Technology	A. Master practical skills	1.1. Cut, peel or grate ingredients safely and hygienically. 1.3. Assemble or cook ingredients.	Week 3: Fruit skewers

	Key Skills	Milestones Covered	Lesson Outline
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>Identifying Materials</u> Week 1: Exploring and identifying different materials. Week 2: Finding different materials and observing their uses. Week 3: Identifying and exploring liquids. Week 4: Comparing the use of different materials for specific uses. Week 5: Investigating the best materials for protective packaging.
	F. Investigate materials	1.1. Distinguish between an object and the material from which it is made. 1.2. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.	

		<p>1.3. Describe the simple physical properties of a variety of everyday materials.</p> <p>1.4. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>1.5. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>1.6. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.</p>	Week 6: Identifying and exploring powders
RE	A. Understand beliefs and teachings	1.1. Describe some of the teachings of a religion.	<p><u>How do people know how to behave?</u></p> <p>Week 1: Does everyone have the same rules?</p>
	B. Understand practices and lifestyles	1.1. Recognise, name and describe some religious artefacts, places and practices.	<p>Week 2: What are the Ten Commandments?</p> <p>Week 3: What rules do Jewish people follow?</p>
	D. Reflect	<p>1.1. Identify the things that are important in their own lives and compare these to religious beliefs.</p> <p>1.3. Ask questions about puzzling aspects of life.</p>	<p>Week 4: What are the rules for a day of rest?</p>
	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: Are all rules equally important?</p> <p>Week 6: How do the Ten Commandments help people to keep the Golden rule?</p>
Computing	Programming	<p>I can compare different programming tools</p> <p>I can find which commands to move a sprite</p> <p>I can use commands to move a sprite</p> <p>I can run my program</p> <p>I can use a Start block in a program</p> <p>I can use more than one block by joining them together</p> <p>I can change the value</p> <p>I can find blocks that have numbers</p> <p>I can say what happens when I change a value</p> <p>I can add blocks to each of my sprites</p> <p>I can delete a sprite</p> <p>I can show that a project can include more than one sprite</p>	<p><u>Programming animations</u></p> <p>Week 1: To choose a command for a given purpose.</p> <p>Week 2: To show that a series of commands can be joined together.</p> <p>Week 3: To identify the effect of changing a value.</p> <p>Week 4: To explain that each sprite has its own instructions.</p> <p>Week 5: To design the parts of a project.</p> <p>Week 6: To use my algorithm to create a program.</p>

		<p>I can choose appropriate artwork for my project</p> <p>I can create an algorithm for each sprite</p> <p>I can decide how each sprite will move</p> <p>I can add programming blocks based on my algorithm</p> <p>I can test the programs I have created</p> <p>I can use sprites that match my design</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>Reflect, Rewind and Replay</u></p> <p>Listen and appraise selected pieces of classical music.</p> <p>Learn about the language of music and how it is recorded.</p> <p>Sing the songs learned this year.</p> <p>Play instruments and compose own pieces in groups.</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> <p>1.7. Create short, rhythmic phrases</p>	
	C. Transcribe	<p>1.1. Use symbols to represent a composition and use them to help with a performance.</p>	
	D. Describe music	<p>1.1. Identify the beat of a tune.</p> <p>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'.</p> <p>1.2. Use rolling, hitting, running, jumping, catching and kicking skills in combination.</p> <p>1.3. Develop tactics.</p> <p>1.4. Lead others when appropriate.</p>	<p><u>Run, Jump, Throw</u></p> <p>Week 1: To use agile movements in different activities.</p> <p>Week 2: Different ways to recognise the start and end of an activity e.g. whistle.</p> <p>Week 3: To develop stamina when running.</p> <p>Week 4: To develop core strength to improve throwing.</p>

			<p>Week 5: To leap, stride, jump and travel in different ways.</p> <p>Week 6: To choose the best starting position for running quickly.</p> <p><u>Hit, Catch, Run</u></p> <p>Week 1: To run quickly to stump a base.</p> <p>Week 2: To begin to hit a ball with accuracy.</p> <p>Week 3: To move and intercept a ball.</p> <p>Week 4: To run around bases to score points.</p> <p>Week 5: To catch a ball to get a batter out.</p> <p>Week 6: To stop the other team from scoring points.</p>
PSHE	Growing and Changing	<ul style="list-style-type: none"> • I can tell you some things that babies need. • I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do. • I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried. • I can name the body parts girls and boys have that are the same and which body parts are different. • I can name the adults I can talk to at home and school if I need help. 	<p>1: To think of what babies need to stay happy and healthy.</p> <p>2: To identify the changes they have made since they were a baby.</p> <p>3: To identify the difference between a surprise and a secret. To identify who they can talk to about secrets.</p> <p>4: To identify some internal organs and systems and those body parts which are private.</p> <p>5: To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts.</p>

For English and maths plan see separate long term plans.