



## Medium Term Plan – Summer 1

### Around the World

#### Owls

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	1. Investigate and interpret the past	<ul style="list-style-type: none"> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> </ul>	
	4. Communicate historically	<ul style="list-style-type: none"> <li>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.</li> <li>Show an understanding of the concept of nation and a nation's history.</li> <li>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	
Geography	1. Investigate places	<ul style="list-style-type: none"> <li>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?).</li> <li>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> </ul>	<u>Around the UK.</u> Week 1: What is the UK? Week 2: England Week 3: Scotland Week 4: Wales Week 5: Northern Ireland

		<ul style="list-style-type: none"><li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li><li>Name and locate the world’s continents and oceans.</li></ul>	
	2. Investigate patterns	<ul style="list-style-type: none"><li>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.</li></ul>	
	3 Communicate geographically	Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"><li>Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li><li>Key human features, including: city, town, village, factory, farm, house, office and shop.</li><li>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.</li></ul>	
Art & Design	1. Develop ideas	<ul style="list-style-type: none"><li>Respond to ideas and starting points.</li><li>Explore ideas and collect visual information.</li><li>Explore different methods and materials as ideas develop.</li></ul>	Week 1: Matchstick people in the style of L.S. Lowry Week 2: Landscapes inspired by Constable Week 3: Designing Tartan Week 4: Islamic art Week 5: Dragon art Week 6: Celtic knot designs
	2. Master techniques	<ul style="list-style-type: none"><li>Use thick and thin brushes.</li><li>Draw lines of different sizes and thickness.</li><li>Colour (own work) neatly following the lines.</li><li>Show pattern and texture by adding dots and lines.</li><li>Use repeating or overlapping shapes.</li></ul>	
	3. Take inspiration from the greats	<ul style="list-style-type: none"><li>Describe the work of notable artists, artisans and designers.</li><li>Use some of the ideas of artists studied to create pieces.</li></ul>	
Enrichment Opportunities			

	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	<ul style="list-style-type: none"> <li>• Ask simple questions.</li> <li>• Observe closely, using simple equipment.</li> <li>• Perform simple tests.</li> <li>• Identify and classify.</li> <li>• Use observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help in answering questions.</li> </ul>	<u>Wild and wonderful creatures.</u> Week 1: Different kinds of animals. Identify a variety of common animals (birds, fish, amphibians, reptiles, mammals, invertebrates). Week 2: We are wonderful creatures too! Consider the differences/similarities between what humans want and what they need to survive. Week 3: Habitats in a bottle. Research the basic needs and habitats of some wild animals. Week 4: Facts and Flaps. Rainfall. Continuing research to make a lift the flap information booklet about the wild animal. Week 5: Micro-safaris. Discuss a range of African animals and create a class safari scene. Week 6: Tour guides and visitors. Understand the dangers and warnings associated with wild animal safaris.
	3. Understand animals and humans	<ul style="list-style-type: none"> <li>• Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>• Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).</li> <li>• Notice that animals, including humans, have offspring which grow into adults.</li> </ul>	
RE	1. Understand beliefs and teachings	<ul style="list-style-type: none"> <li>• Describe some of the teachings of a religion.</li> <li>• Describe some of the main festivals or celebrations of a religion.</li> </ul>	<u>What do Muslims learn from stories about Muhammad?</u> Week 1: Our favourite stories Week 2: Islam Week 3: Stories about Muhammad Week 4: More stories about Muhammad Week 5: What messages do the stories tell?
	2. Understand practices and lifestyles	<ul style="list-style-type: none"> <li>• Recognise, name and describe some religious artefacts, places and practices.</li> </ul>	
	3. Understand how beliefs are conveyed	<ul style="list-style-type: none"> <li>• Name some religious symbols.</li> <li>• Explain the meaning of some religious symbols.</li> </ul>	

	4. Reflect	<ul style="list-style-type: none"> <li>Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>Ask questions about puzzling aspects of life.</li> </ul>	
	5. Understand values	<ul style="list-style-type: none"> <li>Identify how they have to make their own choices in life.</li> <li>Explain how actions affect others.</li> </ul>	
Computing	2. Connect	<ul style="list-style-type: none"> <li>Understand online risks and the age rules for sites</li> </ul>	<u>Digital writing</u> Week 1: Exploring the keyboard Week 2: Adding and removing text Week 3: Exploring the toolbar Week 4: Making changes to writing Week 5: Explaining my choices
	3. Communicate	<ul style="list-style-type: none"> <li>Use a range of applications and devices in order to communicate ideas, work and messages.</li> </ul>	
Music	1. Perform	<ul style="list-style-type: none"> <li>Take part in singing, accurately following the melody.</li> <li>Follow instructions on how and when to sing or play an instrument.</li> <li>Make and control long and short sounds, using voice and instruments.</li> <li>Imitate changes in pitch.</li> </ul>	<u>Having fun with improvisation</u> Week 1: Getting dressed Week 2: Dress up Week 3: Brush our teeth Week 4: Get ready Week 5: Up and down
	2. Compose	<ul style="list-style-type: none"> <li>Create a sequence of long and short sounds.</li> <li>Clap rhythms</li> <li>Create a mixture of different sounds.</li> <li>Choose sounds to create an effect.</li> <li>Sequence sounds to create an overall effect.</li> <li>Create short, musical patterns.</li> <li>Create short, rhythmic phrases.</li> </ul>	
	4. Describe music	<ul style="list-style-type: none"> <li>Identify the beat of a tune.</li> <li>Recognise changes in timbre, dynamics and pitch.</li> </ul>	
PE	1. Develop practical skills in order to participate, compete and lead a	<ul style="list-style-type: none"> <li>Use the terms 'opponent' and 'team-mate'.</li> <li>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>Develop tactics.</li> <li>Lead others when appropriate.</li> </ul>	<u>Health and Fitness</u> Week 1: Active Challenge – Roll the Dice Workout (1) Week 2: Large Ball Skills Week 3: How many can you? Week 4: Active Challenge – Roll the Dice Workout (2)

	healthy lifestyle.		<p>Week 5: Circus Skills Challenge</p> <p>Week 6: Building up stamina</p> <p><u>Bat and Ball Skills</u></p> <p>Week 1: Throwing, bouncing and balancing</p> <p>Week 2: Catch tennis</p> <p>Week 3: Target tennis</p> <p>Week 4: Rally 1, 2, 3</p> <p>Week 5: Tennis</p>
PSHE	1. Try new things	<ul style="list-style-type: none"> <li>Try new things with the help of others.</li> <li>Talk about some things of personal interest.</li> </ul>	<p><u>Being My Best</u></p> <p>Week 1: How we learn.</p> <p>Week 2: My choices.</p> <p>Week 3: Why do we need to wash?</p> <p>Week 4: Keeping teeth strong.</p> <p>Week 5: How does my body work?</p> <p>Week 6: Basic first aid</p>
	2. Work hard	<ul style="list-style-type: none"> <li>Work hard with the help of others.</li> <li>Enjoy the results of effort in areas of interest.</li> <li>Take encouragement from others in areas of interest.</li> </ul>	
	3. Concentrate	<ul style="list-style-type: none"> <li>Give attention to areas of interest.</li> <li>Begin to 'tune out' distractions.</li> <li>Begin to show signs of concentration.</li> <li>Begin to seek help when needed.</li> </ul>	
	6. Improve	<ul style="list-style-type: none"> <li>Share with others likes about own efforts.</li> <li>Choose one thing to improve (with help).</li> <li>Make a small improvement (with help).</li> </ul>	
	8. Not give up	<ul style="list-style-type: none"> <li>Try again with the help of others.</li> <li>Try to carry on even if a failure causes upset.</li> <li>Keep going in activities of interest.</li> </ul>	

For English and maths plan see separate long term plans.