

SUNNINGWELL CE PRIMARY SCHOOL
MEDIUM TERM PLANS
SPRING 1 - CLASS 2



Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
History	<p>Investigate and interpret the past</p> <p>Begin to understand chronology</p> <p>Communicate historically</p>	<p>How travel and transport has changed throughout history</p> <p>How cars, trains and aeroplanes were invented.</p> <p>Know some of the significant individuals of the past who have contributed to national and international achievements.</p>	<p>WK1: Introduce topic Draw images of different types of transport. Knowledge Harvest. What do we already know about different types of transport? Mindmap. Write sentences about what you would like to learn.</p> <p>WK3: What was different in the past? Have cars and aeroplanes always existed? How did people travel to different countries in the past?</p> <p>WK4: Who were the vikings? Watch video and discuss. Design Viking Longboat Make Viking Longboat (2 sessions)</p> <p>Wk 5: Make Viking Longboat (session 2) Compare old and new cars. Look at car building on a timeline. Compare and label old and new cars on the activity sheet.</p> <p>Wk 6: George Stephenson - opening of the railways. Writing about a journey on a steam train.</p>
Geography	Communicate geographically	<p>Discuss how children travel around. How do they get to school?</p>	<p>WK 2: How I get to school Children to discuss how they travel to the shops? See Family? Write sentences to describe your route to school. Draw a simple map to show your journey to school.</p>
Art	Follow instructions	Sketch modes of transport	WK1: Learn sketching techniques through circling

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	<p>Practise fine motor skills (tearing the paper)</p> <p>Practise eye-hand coordination</p> <p>Glue paper on the balloon</p> <p>Apply paint</p> <p>Weaving techniques</p> <p>Scribbling</p> <p>Circling</p> <p>Sketching techniques</p> <p>Hatching</p> <p>Cross hatching</p>	<p>Design and make hot air balloons from paper mâché.</p> <p>Weave strips of paper to create baskets for the hot air balloons.</p> <p>Design, make and paint wooden aeroplanes from clothes pegs and lollipop sticks.</p>	<p>WK2: Start the first layer of the balloon with the paper mâché-allow to dry</p> <p>WK3 Start the second layer of the balloon with the paper mâché-allow to dry</p> <p>WK4: Use acrylic paints to apply paint on the hot air balloons</p> <p>WK5: Make the weaving baskets and attach to the hot air balloons</p> <p>WK6: Make aeroplanes using wooden pegs and lollipop sticks</p>
RE	<p>Does Creation help people understand God?</p> <p>Knowing it...</p> <p>Living it....</p> <p>Linking it...</p>	<p>Understand Christian /Jewish belief about Creation and the character of God</p>	<ol style="list-style-type: none"> 1. Pinocchio comparisons & Creation Story. 2. Creation Story – create aide memoir. 3. Sabbath. 4. Stewardship, what have we done & what can we do. 5. Reflect, can we promote stewardship. 6. IT – digital literacy.
Computing	<p>Digital writing</p> <p>Publishing</p> <p>Searching</p>	<p>Using Google docs to write up script for advert in literacy.</p> <p>Internet - researching modes of transport - changes over time.</p> <p>Digital literacy</p>	<p>During Literacy lessons</p> <p>Topic lessons</p>

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<p>Music</p>	<p>Class 2 will be part of Singing Listening Pulse/Beat</p>	<p>Sing songs regularly with a pitch range of do-so with increasing vocal control. Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately. Introduce the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause) That children will follow dynamic direction; crescendo and decrescendo. Sing rounds and partner songs in different time signatures (2, 3 and 4) Look at information about Anglo Saxon instruments link with oral history and ballads. Watch a video related to stone-age instruments (Class 3 focus) – consider materials and https://www.youtube.com/watch?v=qgKR_y0iDao Listen to ancient music from Anglo Saxon times including a psalter (Class 4 focus). https://www.bl.uk/anglo-saxons/articles/music-in-anglo-saxon-england Donna nobis pacem, include music to talk about time signature and how to begin to read music. Consider performance body posture and breathing for singing.</p>	<p>Week 1 - Sing – Warm up – Double, double Ballads – Camelot/Excalibur Canon singing – O Give Thanks. Listen – The Wreck of the Edmund Fitzgerald – assembly entry music. - watch short film on stone-age musical instruments. Week 2 - Sing – Continue with ballads. Intro Speed Bonnie Boat Listen - Edmund Fitzgerald Week 3 – Sing – warm up with ‘double’ practice ballads. Week 4 - Sing – Practice and refine ballads and canons – intro Donna nobis. Week 5 – Sing – practice ballads and canons, Listen to psalter. Week 6 – perform</p>
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PE	<p>Negotiate space</p> <p>Passing a ball</p> <p>Receiving a ball</p> <p>Throwing a ball under arm</p> <p>Catching the ball</p> <p>Perform basic body actions individually and in pairs through dance.</p> <p>Choose appropriate dance movements for different dance ideas.</p> <p>Move with control.</p>	<p>Participate in simple team games.</p> <p>Develop simple tactics for attacking and defending through games such as handball and bench ball.</p> <p>Become confident in catching and throwing a ball of different sizes.</p> <p>Create and repeat short dances inspired by themes such as toys, animals and seasons.</p> <p>Perform a short dance to communicate different moods, feelings and ideas linked to a story.</p>	<p>WK1: Negotiate space and work with partners in order to develop throwing and catching techniques. Dance and movement to the story of Noah's Ark</p> <p>WK2: Work as a team in order to develop throwing and catching techniques. Dance and movement to the story of Noah's Ark</p> <p>WK3: Finding a space to receive a ball. Dance and movement to the story of Noah's Ark</p> <p>WK4: Understand the rules of the game and apply simple tactics for attacking and defending. Dance and movement linked to transport.</p> <p>WK5: Introduce the game of bench ball. Dance and movement linked to transport.</p> <p>WK6: Improve bench ball techniques and play a game. Dance and movement linked to transport.</p>
PSHE/RSE	<p>Spring 1</p> <p>Worship</p> <p>Making good choices</p> <p>Developing Respect and celebrating differences</p>	<p>New beginnings</p> <p>Space Makers and children introduced to leading worship</p> <p>Introducing children to the story of the Good Samaritan – how it aligns with our school moto 'I will show you my faith by my works'</p> <p>Encourage doing good – even small, random acts of kindness can make a difference.</p>	<p>Week 1 – making good choices – New Year's Res.</p> <p>Week 2 – making good choices (Jiminy Cricket)</p> <p>Week 3 – Celebrating differences.</p> <p>Week 4 – Random acts of kindness</p> <p>Week 5 – The Good Samaritan – aligning with our school moto and 'do unto others'</p> <p>Week 6 – Making a positive contribution – the Widow's Mite</p>