

SUNNINGWELL CE PRIMARY SCHOOL
MEDIUM TERM PLANS-Summer 1
CLASS 1



The History of Britain after 1066- Kings and Queens

Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
Understanding the World <ul style="list-style-type: none"> ● Past and Present ● People, Culture and Communities 	Draw simple information from a map Recognise some similarities and differences between life in this country and life in other countries.	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps . Locate different countries on the world map. Look at different features of the world map (e.g. what the colours on the map represent) Look at a range of flags representing different countries, including the UK.	WK 1-6 -Linked to our text in literacy , <i>Zeraffa Giraffa</i> , find out and discuss similarities and differences between life in Egypt, France and the UK. Look at the map of the world and locate Egypt, France and the UK Look at and discuss different features on coins from past and present Find out about the Kings and Queens from the period of time the story is set and compare the information with the present one. Look at and compare the features of the flag of Egypt, France and the UK) Identify the colours of the Union Jack and talk about what they each represent.
Expressive arts and design	Develop and apply different sketching techniques (follow on from previous term) Develop own ideas through experimentation with a range of investigatory	Sketch a toy from the past (peg dolls, teddies) Make an old fashioned toy. Sketch and paint a portrait of a British King or Queen, refining a variety of artistic effects to express own ideas and feelings.	WK 1 Observe and discuss different features of toys from past and present using a range of photos and real artefacts to sketch part of a toy. WK 2 Create a peg doll using old fashioned pegs and recycled textiles. WK 3- 4 Observe and discuss different features of portrait painting. Create the

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	materials to create special effects	Use a range of materials to create an item linked to the royal family: design and create a crown for a king/ queen using different craft materials design and create a castle , using a range of materials.	portrait of King Charles III / Queen Elizabeth. WK 5-6 Design and make a crown for the new king. Design and make a castle for the new king , using a range of materials (recycled cardboard, Lego bricks, Duplo, wooden blocks)
RE	Understand the concepts of love, kindness, peace, endurance, friendship and trust	Listen to and comment on a range of stories featuring kindness, love, leave, endurance, friendship and trust. Link the above concepts to real life situations.	1.The Good Samaritan - Kindness 2. The Lost Sheep - Love 3. Calming of the Storm - Peace 4. Jesus Heals the Paralysed Man - Endurance 5. The Man Who Came Through the Roof - Friendship 6. Daniel in the Lion's Den - Trust
Computing	Turn on/ off a computer Select a programme Use the keypad	Recognise technology that is used at home and in school. Understand what a computer is and the different uses of computers i.e. learning, communicating, finding information, playing games etc.	WK 1-6 Access a range of interactive phonics games to support blending Level 2 & 3 sounds (www.phonicsplay.co.uk) Access a range of interactive maths games to support cardinality, subitising skills, repeating patterns, problem solving (www.topmarks.co.uk)
Music	Singing Listening Musicianship	Regular singing – including songs from 1900s – WW2 Warmups for voice health Clapping/tapping to keep time Repertoire of music from WW2, music related to worship theme(s) and the Coronation. Listening – to be introduced to a range of music from 1800 – 1900. Swing – In the Mood (including dance). Classical – Valse Poética – Granados	WK1: Listen to In the Mood Sing – God Save the King - We are the World - Si, Si, Si - round Musical notation – intro quaver rest with clapping activity WK2: As above – discuss syncopation Sing Mares eat oats

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		Musicianship – discuss tempo related to songs and music that we are learning about. Revisit rallentando. Look again musical notation - quaver and crotchet rests	<p>WK3: As Wk2 plus Everything Stops for Tea</p> <p>WK4: Listen to Valse Poética, Ganados Songs from previous weeks Musical notation – crotchet rests</p> <p>WK5: As Wk 4 Sing Fire of London song</p> <p>WK6: Perform Reflect on learning from half term</p>
PE	<p>Throw and catch a soft ball</p> <p>Balance</p> <p>Hold and control of racket</p> <p>To roll and stop a ball</p> <p>Throw a ball overarm</p> <p>Hold a cricket bat</p>	<p>To throw and catch To self, developing control Throw and catch from one hand to the other</p> <p>Balance an object on a racket</p> <p>Racket familiarisation Moving whilst holding a racket</p> <p>Can roll a ball with some control Stop the ball using two hands</p> <p>Can throw a ball overarm with some control</p> <p>Can hold a cricket bat correctly Hit a slow rolling ball</p>	<p>Weeks 1 to 6- Develop the basic skills to play tennis</p> <p>Week 1-6 Develop the basic skills to play Kwik cricket.</p>
<p>PSHE</p> <ul style="list-style-type: none"> ● Self regulation ● Managing self ● Building relationships 	<p>Identify own feelings</p> <p>Understand feelings of others</p> <p>Negotiate and take turns</p> <p>Understand behaviour expectations</p>	<p>Show an understanding of own feelings and those of others and regulate behaviour accordingly</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Form friendships with peers;</p> <p>Show sensitivity to their own and to others’ needs.</p>	<p>Wk 1-6</p> <p>Read/ watch and discuss stories covering a range of aspects linked emotional literacy</p> <p>The Dot; Ish, The Present; Ruby’s Worry; One; The Colour Monster</p> <p>The Invisible String; On Sudden Hill</p>

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Enrichment	<p>Developing conversational skills</p> <p>Working with others</p> <p>Reading</p> <p>Art</p> <p>Customs and traditions in different cultures</p> <p>Exploring the environment</p>	<p>Reception children will develop their conversation skills by listen to people from the local community talk about toys from the past</p> <p>Children will be talking and working with older children in the school to develop both conversation and social skills</p> <p>Bob and Sandy, the Reading Dog, will spend time with children from Reception to share books</p> <p>Class 1 will work with older children in the school to develop skills in a range of art techniques and work on an art project linked with Carmen Sylva Cultural Centre in Sinaia, Romania.</p> <p>Class 1 will use the local environment, including the Spinney to develop an understanding of the world around them.</p>	<p>WK 1-6</p> <p>School visits from local residents (Bob Evans, Geoff Cross)</p> <p>Visiting the residents of Beaumont Care Home and talk about toys they used to play with when they were growing up.</p> <p>Online meeting with guests from India, Yemen and Romania who will talk to the children about the toys they used to play with when growing up.</p> <p>Work alongside Class 2 in PE and some of the Topic and Art classes.</p> <p>Continue to explore the local environment and talk about changes (trees in blossom, various plants, planting on the Glebe as part of a local project focusing on plants diversity)</p>
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