

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



Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
History	<p>To develop an awareness of the past</p> <p>To identify differences and similarities between ways of life in different periods.</p> <p>To know and understand key features of an event beyond living memory that are nationally significant.</p> <p>To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>To understand key features of events, choosing and using parts of stories and asking and answering questions.</p>	<p>Talk about how the buildings in London were different in the past.</p> <p>Describe how people travelled differently in London in the past.</p> <p>Explain how past and present London are different and similar.</p> <p>Describe some jobs that people have now.</p> <p>Discuss some jobs that people had in 1666.</p> <p>Explain how the jobs that people have now and jobs that people had in 1666 are similar and different.</p> <p>Explain how the fire started and why it spread.</p> <p>Put the events of the fire into the order they happened.</p> <p>Discuss the effect of the fire on London.</p> <p>Discuss different historical sources of information about the fire.</p> <p>Identify which sources are most helpful and explain why.</p> <p>Identify which sources are least helpful and explain why.</p> <p>Discuss the problems that caused the fire to spread.</p> <p>Describe how I think London should have been rebuilt after the fire.</p> <p>Explain the reasons why changes happened.</p> <p>Describe the problems that meant the fire was able to spread.</p> <p>Describe what happened during the fire.</p> <p>Explain how and why London changed after the fire.</p>	<p>WK 1: London: Past and Present</p> <p>WK 2: Life in the 17th century</p> <p>WK 3: The events of the Great Fire</p> <p>WK 4: How do we know about the Great Fire?</p> <p>WK 5: What happened after the Great Fire?</p> <p>WK 6: What have we learnt about the Great Fire?</p>
Art	<p>Develop and apply different sketching techniques to include hatching and cross hatching</p> <p>Observational drawings</p> <p>Use of materials to create a collage.</p>	<p>Make peg dolls after looking at images of peg dolls from the past using a variety of resources.</p> <p>Design and make a collage of the Great Fire of London.</p> <p>Gather and sort materials focusing on whether materials chosen are appropriate and what they will look like in their final piece.</p> <p>Cut and tear paper and card for their collages</p> <p>Design and make a Tudor Rose.</p>	<p>WK 1: Introduce sketching techniques. Look at PPT of toys past and present and get children to discuss different features.</p> <p>Visitors to show class real toys from the past.</p> <p>Children to ask questions and explore artefacts.</p> <p>WK 2: Make peg dolls using a range of materials</p> <p>WK 3 - 4: Design collage of the great fire of London.</p> <p>Sketch design and think about colours and resources.</p>

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	<p>Follow instructions</p> <p>Practise fine motor skills (tearing the paper)</p> <p>Apply paint</p>	<p>Reflect upon and improve their piece of art.</p>	<p>WK 5: Explain the history of the Tudor Rose and show children examples. Children to make their own designs</p> <p>WK 6: Create Tudor Rose based on design using paint or pastels.</p>
RE	<p>Who Should You Follow</p> <p>Knowing it...</p> <p>Living it...</p> <p>Linking it...</p>	<p>To find out about religious leaders and how and why they are followed.</p> <p>To learn some stories about religious leaders and their significance for believers.</p>	<p>WK 1: Moses</p> <p>WK 2: The Ten Commandments and the Golden Rule</p> <p>WK 3: Joshua</p> <p>WK 4: Joshua's Wall Project</p> <p>WK 5: Leadership Qualities and Skills</p> <p>WK 6: Questions to ask a Leader</p>
Computing	<p>Computing systems and networks</p>	<p>Explain how to technology helps us</p> <p>Identify rules to keep us healthy and safe when using technology</p> <p>Create Google slides presentation</p> <p>Use a mouse to click and drag</p> <p>Click and drag to make objects on a screen</p> <p>Create text box</p> <p>Typing</p> <p>Change font</p> <p>Change font size and colour</p> <p>Change background colour</p> <p>Use a mouse to create a picture</p> <p>Change picture size</p> <p>Say what a keyboard is for</p> <p>Delete letters</p> <p>Open work from a file</p> <p>Use the arrow keys to move the cursor</p> <p>Animate on Google slides</p>	<p>WK 1: To add a title on Google slides</p> <p>WK 2: To change font on Google slides</p> <p>WK 3: To add pictures on Google slides</p> <p>WK 4: To edit and improve Google slides</p> <p>WK 5: To animate Google slides</p> <p>WK 6: To present Google slide presentation to the class</p>

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<p>Music</p>	<p>Singing Listening Musicianship</p>	<p>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 Musicianship – discuss tempo related to songs and music that we are learning about. Revisit rallentando. Look again musical notation - quaver and crotchet rests</p>	<p>WK1: Listen to In the Mood Sing – God Save the King - We are the World - Si, Si, Si - round</p> <p>Musical notation – intro quaver rest with clapping activity WK2: As above – discuss syncopation Sing Mares eat oats WK3: As Wk2 plus Everything Stops for Tea WK4: Listen to Valse Poética, Ganados Songs from previous weeks Musical notation – crotchet rests WK5: As Wk 4 Sing Fire of London song WK6: Perform Reflect on learning from half term</p>
<p>PE</p>	<p>Throw and catch using a small ball</p> <p>Balance</p> <p>Hold and control a racket</p> <p>To roll and stop a ball</p> <p>Throw and catch a ball overarm and underarm</p> <p>Hold a cricket bat correctly</p>	<p>Develop control in throwing and catching Bounce pass to self and a partner Throw and catch from one hand to the other</p> <p>Balance a ball on the racket with control and whilst moving</p> <p>Racket familiarisation Moving with the racket in forehand and backhand positions</p> <p>Can roll a ball with some control Stop the ball using 2 hands and sometimes 1 hand</p> <p>Throw the ball towards a target with control</p> <p>Can hold a bat correctly</p>	<p>Weeks 1 to 6- Tennis</p> <p>Weeks 1 to 6- Kwik cricket</p>

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		Can hit a ball off a tee with some control	
PSHE	<p>Try new things To share opinions and express views Work hard Develop concentration skills Improve Be resilient</p>	<p>Try new things and be willing to 'have a go' with the help of others To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. .Work hard with the help of others Enjoys the results that effort brings Give time and attention to areas of interest Try to avoid distractions/zoning out Show signs of concentration Choose one thing to improve Make a small improvement Try again when something is challenging Try to carry on even if failure results in feeling upset Keep going in activities of interest.</p>	<p><u>Being My Best</u> WK 1: How do we learn? WK 2: My Choices WK 3/4 : How can I improve? What can I improve? WK 5/6: How to face disappointment, not give up and rise like a star</p>