

SUNNINGWELL CE PRIMARY SCHOOL
MEDIUM TERM PLANS
CLASS 2
Year B Autumn 1



Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Wk 5 - God in other Religions Provision
Geography	<p>Name and locate seven continents and five oceans.</p> <p>Understand geographical similarities and differences through studying human and physical geography.</p> <p>Use basic geographical vocabulary.</p> <p>Use simple compass directions.</p> <p>Use world maps and atlases.</p>	<p>To understand why cities are twinned.</p> <p>To know which cities Oxford is twinned with.</p> <p>To know key information about some of the cities Oxford is twinned with.</p> <p>To compare Oxford with its twin cities.</p>	<p>Wk2 Hook; knowledge harvest</p> <p>Wk3 Why are cities twinned; cities twinned with Oxford; locating cities on world map; compass directions</p> <p>Wk4 World continents; world oceans</p> <p>Wk5 Find Leon on world map; directions from the UK; physical features; culture; food; language</p> <p>Wk6 Find Wroclaw on world map; directions from the UK; physical features; culture; food; language</p> <p>Wk7 Compare Leon and Wroclaw with Oxford</p>
Art	<p>Follow instructions</p> <p>Practise fine motor skills</p> <p>Practise eye-hand coordination</p> <p>Sketching techniques</p> <p>Explore using a range of materials- colouring pencils, sketching pencils,</p>	<p>Make your own dress up doll with traditional dress (Leon).</p> <p>Make a papier mache bird - The guardabarranco (National bird of Nicaragua)</p> <p>Pencil drawings of Oxford architecture using coloured pencils to form a skyline mural.</p>	<p>Wk 1- Show children images of traditional dress from Nicaragua and Poland.</p> <p>design and make a paper doll and costume using a range of materials.</p> <p>Wk 2-5 - Look at images of the National bird of Nicaragua. Make a paper mache model of the Guardabarranco.</p> <p>Wk 6-7- Introduce Architecture - modern and traditional in Oxford. Children choose and sketch their favourite image. - complete pencil drawings using coloured pencils.</p>
RE	<p>Who do different Christians believe God is? Beliefs & Questions</p>	<p>Explore different names and attributes of God; introduce Trinity, revise Creator.</p>	<p>Wk 1 -The Lost Sheep</p> <p>Wk 2 - Loving and Forgiving</p>

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	Community & Identity Reality & Truth		Wk 3 - Communicate Wk 4 - God in other Religions Wk 5 - God in other Religions Wk 6 - God in other Religions Wk 7 - God in Humanism
Computing	Computing linked with Topic Log into a computer Use a computer safely and responsibly Create a document Save a document Open a document	To identify technology To identify a computer and its main parts To use a mouse in different ways To use a keyboard to type on a computer To use the keyboard to edit text To create rules for using technology responsibly	I can explain technology as something that helps us. I can locate examples of technology in the classroom. I can name the main parts of a computer. I can switch on and log into a computer. I can use a mouse to click and drag. I can use a mouse to create a picture. I can use a mouse to open a program. I can save my work to a file. I can type on a computer. I can delete letters. I can open my work from a file. I can identify rules to keep us safe and healthy when we are using technology.
Music	Listen – music from local musicians. Sing – Continents and Oceans songs https://www.youtube.com/watch?v=K6DSMZ8b3LE https://www.youtube.com/watch?v=X6BE4VcYngQ Consider pitch, dynamics and tempo non standard musical notation. Perform – short pieces with dynamics/rhythm and songs/canons with other classes.	Children begin to use musical terminology to discuss pieces of music. Introduction to Simon Bolivar Orchestra and Gustavo Dudamel https://www.youtube.com/watch?v=w-qFrH2Cno8 https://www.youtube.com/watch?v=_1ynC1RB3kY https://www.youtube.com/watch?v=NYvEvP2cmdk https://www.youtube.com/watch?v=tjff572AvCg Felix Klieser – French Horn Player – Understanding how a change of pitch will occur with length of pipe https://www.facebook.com/ClassicFM/videos/felix-klieser-plays-the-french-horn-with-his-toes-classic-fm/257501683175486/	Wk 1 – Beat/tempo – clapping/ tapping/clicking (fast/slow) use online metronome. Listen to fast/slow pieces of music. Practice C and O songs each week. Wk 2 – Intro musical notation for beat/rhythm then as Wk 1 WK 3 - talk about pitch (instruments and voices). Explore with recorders. WK 4 – use unpitched instruments to explore rhythm and tempo. Discuss dynamics (loud/quiet).

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			<p>Wk 5 - Discuss non-standard musical notation to show pitch rhythm and dynamics. Create/scribe a short piece in groups/pairs. Practice and discuss using technical vocab.</p> <p>Wk 6 – As Wk 5 (how to improve?)</p>
Music Whole School		<p>Children will</p> <p>Listen to English/Polish/Nicaraguan music. Compare and contrast music from different cultures. Live music provided by Radley College musicians (Musical Flood Radley College)</p> <p>Sing in English/Spanish/Polish songs</p> <p>Musicianship – keep time – use body percussion and develop understanding of musical notes and rests. Respond to non-standard rhythm notation including time signatures.</p> <p>Listen for entry of sung pieces.</p> <p>Perform – rounds and songs/Musical Flood and body percussion.</p>	<p>Wk 1 – voice warm up.</p> <ul style="list-style-type: none"> - Body percussion – intro crotchet and crotchet rest. - Polish song/Spanish 1-10 song <p>Wk 2 As Wk 1 + quaver and quaver rest</p> <p>Wk 3 As Wk 2 + Números a 20</p> <p>Wk 4 As Wk 3 + Mi Caballo Blanco</p> <p>Wk 5 As Wk 4 + rehearse for Wk 5</p> <p>Wk 6 Perform to parents</p>
PE	<p>Master basic movement, running and jumping.</p> <p>Use of equipment, soft ball and bean bags</p>	<p>Move with space control and awareness of space.</p> <p>Negotiate space successfully. Develop spatial awareness.</p> <p>Hold a position whilst balancing on different points of the body.</p> <p>Stretch and curl to develop flexibility</p> <p>To develop underarm throwing techniques.</p>	Wk 1 -7
PSHE/RSE	<p>Having high aspirations</p> <p>Star qualities</p> <p>Recognising and managing feeling</p> <p>Being positive learners</p> <p>Recognising different strengths.</p> <p>Going for and achieving goals</p>	<p>To think about the star qualities I already have and those I would like to develop.</p> <p>To be able to explain how a positive learning attitude can help me.</p> <p>Talk about what people can do and understand that personal interests and skills make people suited to doing a job.</p> <p>I can think about things I would like to achieve in the future.</p> <p>I can think about changes which might happen to me and consider how I feel about them.</p>	<p>Wk 1 - Growth Mindset</p> <p>Wk2 - What makes us feel special? How do we manage when we find things difficult?</p> <p>Wk 3 - To identify what we are good at, what we like and dislike. How do we manage when things are difficult?</p> <p>Wk4 - 5 To recognise that we have different strengths.</p>

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			What strengths and interests might someone need to do different jobs? Wk 6 - To think about change and loss; to identify feelings and recognise what makes people feel better.
Enrichment	Develop conversational skills and positive interactions by working with others,	Children will talk and work with older children in the school to develop both conversational and social skills alongside a love of reading with the support of Year 5 & 6 pupils.	WK 1-7 Weekly Buddy Reading sessions