

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



Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
Geography		Northern and Southern hemisphere. Warm and cold areas of the world.	
Science	<p>Weather and Climate:</p> <p>Learn about the seasons</p> <p>Learn about the weather during different seasons</p> <p>Learn about recording the weather</p> <p>Learn about hot and cold areas of the world</p>	<p>Name weather types in the UK</p> <p>Identify daily changes in weather</p> <p>Identify seasonal changes across a year</p> <p>Recognise weather symbols</p> <p>Use world maps and globes to identify the UK and begin to locate other countries</p> <p>Locate hot and cold countries of the world</p> <p>Make simple observations about weather in the UK</p> <p>Develop presentation skills</p> <p>Use basic subject specific vocabulary</p>	<p>Lesson 1 - I can name 4 types of weather that happen in the UK; I am beginning to understand how our weather changes throughout the year – seasons; I can begin to observe (look at) the weather; I can record my observations in a weather diary.</p> <p>Lesson 2 - I can name the 4 seasons; I can describe some of the changes that take place in these seasons; I can name 3 types of weather that may affect us; I can explain some ways the weather affects us in the clothes we wear, how we travel and the things we do.</p> <p>Lesson 3 - I can describe what weather forecasts show; I can look at 3 or more weather symbols and tell my partner what weather they show; I can work cooperatively (together) with my partner to present a weather forecast for parts of the UK; I can use and explain 5 new key words when talking about the different types of weather.</p> <p>Lesson 4 - I can explain 3 ways in which the weather can be dangerous to us; I can understand some of the things that 'extreme' weather can do to our surroundings; I can use computing to design a poster campaign to help people</p>

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			<p>look after themselves in very hot weather.</p> <p>Lesson 5 - I can explain how countries have different climates which can be hot or cold; I can name a hot country and a cold country and explain how they are different; I can begin to locate (find) these countries on a world map.</p> <p>Lesson 6 - I can tell my partner 3 facts about the Arctic; I can research the Arctic with my partner and present facts to my class.</p> <p>I can locate (find) the Arctic on a world map or a globe; I can begin to locate other places such as the North Pole, the South Pole and the Antarctic.</p>
Art	<p>Depict the seasons using collage</p> <p>Watercolours</p> <p>Pastels</p> <p><u>DT</u></p> <p>Design and construct a windmill</p>	<p>Use a combination of materials that are cut, torn and glued Sort and arrange materials Mix materials to create texture</p> <p>Use paints, add white to colours to make tints and black to colours to make tones</p> <p>Use pastels to discover smudging and blending</p> <p>Create a suitable design</p> <p>Make a stable construction</p> <p>Evaluate- What is good and what could be better</p>	<p>WK1 Winter scene/snow</p> <p>Wk2 Summer/sun</p> <p>WK3 Spring/rain/hail</p> <p>WK4 Design and make a windmill</p> <p>WK5 Create a windmill base and attach Evaluate-What is good ? What could be better?</p>

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RE	"Why do many Christians meet together regularly and what do they do?"	Learning about key religious milestones in the journey through life as a Christian.	<p>Wk 1 - My Special Place</p> <p>Wk 2 - The Pentecost Story</p> <p>Wk 3 - Christenings and Baptisms</p> <p>Wk 4 - Eucharist (Holy Communion)</p> <p>Wk 5 - Visit to St Leonard's</p>
Computing	Computer Art	<p>To access an appropriate program for achieving a specific task</p> <p>To switch between program tools to produce different techniques</p> <p>To alter the formatting of a tool to adjust the colour or size</p>	<p>Wk 1 - Pixel Pointillism</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a computer program to recreate an artistic style. • I can create computer art.</p> <p>Wk 2 - Mastering Mondrian</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a computer program to recreate an artistic style. • I can use a range of tools in a computer program to reproduce a style of art.</p> <p>Wk 3 - Producing Picasso</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a computer program to recreate an artistic style. • I can make and edit shapes to create a piece of art.</p> <p>Wk 4 - Colour Coding</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of</p>

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			<p>using a computer program to recreate an artistic style. • I can change the shade of a colour for effect.</p> <p>Wk 5 - PC Pop Art To use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a computer program to recreate an artistic style. • I can retrieve a file to edit in a computer program.</p> <p>Wk 6 - Creating a Masterpiece! To use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a computer program to recreate an artistic style. • I can use a range of skills to create a piece of art.</p>
Music	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p>	<p>Listen – Four Seasons Sing – weather/climate songs Musicianship – (de)crescendo, pause Perform – singing, weather piece Compose – untuned percussion to create a weather piece – consider dynamics</p> <p>Verdi – “Storm in ‘Otello’” https://www.youtube.com/watch?v=7e9VPsa7EKc Chopin – “Winter Wind” https://www.youtube.com/watch?v=Zsks5L2QP00 Debussy - "What the West Wind Has Seen," from Preludes, Book 1 https://www.youtube.com/watch?v=HbychhPBkk4 R. Strauss - "Alpine Symphony" – “Calm Before the Storm” https://www.youtube.com/watch?v=mhpRDgsVdxc and “Thunder and Storm – Decent” https://www.youtube.com/watch?v=hnF87fo4NQo Alkan - "Le Vent" https://www.youtube.com/watch?v=TGzG6nPWSro and, from Op. 39 Etudes,</p>	<p>Wk 1 Learn "Sun, Rain, Wind and Snow" song. https://www.youtube.com/watch?v=tfAB4BXSHOA</p> <p>Wk 2 Listen to wind and storm music and respond through movement.</p> <p>Wk 3 Use percussion instruments to experiment with crescendo and diminuendo</p> <p>Wk 4 Compose - create a weather piece/soundscape using non standard notation.</p> <p>Wk5 - Perform "Sun, Rain, Wind and Snow"</p>

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	<p>Whole school music Listening Singing (including a canon) Beginning to understand standard and non-standard notation</p>	<p>"Comme le Vent" https://www.youtube.com/watch?v=NsGrV1HF_tk Vaughn Williams – "Slow Air" https://www.youtube.com/watch?v=LyCVFr4kkzg and "Pastoral Symphony II Lento Moderato" https://www.youtube.com/watch?v=V1-AvbaCwgA</p> <p>Listen to music and understand that music can be used to evoke weather/seasons. Being to know the names of the instruments used in the performances. Develop understanding of rhythm and notation through exercises and singing from music. Learn to sing a canon about the months of the year. Learn a range of songs about weather and climate including a Spanish song.</p>	<p>Wk 1 Listen to Vivaldi's Four Seasons – Winter - can the children tell which season is being depicted? Learn about the stringed instruments used. Vocal warm up/rhythm practice. Begin to Learn Thirty Days (canon) and Sing for the Climate (PP Songs for Spring 1 2024) Wk 2 – 5 As Wk 1 with introduction of other songs including Spanish ¿Que Tiempo Hace? When it's a Sunny Day, It's Raining in my Heart, Climate Change Song (Sounds of Silence) to perform in final week.</p>
PE	<p>Negotiate space Passing a ball Receiving a ball Throwing a ball under arm Catching the ball Perform basic body actions individually and in pairs through dance.</p>	<p>Participate in simple 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 with a partner</p>	<p>WKS 1-5 Throwing catching, simple ball games</p> <p>WKS 1-5 Dance</p>

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	Choose appropriate dance movements for different dance ideas. Move with control.	Perform a short dance to express mood, feelings and emotions	
PSHE/RSE	Understanding what our dreams and goals are and learning how we can achieve them, as well being able to support others achieve their own dreams and goals	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Wk1 - Can I set simple goals? Can I talk about the things I do well? Wk 2 - Can I understand the rights and responsibilities as a member of my class? Wk 3 - Do I know and understand how to make my class a safe place for everybody to learn? Wk 4 - Can I recognise how it feels to be proud of an achievement? Wk 5 - Can I recognise the choices I make and understand the consequences? Can I recognise the range of feelings I experience when I face certain consequences?
Enrichment	Develop a love of reading Learn about customs and traditions from different cultures	Bob and Sandy will spend time with children from Reception to share books Reception children will develop their conversation skills by meeting and talking to people from the local community and develop their understanding of the local environment. Intercultural Art Project with Carmen Sylva Class 1 will work alongside older children in the school to develop skills in a range of art techniques and work on an art project in partnership with Carmen Sylva Cultural Centre in Sinaia, Romania	Weekly school visits from local residents (Bob Evans, Anthea Pearson) that support children with their listening and understanding skills and well as with their reading skills. Art and DT Continue to carry out the Intercultural Art Project in partnership with Carmen Sylva Cultural Centre from Sinaia,

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			Romania on a set of chosen topics linked to the school curriculum.
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