

SUNNINGWELL CE PRIMARY SCHOOL

MEDIUM TERM PLANS

CLASS 2 - Summer 1 2024

My family and other animals



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Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
Science	<p>To sort and classify objects (animals) into simple groups. To use scientific language to talk about their findings.</p> <p>To notice patterns and relationships between groups.</p> <p>To use simple secondary sources to find answers to a question.</p> <p>To ask simple scientific questions and use scientific language to answer them.</p> <p>To use simple secondary sources to find answers and talk about their findings to an audience.</p> <p>To carry out simple practical tests and use observations and ideas to suggest answers to questions.</p> <p>To carry out simple practical tests, make careful observations and draw simple conclusions.</p>	<p>Identify and match several animal offspring and their adult forms. Describe the main characteristics of the offspring found in different animal groups.</p> <p>Describe the main stages of at least two different animal life cycles and compare these life cycles.</p> <p>Identify several ways that humans grow and develop through each life cycle stage.</p> <p>Name the three basic needs of all animals to survive.</p> <p>Describe the effects of exercise and begin to explain the importance of exercise for the human body.</p> <p>Identify several foods according to the basic food groups and talk about the importance of a balanced diet.</p> <p>Explain how to be hygienic and why this is important.</p>	<p>WK 1: Animal offspring</p> <p>WK 2: Life cycles</p> <p>WK 3: Growing up</p> <p>WK 4: Survival</p> <p>WK 5: Exercise</p> <p>WK 6: Healthy living</p>

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Art	<p>DT</p> <p>Design and create an animal finger puppet</p> <p>Make a moveable butterfly</p> <p>Make an animal from a plate</p>	<p>Design functional images of a product Select and use a range of tools to make a product Select and use a range of materials to make their characters Evaluate their ideas and product</p> <p>Create a 3d butterfly with moveable wings Use of coloured pencils to blend</p> <p>Correctly choose and use collage materials</p>	<p>WK1 Design</p> <p>Wk 2 Make and evaluate finger puppets</p> <p>WK 3-4 3D butterfly</p> <p>WK5-6 Paper plate animals</p>
RE	<p>How do Christians know what is right? Pupils can say what rules apply to them. Pupils can talk about a universal rule for both Religious and Non-Religious people. Pupils can talk about religious rules. Pupils can talk about the basis for the rules that they follow.</p>	<p>There are a lot of shared ideas about the rules that people follow coming from different sources. The Golden Rule is shared by many different groups of people. A person's worldview will affect what they think is right or wrong. The Ten Commandments may apply to many different people in different ways.</p>	<p>Wk. 1 – Rules for me Wk. 2 & 3 – British Values Wk. 4 – The Golden Rule Wk. 5 – Christian Rules Wk. 6 – Other Religious Rules</p>
Computing	<p>Using the internet</p>	<p>To search the internet using the words "for kids" To follow a weblink To understand how to blog safely and responsibly</p>	<p>WK 1: One word search I can search the Internet using one word. I can stay safe when using the Internet.</p>

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		<p>To identify search results that will give some useful information To know where to find the address of a link To log in and post a blog or comments To recognise common websites to which search results are linked To upload photos to a blog</p>	<p>WK 2: For kids I can search the Internet to find results suitable for children. I can search for information safely online. WK 3: Links I can follow links to another web page. I can follow links safely online. WK 4: Taking photos for our blog I can create content for an online blog. I can use a camera to take safe photos to use online. WK 5: Blogging I can create content for an online blog. I can use an online blog safely and respectfully. WK 6: Comments I can post positive comments and responses on a blog.</p>
<p>Music Whole School</p>	<p>Listening to a range of music and identifying similarities/differences. Singing animal songs including those from other traditions and canons. Developing body percussion.</p>	<p>All children will listen to a range of classical music related to animals. They will develop their coordination and ability to use their bodies to create sounds and patterns. Some children will develop their understanding of how composers use instruments, patterns in music and rhythms to portray animals. Children will learn a range of songs (including rounds) related to animals.</p>	<p>Wk 1 Listen to Carnival of the animals (Swan in all assemblies, Elephant on Wed) movement intro. Intro Nyngara (A Sackful of Songs), Mud, mud, Kookaburra. Intro. Cupped hands clap and 3 (clap, tap, tap (chest)) Wk 2 Listen to Lark Ascending (assemblies) Peter and the wolf (Birds theme) on Wed. https://www.youtube.com/watch?v=aqZRHv7iqfQ Intro the flute. Body percussion</p>

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			<p>https://www.youtube.com/watch?v=ssZ6RNwyT3c (from 5 mins). Songs as above plus Wk 3 Intro Flight of the bumble bee. Body percussion and songs as above. Intro The Lion Sleeps Tonight. Wk 4 – 6 Repeat Listening from Wk 1-3. Further develop singing and body percussion – as above.</p>
Music Class	<p>Musicianship Pulse/Beat</p> <p>Listen - Carnival of the Animals/Samba Sing – animal songs from other traditions</p>	<p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <ul style="list-style-type: none"> • Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. • Learn copycat rhythms, copying a leader Invent rhythms for others to copy on untuned percussion. • Read and respond to chanted rhythm patterns, and represent them with stick notation • Create and perform their own chanted rhythm patterns with the same stick notation. <p>Key vocabulary - beat, tempo (faster or slower pace), rhythm, notation(stick),</p>	<p>Listen -Carnival of the Animals/Samba Sing -animal songs from other traditions Wk 1 - Exploring tempo Listen to - Carnival of the Animals/Samba Wk 2 - Respond to the beat of a piece of music - La Mourisque by Susatoby Wk 3 - tapping knees on the first (strongest) beat and clapping the remaining beats. Wk 4 - Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Wk 5 - Read and respond to rhythm patterns - stick notation. Wk 6 -Create and perform their own chanted rhythm patterns with the same stick notation.</p>
PE	<p>Throw and catch using a small ball</p> <p>Balance a ball</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 Racket familiarisation</p>	<p>WK1-6 Tennis</p>

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	<p>Hold and control a racket</p> <p>To roll and stop a ball Throw and catch a ball overarm and underarm Hold a cricket bat correctly</p>	<p>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 Throw the ball towards a target with control Can hold a bat correctly</p>	<p>WK1-6 Kwik Cricket</p>
PSHE/RSE	<p>RELATIONSHIPS Know how to make friends.</p> <p>Try to solve friendship problems when they occur.</p> <p>Help others to feel part of a group.</p> <p>Help others to feel part of a group.. Know how to help themselves and others when they feel upset or hurt.</p> <p>Know and show what makes a good relationship.</p>	<p>Families</p> <p>Making Friends</p> <p>Greetings</p> <p>People Who Help Us</p> <p>Being My Own Best Friend</p> <p>Celebrating My Special Relationships</p>	<p>Wk 1 - Can I identify the members of my family and understand that there are lots of different types of families. Wk 2 - Can I identify what being a good friend means to me?</p> <p>Wk 3 - Do I know appropriate ways of physical contact to greet my friends and know which ways I prefer? Wk 4 - Do I know who can help me in my school community?</p> <p>Wk 5 - Can I recognise my qualities as a person and a friend?</p> <p>Wk 6 - I can tell you why I appreciate someone who is special to me</p>
Enrichment	<p>Developing conversational skills by working with others.</p>	<p>Children will be talking and working with older children in the school to develop both conversation and social skills. DEAR - Drop Everything and Read - weekly session every Friday.</p>	<p>Wk 1 - 6 Children to be given the opportunity to develop their listening skills, by responding to as well as asking</p>

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	Find out about climate change and its impact.	Outreach assembly – Dr. Charlie Rex, University of Oxford reading	questions that come up in conversations and are linked to story books read during DEAR reading sessions. Wk.1 Dr. C. Rex visits Sunningwell School to talk to all pupils about climate change and its impact.
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