

SUNNINGWELL CE PRIMARY SCHOOL  
MEDIUM TERM PLANS  
CLASS 1 - Summer 1 2024  
**Animals Including Humans**



| Subject area   | Key Skills Covered  | Milestones Covered  | Lesson Outline/Continuous Provision   |
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| <p>Understanding the World</p> <p>Science</p> <p>Geography</p> | <p>Observe changes in nature as the seasons change</p> <p>Learn about local wildlife</p> <p>Learn about ways of protecting wildlife and supporting its habitat.</p> <p>Develop geographical vocabulary through concepts of place, space and environment</p> | <p>Explore the natural world around them.</p> <p>Observe how seeds develop into plants.</p> <p>Understand the effect of the changing seasons on the natural world around them, as we transition from spring to summer.</p> <p>Describe what they see, hear and feel and touch whilst outside.</p> <p>Identify key elements in the local environment,</p> <p>Recognise some similarities and differences between local habitats and habitats in other countries and recognise that some environments are different to the one in which they live.</p> <p>Draw information from a simple map.</p> | <p>WK1: Identify wildlife in the local environment (pond, Spinney)</p> <p>WK 2: Learn about the human body – How do I stay healthy and safe?</p> <p>WK 3- 4 What do humans need to survive? What do animals need to survive – identify similarities and differences .</p> <p>WK 5- 6: Animals and their habitats ( animals found in the UK vs animals found in other countries)</p> <p>WK1-6 Plant seeds and observe how they develop into plants. Discuss what plants need in order to grow.</p> <p>Key vocabulary: Climate, habitat, nocturnal and diurnal animals, hibernation, wild animals, farm animals, pets, carnivores, herbivores , omnivores, amphibian, reptiles, mammals, food chain, body parts (humans and animals).</p> |
| Expressive arts and design                                     | <p>Recreate an image</p> <p>Make an animal sock puppet</p> <p>Make a hedgehog</p>   | <p>Observational skills</p> <p>Create an image using collage materials in the style of Paul Klee</p> <p>Encourage creativity and imagination</p> <p>Develop fine motor skills and build hand-eye coordination</p> <p>Cutting out skills</p> <p>Create a character using collage</p>   | <p>WK 1-2 Collage in the style of Paul Klee</p> <p>WK3 -4 Make sock puppets</p> <p>WK 5-6 Make a paper plate hedgehog</p>   |

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| <p>RE</p> <p>Does everyone believe in God?</p> | <p>Understand that :</p> <ul style="list-style-type: none"> <li>-Many people believe in some divine being.</li> <li>-Many people believe that there is no God and that humans are free to make their own choices.</li> <li>-There are lots of stories that people tell to help them understand the ideas.</li> </ul> | <ul style="list-style-type: none"> <li>-Pupils know that different people use the word 'God' to mean slightly different things.</li> <li>-Pupils will have some understanding of different characteristics attributed to God or the divine.</li> <li>-Pupils have some understanding of a small range of Religious and Non-Religious Worldviews.</li> <li>-Pupils can share their own ideas about God.</li> </ul>  | <p>Wk. 1 – Islam &amp; God</p> <p>Wk. 2 – Hinduism &amp; God</p> <p>Wk. 3 – Judaism &amp; God</p> <p>Wk. 4 – Humanism &amp; God</p> <p>Wk. 5 – Humanism &amp; God</p> <p>Wk. 6 – Me &amp; God</p>   |
| <p>Computing</p>                               | <p>Turn on/ off a computer</p> <p>Select a programme</p> <p>Use the keypad</p>   | <p>Recognise technology that is used at home and in school.</p> <p>Understand what a computer is and the different uses of computers i.e. learning, communicating, finding information, playing games etc.</p>   | <p>WK 1-6</p> <p>Access the Rhino books matching the letters and sounds covered in Phonics (<a href="http://www.twinkl.co.uk">www.twinkl.co.uk</a>)</p> <p>Access a range of interactive phonics games to support blending Level 2 &amp; 3 sounds (<a href="http://www.phonicsplay.co.uk">www.phonicsplay.co.uk</a>)</p> <p>Access a range of interactive maths games to support cardinality, subitising skills, repeating patterns, problem solving (<a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a>)</p>   |
| <p>Music</p> <p>Whole school</p>               | <p>Listen to a range of music and identifying similarities/differences.</p> <p>Sing animal songs including those from other traditions and canons.</p> <p>Develop 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.</p> <p>Some children will develop their understanding of how composers use instruments, patterns in music and rhythms to portray animals.</p> <p>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.</p> <p>Intro. Cupped hands clap and 3 (clap, tap, tap (chest)</p> <p>WK 2 Listen to Lark Ascending (assemblies) Peter and the wolf (Birds theme) on Wed.</p> <p><a href="https://www.youtube.com/watch?v=aqZRHv7iqfQ">https://www.youtube.com/watch?v=aqZRHv7iqfQ</a></p> <p>Intro the flute. Body percussion</p> <p><a href="https://www.youtube.com/watch?v=ssZ6RNwyT3c">https://www.youtube.com/watch?v=ssZ6RNwyT3c</a> (from 5 mins). Songs as above plus</p> <p>WK 3 Intro Flight of the bumble bee.</p> <p>Body percussion and songs as above. Intro The Lion Sleeps Tonight.</p> <p>Wk 4 – 6 Repeat Listening from Wk 1-3. Further develop singing and body percussion – as above.</p> |

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| <p>PE</p>  | <p>Throw and catch a soft ball</p> <p>Balance</p> <p>Hold and control of racket</p> <p>Roll and stop a ball</p> <p>Throw a ball overarm</p> <p>Hold a cricket bat</p> | <p>Develop the skills of throwing and catching a ball</p> <p>Develop the skills of throwing and catching a ball from one hand to another</p> <p>Learn how to bounce and catch a ball using a cone.</p> <p>Develop the skill of balancing a ball on a racket.</p> <p>Negotiate space successfully when moving freely whilst holding a racket</p> <p>Rolling a ball with some control<br/>Stopping a ball using 2 hands</p> <p>Holding a cricket bat correctly<br/>Hitting a slow rolling ball with a bat</p> | <p>WKS 1- 6: Develop the basic skills to play tennis</p> <p>WKS 1-6: Develop the basic skills to play Kwik cricket.</p>  |
| <p>PSHE</p> <ul style="list-style-type: none"> <li>• Self regulation</li> <li>• Managing self</li> <li>• Building relationships</li> </ul> | <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>Jigsaw Programme</p> <p>WK1: My family and Me - <i>Identifying some of the jobs I do in my family and how I feel like I belong</i></p> <p>WK2: Make friends, make friends, never ever break friends- <i>Knowing how to make friends to stop myself from feeling lonely (Part 1)</i></p> <p>WK3: Make friends, make friends, never ever break friends - <i>Thinking of ways to solve problems and stay friends (Part 2)</i></p> <p>WK4: Falling Out and Bullying - <i>Understanding the impact of unkind words (Part 1)</i></p> <p>WK5: Falling Out and Bullying – <i>Developing strategies to calm myself in order to manage my feelings-(Part 2)</i></p> <p>WK6: Being the best friends we can be-<i>Knowing how to be a good friend</i></p> <p>Stories covering a range of aspects linked emotional literacy:<br/><i>The Dot; Ish, The Present; Ruby's Worry; One; The Colour Monster</i><br/><i>The Invisible String; On Sudden Hill</i></p> |

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| Enrichment | <p>Develop conversational skills by working with others</p> <p>Develop a love of reading</p> <p>Learn about customs and traditions from the UK and other cultures</p> <p>Find out about climate change and its impact.</p> | <p>Children will be talking and working with older children in the school to develop both conversation and social skills alongside a love of reading with the support of Year 5 &amp; 6 pupils.</p> <p>Bob and Sandy will spend time with children from Reception to share books</p> <p>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.</p> <p>Children learn about special events people celebrate in the UK and other parts of the world ( Orthodox Easter May 5<sup>th</sup> , May 17<sup>th</sup> – Endangered Species Day)</p> <p>Intercultural Art Project with Carmen Sylva</p> <p>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 <i>Carmen Sylva</i> Cultural Centre in Sinaia, Romania.</p> <p>Outreach assembly – Dr. Charlie Rex, University of Oxford</p> | <p>WK 1-6</p> <p>Weekly Buddy Reading sessions</p> <p>-children in Reception develop their listening skills, by responding to as well as asking questions that come up in conversations and are linked to story books read by the Year 5&amp;6 pupils.</p> <p>Weekly school visits from local residents ( Bob Evans, Anthea Pearson, Jill Cowley) that support children with their listening and understanding skills and well as with their reading skills.</p> <p><u>Art and DT</u></p> <p>Continue the Intercultural Art Project in partnership with <i>Carmen Sylva Cultural Centre</i> from Sinaia, Romania on a set of chosen topics linked to the school curriculum.</p> <p>WK.1 Dr C. Rex visits Sunningwell School to talk to all pupils about climate change and its impact.</p> |
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