

SUNNINGWELL CE PRIMARY SCHOOL  
MEDIUM TERM PLAN – SUMMER 2- KINGS AND QUEENS  
CLASS 1 2023-2024



Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
<p>Understanding the World</p> <p>History:</p> <ul style="list-style-type: none"> <li>• Past and Present</li> <li>• People, Culture and Communities</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>• Maps</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>• Natural world</li> <li>• Seeds to plants</li> </ul>	<p>Comment on images of familiar situations that happened in the past</p> <p>Understand what the British Values are and what they stand for</p> <p>Draw information from a simple map</p> <p>Observe the natural world in the immediate environment</p>	<p>Reflect on the learning experience offered by the school trip to Windsor Castle in May 2024</p> <p>Understand the historical importance of Windsor Castle and its key features: the Royal Standard, the Changing of the Guards, St George's Chapel, Queen Mary's Dolls House;</p> <p>Begin to organise events using basic chronology, recognising that things happened before they were born.</p> <p>Find out about the Romanian Royal Family and its links to the British Royal Family. Virtual tour of the Peles Castle from Sinaia, Romania.</p> <p>Name the British Values and understand what they stand for.</p> <p>Regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in the UK are subject to its law.</p> <p>Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.</p> <p>Look at the map of the UK and Romania and locate Oxford, London, Windsor and Sinaia on the map.</p> <p>Learn how to use our senses to interact with the natural world around us. Observe changes in nature as spring turns into summer.</p> <p>Observe how the seeds planted before half term turn into plants.</p>	<p>WKS 1-5 Kings, Queens and Palaces The British Royal Family ; King Charles and Queen Consort Camila; Queen Elizabeth II ; Buckingham Palace, Windsor Castle, Balmoral Castle and Highgrove House ( focus on history of the British Royal family ; use Google maps to locate different castles that belong to the British Royal family. Look at photos taken during the trip to Windsor Castle and identify the key features.</p> <p>Find out about the Romanian Royal family and its links to the British Royal family. Virtual tour of the Peles Castle from Sinaia, Romania.</p> <p>Use Google maps to locate Romania- Sinaia and identify where it is in relation to England – Oxford- Sunningwell.</p> <p>WKS 1-7 Discuss the British Values – name them and understand what they stand for : democracy, rule of law, respect, tolerance, individual liberty</p> <p>WKS 6-7 History and symbols of the Olympic games ( Greece, France-Paris where the Olympic games will be held this year)</p> <p>The Olympic Flag and its symbols ; the Olympic Torch ; Flags of different countries : colours, symbols and designs. WKS 1-7 Observe changes in the natural world and wildlife , as spring turns into summer Observe how seeds turn into plants – carry on activity from previous half term.</p>

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<p>Expressive Arts and Design</p>	<p>Design and make a crown by drawing, painting, cutting and glueing.</p> <p>Understand what a self-portrait is</p> <p>Investigate self-portraits by other artists</p> <p>Create a 'royal' self-portrait using a mirror</p> <p>Learn about the symbols of the Olympic games and recreate those, using a variety of materials</p>	<p>Create a model of a crown using a variety of materials for different parts of the crown</p> <p>Explore joining techniques using glue ,tape or string</p> <p>Explore different materials to develop ideas</p> <p>Draw with increasing complexity to include face shape ,eyes, nose ,mouth and hair.</p> <p>Painting - mixing colours ,choosing colours for a particular purpose</p> <p>Show different emotions in their drawings ,like happiness and sadness</p> <p>Find out about events that take part during the Olympic games and the iconic symbols linked to those: The Olympic Torch, The Olympic Rings , The Olympic Medals</p>	<p>WK1-2 Design and make a royal crown using a range or resources and tools. Reflect and improve own work when completed.</p> <p>WK 3-5 Understand the meaning of 'portrait' and 'self-portrait'. Look at famous artists' self-portraits (Vincent van Gogh and Pablo Picasso) Discuss how artists conveyed ideas about themselves; how do artists show themselves? Visit the National Portrait Gallery's website- virtual tour: <a href="https://www.npg.org.uk/whatson/exhibitions/2001/mirror-mirror-self-portraits-by-women-artists/virtual-tour">https://www.npg.org.uk/whatson/exhibitions/2001/mirror-mirror-self-portraits-by-women-artists/virtual-tour</a> Create own 'royal' self portrait</p> <p>WK 6-7 Recreate the symbols of the Olympic games: the Olympic Rings, The Olympic torch, The Olympic Medals, rock painting in the colours of the flags of some of the countries participating in the Olympic games.</p>
<p>RE</p> <p>What do people celebrate and why?</p>	<p>Pupils can show a simple understanding of religious and non-religious views.</p> <p>Pupils can recognise that some celebrations are religious, and some are non-religious.</p> <p>Pupils can talk about religions around the world and their festivals.</p> <p>Pupils can describe some things that happen in secular celebrations</p>	<p>Children begin to understand that:</p> <ul style="list-style-type: none"> <li>-People like celebrating the important events in life.</li> <li>-Celebrations help people to feel part of a community.</li> <li>-Lots of celebrations involve special food.</li> <li>-There are lots of ways to celebrate different events.</li> <li>-There are things that Christians do that show that they belong, this can include going to church.</li> <li>-Christians are people who believe in a God.</li> <li>-God came to Earth as Jesus.</li> </ul>	<p>Wk. 1 – Christianity &amp; Celebrations</p> <p>Wk. 2 – Judaism &amp; Celebrations</p> <p>Wk. 3 – Hinduism &amp; Celebrations</p> <p>Wk. 4 – Islam &amp; Celebrations</p> <p>Wk. 5 – Humanism &amp; Celebrations</p> <p>Wk. 6-7 – Our Celebrations</p>

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Computing	<p>Turn on/ off a computer Select a programme Use the keypad Use an iPad for taking photos</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>Use the iPad to take photos of own work/ designs and of their immediate environment.</p>	<p>WK 1-7 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>) 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>) Use the iPad to take photos of their immediate environment, when out and about ( Spinney, walk through the village)</p>
Music Whole School	<p>Listen to Rock, Pop, Blues.</p> <p>Sing for performance.</p> <p>Develop understanding of pitch.</p>	<p>All children will be exposed to a range of music and encouraged to join in singing for performance. Children will be introduced the traditions of Rock, Pop and Blues and compare to other known music.</p> <p>Develop voice warm-up using the concept of pitch.</p> <p>Musicianship – to understand accelerando and rallentando.</p> <p>Work in small groups within classes to create and perform short compositions using tempo change.</p>	<p>Wk. 1. Warm-up. Introduce musical for performance to all. Listen to Blues music contrast with Carnival of the Animals. Wk. 2. Warm-up. Practice songs from the performance. Listen to Rock music. Wk. 3. As week 2. Introduce accelerando and rallentando. Compare rock/blues with reference to rhythm and beat. Wk. 4. Warm-up. Practice for performance. Intro pop. Reinforce tempo change understanding. Wk. 5. Performance Wk. 6-7. Composition activities, including tempo change.</p>
PE	<p>Negotiate space safely when running a short distance, changing direction, speeding up and slowing down when instructed.</p> <p>Run a longer distance changing direction, speeding up and slowing down when instructed.</p> <p>Develop strength when throwing a ball</p>	<p>Recognise and perform changes in pace .</p> <p>Walk, jog and run</p> <p>Run for speed</p> <p>Run for distance</p> <p>Throw a ball for distance</p> <p>Jump forwards, backwards and sideways.</p> <p>Leap over objects ,developing co- ordination</p> <p>Start to develop jumping skills with two feet</p>	<p>WKS 1-7 Negotiate space successfully when running shorter and longer distances, changing direction , speeding up and slowing down when instructed.</p> <p>Sprint at full speed for a short distance.</p> <p>Build up stamina for running, gradually increasing the distance.</p> <p>Explore different ways of jumping though games and jumping sequences, bending knees when landing .</p> <p>Practise leaning forward and pushing their arms back to help them propel their body forwards;</p>

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	Build up muscle strength when jumping, leaning forward and pushing arms back in order to propel forwards.	Jump off one foot	Learn how to use their arms to balance when landing. Practise 'Sports Day' activities
<p>PSHE <i>*Following the Jigsaw Programme</i></p> <ul style="list-style-type: none"> <li>• Self regulation;</li> <li>• Managing self</li> <li>• Building and maintaining relationships</li> </ul>	<p>Understand different emotions and ways of coping with change, as we prepare to make the transition to Year 1</p> <p>Understand own feelings and the feeling of others Continue to negotiate and take turns Understand behaviour expectations</p>	<p>Understand that everyone is unique and special</p> <p>Express how they feel when change happens</p> <p>Understand the changes they see in themselves</p> <p>Understand and respect the changes they notice in other people</p> <p>Know who to ask for help if they are worried about change</p> <p>Begin to look forward to change, as we prepare to make the transition into Year 1</p>	<p>WK 1 My body : naming parts of the body</p> <p>WK 2 Respecting my body and identifying different ways of keeping healthy and fit</p> <p>WK 3 Learning about growing up and changes that take place in our body and we grow from babies to adults</p> <p>WK 4-5 Fun and fears : talking about things we look forward to as we move up to Year 1 from September and things we might be worried about being in Year 1</p> <p>WK 6-7 Celebrating memories we have made this year in Reception</p>
Enrichment	<p>Develop conversational skills by working with others</p> <p>Develop a love of reading</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, Anthea, Jill and Carol will spend time with children from Reception, supporting them in developing their conversational skills, sharing books and listening to them read.</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>WK 1-7</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 and Carol ) supporting children with their listening and understanding skills and well as with their blending skills when reading their own books.</p>

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	<p>Learn about customs and traditions from the UK and other cultures</p>	<p>July 10<sup>th</sup> – Outreach assembly delivered by a representative of the Bodleian Library, Oxford, focusing on the love of reading, children’s corner in the library and other activities available for families visiting the library in Oxford.</p> <p>Children learn about special events people celebrate in the UK and other parts of the world, focusing on International Children’s Day -June 1<sup>st</sup>, Empathy Day-June 6<sup>th</sup>, Father’s Day -June 16<sup>th</sup>, World Music Day June 21<sup>st</sup></p> <p>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 this academic year’s art project in partnership with <i>Carmen Sylva</i> Cultural Centre in Sinaia, Romania.</p>	<p>WK 6 - Outreach assembly delivered by a representative of the Bodleian Library, Oxford, with a focus on the love of reading and children’s books celebrated by the library.</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>
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