

SUNNINGWELL CE PRIMARY SCHOOL
MEDIUM TERM PLANS
CLASS 2 - SUMMER 2 2024 - IF I RULED THE WORLD



Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
History	<p>Historical investigations and interpretations: To address and devise historically valid questions about change, cause, similarity and difference and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Knowledge and understanding of Events, People and Changes in the Past: To recognise connections, contrasts and trends over time.</p> <p>Chronological understanding: To develop a chronologically secure knowledge and understanding of British, local & world history.</p>	<p>To understand the chronology of various significant British kings and queens. I can place them in the correct order.</p> <p>To recall some facts about different monarchs and make comparisons between Elizabeth I and Queen Victoria.</p> <p>To discuss how we know about the lives of some significant people in history, I can use historical facts to support my opinion about them.</p>	<p>Wk1: Class coronation, Knowledge harvest, Title page</p> <p>Wk2: What is a monarch? What are the good qualities of a monarch?</p> <p>Wk3: Who are the previous British monarchs?</p> <p>Wk4: Who becomes a king or queen? What is a family tree?</p> <p>Wk5: What did kings and queens eat at mediaeval banquets?</p> <p>Wk6: How were Queen Victoria and Queen Elizabeth I different as rulers?</p>
Geography	<p>Knowledge of the location of globally significant places.</p>	<p>To use an atlas to name and locate countries on a world map.</p> <p>To recognise country flags.</p>	<p>Which countries have King Charles III as their head of state?</p>
Art	<p>Collage</p> <p>Royal self portraits</p>	<p>Use a combination of materials that are cut torn and glued</p> <p>Sort and arrange materials.</p> <p>Mix materials to create texture</p> <p>Show pattern and texture by adding dots and lines</p> <p>Show different tones by using coloured pencil</p> <p>Experiment with a range of materials, techniques in the completed work</p>	<p>WK1-3 A royal stamp ,using collage material</p> <p>WK4-5 Royal self portraits</p>

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		Express emotion in an art piece	
RE	<p>What are the best reasons for following a leader? Pupils know the key leaders for Jewish people and say what makes Joshua a good leader. Pupils can recount some of the key events that demonstrate Joshua's leadership skills. Pupils can say what qualities a good leader should have and put them in order from least to most important.</p> <p>Pupils can understand that different people have different views on what qualities are important to be a good leader. Pupils can name some leaders in their own community and reflect on what leadership qualities they should have.</p> <p>Pupils can understand that it is important to follow a leader using their own values and questions to guide them.</p>	<p>Different people think that different things are right.</p> <p>People get their ideas about what is right and true from other people and the things that they read.</p> <p>Asking questions helps people to decide what is right.</p>	<p>Wk. 1 – What is a leader? Wk. 2 – Who was Joshua? Wk. 3 – What makes a good leader? Wk. 4 – Who are our leaders? Wk. 5 – Do we need to follow leaders? Wk. 6 – What gives people the right to be a leader?</p>
Computing	<p>Collecting data.</p> <p>Organising data.</p> <p>Presenting data visually using software.</p>	<p>To understand the importance of organising data effectively for counting and comparing.</p> <p>To create tally charts to organise data, and represent the tally count as a total.</p> <p>To become familiar with the term 'pictogram'.</p> <p>To create pictograms manually and then progress to creating them using a computer.</p> <p>To think about the importance of effective data collection and to consider the benefits of different data collection method.</p>	<p>Wk1 Counting and comparing Wk2 Enter the data Wk3 Creating Pictograms Wk4 What is an attribute? Wk5 Comparing people Wk6 Entering information</p>
Music	<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.</p> <p>Children will be introduced to 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>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.</p>

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		Work in small groups within classes to create and perform short compositions using tempo change.	<p>Wk 3. As in Wk 2. Introduce accelerando and rallentando. Compare rock/blues with reference to rhythm and beat.</p> <p>Wk 4. Warm-up. Practice for performance. Intro pop. Reinforce tempo change understanding.</p> <p>Wk 5. Performance</p> <p>Wk 6. Composition activities. Include tempo change.</p>
PE	<p>Running a short distance</p> <p>Running at longer distances</p> <p>Long jump</p> <p>Throwing a howler</p>	<p>Understand different running speeds</p> <p>Using arms to improve techniques</p> <p>Recognise and perform changes in pace, walk, jog, run and sprint.</p> <p>Develop pace for longer distance</p> <p>Jumping bending knees, pushing off</p> <p>Build on jumping techniques using 2 feet</p> <p>Use a range of throwing styles</p>	<p>Wks1-7 Quad kids</p> <p>Sports day</p>
PSHE/RSE	<p>Understand that everyone is unique and special.</p> <p>Can express how they feel when change happens.</p> <p>Understand and respect the changes that they see in themselves.</p> <p>Understand and respect the changes that they see in other people.</p>	<p>Life cycles</p> <p>Changing Me</p> <p>My Changing Body</p> <p>Boys' and Girls' Bodies</p>	<p>Wk 1 - Can I start to understand the life cycles of animals and humans?</p> <p>Wk 2 - Can I tell you some things about me that have changed and some things about me that have stayed the same?</p> <p>Wk 3 - Can I tell you how my body has changed since I was a baby?</p> <p>Wk 4 - Can I identify the parts of the body that make boys different to girls and can I use the correct</p>

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	<p>Know who to ask for help if they are worried about change.</p> <p>Are looking forward to change</p>	<p>Learning and Growing</p> <p>Coping with Changes</p>	<p>names for these: penis, testicles, vagina, vulva, anus?</p> <p>Wk 5 - Can I understand that every time I learn something new.</p> <p>Wk 6 - Can I tell you about changes that have happened in my life?</p>
<p>Enrichment</p>	<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>Class 2 children will develop their conversation skills by meeting and talking to people from the local community and developing their understanding of the local environment.</p> <p>Karen Fisher and Sue will spend time with children supporting them in developing their conversational skills, sharing books and listening to them read.</p> <p>July 10th – Outreach assembly delivered by a representative of the Bodleian Library, Oxford, focusing on the love of reading and children’s books celebrated by the library.</p> <p>Children learn about special events people celebrate in the UK and other parts of the world, focusing on:</p> <p>International Children’s Day -June 1st</p> <p>Empathy Day-June 6th</p> <p>Father’s Day -June 16th</p> <p>World Music Day June 21st</p> <p>Intercultural Art Project with Carmen Sylva: Class 1 will work alongside older children in the school to develop</p>	<p>Weekly school visits from local residents supporting children with their listening and understanding skills and well as with their blending skills when reading their own books.</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>Art and DT - Intercultural Art Project in partnership with Carmen Sylva Cultural Centre</p>

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		skills in a range of art techniques and work on this academic year's art project in partnership with Carmen Sylva Cultural Centre in Sinaia, Romania.	from Sinaia, Romania on a set of chosen topics linked to the school curriculum
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