Sunningwell Church of England Primary School
Medium Term Plans Spring 1
"I will show you my faith by my works" James 2:18

Class One

Subject area	Key Skills Covered	Key Knowledge Objectives	Lesson Outlines
Understanding the World Geography Fieldwork in our local area	Recognise features of the local environment Identify man-made vs natural features Use simple geographical language Understand what maps represent and how to use a local map, looking at water features in and around Sunningwell. Talk about differences between places	Develop geography skills through fieldwork and observation by looking closely at the local environment, spotting and naming features. Develop simple map reading skills and record information Following a simple route and create a basic map showing local water features (stream pond) Identify similarities and differences between Sunningwell and nearby places (e.g. Abingdon, Oxford), by observing a local map.	WK.1-2 Use Google maps to identify key features of the local area (linked to prior learning) and locate water sources; go on a local walk and take photos of those key features (fieldwork) WK 3 Create a map of the walk, adding symbols and photos. WK 4-5 Compare places, focusing on water sources, by looking at a map of the local area.
Science (Living Things and Habitats)	Observe changes in nature as the seasons change (spring to summer) Learn about local wildlife Learn about ways of protecting wildlife and supporting its habitat.	Explore the natural world in the local environment. Understand the effect of the changing seasons on the natural world, as we transition from spring to summer. Describe what we see, hear,feel and touch whilst outside. Identify different types of wildlife in the local environment Recognise some similarities and differences between local habitats and habitats in other countries and	WK1: Identify wildlife in the local environment (pond, Spinney) WK 2: Learn about the humans and our interaction with wildlife. WK 3 What do humans need to survive? What do animals need to survive – identify similarities and differences . WK 4-5: Similarities and differences between wildlife found in the local area vs wildlife found in other countries (home learning project)

		recognise that some environments are different to the one in which they live.	
Art and DT	Explore and use different materials to create a particular effect Recreate an image Make an animal sock puppet Make a hedgehog	Develop observational skills, creativity and imagination Create an image using collage materials in the style of Henri Matisse Develop fine motor skills and build hand-eye coordination Develop cutting out skills, using scissors Create a character using collage	WK 1 Collage in the style of Henri Matisse WK 2 Clay modelling – make a hedgehog WK 3 - 4 Make sock puppets WK 5 Make a hedgehog using paper plates
RE Does everyone believe in God?	Begin to understand that • many people believe in some divine being. • many people believe that there is no God and that humans are free to make their own choices. • there are lots of stories that people tell to help them understand the ideas.	Pupils know that different people use the word 'God' to mean slightly different things. They have some understanding of different characteristics attributed to God or the divine. Pupils have some understanding of a small range of Religious and Non-Religious Worldviews. Pupils can share their own ideas about God	Wk. 1 – Whole School Topic Hook Wk. 2 – Ganesha's Sweet Tooth (Hinduism) Wk. 3 – Siddhartha and the Swan (Buddhism) Wk. 4 – The Crying Camel (Islam) Wk. 5 – The Two Wolves (Humanism)
Computing	Understand the importance of technology in everyday life. Turn on/ off a computer Use the keyboard Select a programme	Recognise types of technology used at home and in school and begin to use those with confidence. Understand what a computer is and the different uses of computers i.e. learning, communicating, finding information, playing games etc. Understand how technology can be used to support learning.	WKS 1-5 - Access a range of interactive phonics games to support identifying initial sounds in words, rhythm, rhyme, alliteration (Level 1,2,3) sounds (www.phonicsplay.co.uk) Access a range of interactive maths games to support identification of patterns and shapes, cardinality and subitising skills. (www.topmarks.co.uk) Use Google maps to identify local water sources

			Look up information about local wildlife and habitats
Music Whole School	Singing Listening Musicianship	Regular singing – including songs from 1900s – WW2 Warmups for voice health Clapping/tapping to keep time Repertoire of music from WW2, related to 80th anniversary of VE day. Listening – to be introduced to a range of music from 1900s. Ragtime – Irving Berlin – Simple melody Classical – Valse Poética – Granados Musicianship – discuss tempo related to songs and music that we are learning about. Revisit rallentando. Look again musical notation - quaver and crotchet rests	**WK1:** Listen to Simple Melody Sing - Run, Rabbit Run, We'll meet again, White Cliffs of Dover Musical notation – intro quaver rest with clapping activity **WK2:** As above – discuss syncopation sing Simple Melody **WK3:** As Wk2 plus Gently the River – round Traditional spirituals - rivers **WK4-5:** Listen to Valse Poética, Ganados Songs from previous weeks Musical notation – crotchet rests **WK6:** Perform – songs for SGT Retrieve learning from half term
PE	Throw and catch a soft ball Balance Hold and control of racket Roll and stop a ball Throw a ball overarm Hold a cricket bat	Begin to throw and catch a beanbag and a ball with control Throw and catch a beanbag and a ball from one hand to the other Racket familiarisation Balance an object on a racket Move whilst holding a racket Roll a ball on a racket with some control Throw a ball overarm with some control Begin to hold a cricket bat correctly Hit a slow rolling ball with a cricket bat	Weeks 1 - 5 - Develop the basic skills to play tennis Week 1-5 Develop the basic skills to play cricket.
PSHE Relationships	Understand how to make friends and maintain friendships Develop negotiation skills to solve problems Understand inclusion and help others feel part of a group	Understand the feeling of belonging and feel valued. Think of ways to solve problems when friendship challenges occur	WK 1. My Family and Me WK 2. I know how to make friends and stop myself from feeling lonely WK 3. I can think of ways to solve problems and stay friends. WK4. I understand the impact of unkind words. WK 5. I can manage my feelings.

	Treat everyone fairly and show respect Develop skills to self-regulate Understand and show what makes a good friendship	Understand the feelings of others and show respect and empathy Know how to be a good friend	
Enrichment

Class 2

Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
Science	To sort and classify objects (animals) into simple groups. To use scientific language to talk about their findings. To notice patterns and relationships between groups. To use simple secondary sources to find answers to a question. To ask simple scientific questions and use scientific language to answer them. To use simple secondary sources to find answers and talk about their findings to an audience. To carry out simple practical tests and use observations and ideas to suggest answers to questions. To carry out simple practical tests, make careful observations and draw simple conclusions.	Identify animal groups, match several animal offspring and their adult forms. Describe the main characteristics of the offspring found in different animal groups. Describe the main stages of at least two different animal life cycles and compare these life cycles. Identify several ways that humans grow and develop through each life cycle stage. Name the three basic needs of all animals to survive.	WK 1: Identifying animal groups, match several animal offspring & their adult form. WK 2: Identifying common grouping of animals - herbivore, carnivore, omnivore. WK3: Comparing and describing common features of animals. Main stages of 2 different life cycles. WK 4: Labelling basic parts of human body/ our 5 senses WK 5: Visitor Chrissie - Owls? Talk about their habitat, care and conservation . TBC

Geography	Recognise features of the local environment Identify man-made vs natural features Use geographical language linked to topic Interpret and use a range of sources of geographical information. Understand what maps represent and how to use a local map, looking at water features in and around Sunningwell.	Identify water sources in Sunningwell. Through fieldwork, understand/ investigate the flow of streams/rivers Understand the dangers of water. Identify key features of a map and how water sources can be shown. Understand what a key is on a map and how symbols can be recorded to show landmark features. Discuss the village name – why is it called Sunningwell?	WK 1: Knowledge harvest - Walk in Spinney and around Sunningwell village to identify water sources. WK 2: Discuss the dangers of water and how we can keep ourselves safe from the dangers. Look at methods for investigating the flow of streams and rivers. Find the sources in the village and record findings Wk3: Create a map of Sunningwell with a key showing water sources. Wk 4: Why is our village called Sunningwell? Write notes about this.
Art	Draw /sketch a crazy bug Use of materials to create a collage. Practise fine motor skills	Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. Observe and draw shapes from observations. Experiment with a range of media, including pencils, rubbers, crayons, pencil crayons, felt tips, ball points and chalk. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. Use a combination of materials that are cut, torn, and glued. Sort and arrange materials. Mix materials to create texture.	WK1: Finish hot air balloons WK2: Design/draw a crazy bug WK 3: Make a crazy bug WK 4-5 Create a habitat collage

RE	What questions do stories in the Bible make us want to ask? Pupils are beginning to ask important questions about texts and beliefs and share their own possible answers. Pupils are beginning to be able to justify their opinions and beliefs, using simple logic and examples. Pupils can use statements for expressing their ideas and give reasons for their suggestions.	Christians read the Bible in different ways. It makes them ask questions about how to live, what is right and wrong. Many people think it helps them to answer some of these questions too	Wk. 1 – What do you learn from stories? Wk. 2 – What do we learn from the Parables of Jesus? Wk. 3 – Miracles of Jesus – are they tricks or real? Wk. 4 – The puzzling story. Wk. 5 – What questions do stories make us want to ask?
Computing	Using the Internet safely create a blog	To search the internet using the words "for kids" To follow a weblink To understand how to blog safely and responsibly 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	WK 1: One word search. I can search the Internet using one word. I can stay safe when using the Internet. 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. Using computing skills with other topics.
Music	Singing Listening Musicianship Recorders	Regular singing – including songs from 1900s – WW2 Warmups for voice health Clapping/tapping to keep time Repertoire of music from WW2, related to the 80th anniversary of VE day. Listening – to be introduced to a range of music from the 1900s. Ragtime – Irving Berlin – Simple melody Classical – Valse Poética – Granados Musicianship – discuss tempo related to songs and music that we are learning about. Revisit rallentando. Look again musical notation - quaver and crotchet rests An introduction to playing the recorder and reading music notation.	WK1: Listen to Simple Melody Sing - Run, Rabbit Run, We'll meet again, White Cliffs of Dover Musical notation – intro quaver rest with clapping activity WK2: As above – discuss syncopation sing Simple Melody WK3: As Wk2 plus Gently the River – round Traditional spirituals - rivers WK4: Listen to Valse Poética, Ganados Songs from previous weeks Musical notation – crotchet rests WK5: As Wk 4/Perform – songs for SGT Retrieve learning from half term WK 2-5 Learning some notes on the recorder and some simple tunes.
PE	Throw and catch using a small ball Balance Hold and control a racket To roll and stop a ball Throw and catch a ball overarm and underarm	Develop control in throwing and catching Bounce pass to self and a partner Throw and catch from one hand to the other Balance a ball on the racket with control and whilst moving Racket familiarisation Moving with the racket in forehand and backhand positions Can roll a ball with some control	Weeks 1 to 5- Tennis Weeks 1 to 5- Kwik cricket

	Hold a cricket bat correctly	Stop the ball using 2 hands and sometimes 1 hand Throw the ball towards a target with control Can hold a bat correctly Can hit a ball off a tee with some control	
PSHE	Look at ways to develop positive relationships. Identify who the special people in their life are and what makes someone a special person. Understand why families and friendships are important . Ways to resolve differences and build healthy and positive relationships with others. Reinforcing positive behaviour of cooperation working together. Caring for others	I can talk about the very important people in my life and explain why they are special. I can describe why families are important. I can describe what makes someone a good friend. I can describe ways to help resolve arguments and disagreements without being unkind. I can cooperate with others to achieve a task. I can describe how I can show my special people that I care about them and I understand why this is important.	<u>Relationships</u> WK 1: Who are my VIPs WK 2: Families WK 3 Friends/ Falling out WK4 Working Together WK 5 showing you care
Enrichment	Develop conversational skills as well as a love of reading, by talking to others and sharing books.	Learn how to take turns when engaged in conversations; develop emotional awareness when working with children across the school . Understand the importance of reading for pleasure - Buddy Reading (Reception, Year 1, Year 5&6).	Learn how to take turns when engaged in conversations; develop emotional awareness when working with children across the school . Understand the importance of reading for pleasure - Buddy Reading (Reception, Year 1, Year 5 and 6).

			Weekly school visits from our volunteers who support the Yr1/2 children with their communication skills and share favourite stories.

Class 3

Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
Science	Asking Questions and Carrying Out Fair and Comparative Tests Observing and Measuring Changes Identifying, Classifying, Recording and Presenting Data Drawing Conclusions, Noticing Patterns and Presenting Findings Using Scientific Evidence and Secondary Sources of Information	To recognise that living things can be grouped in a variety of ways by sorting living things into a range of groups. To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by generating questions to sort vertebrates into a classification key. To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by using keys to identify invertebrates found in the local environment. To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by creating classification keys.	**WK1:** Knowledge Harvest. Topic hook activities - discover living things in the school pond and Spinney. **WK2:** What makes a living thing? **WK3:** Can I use observable characteristics to classify animals in different ways? **WK4:** Can I identify animals using classification keys? **WK5:** Can I observe carefully to classify invertebrate species?
Geography	Collect, analyse and communicate with a range of data gathered through fieldwork experiences. Interpret a range of	To understand the features of a river including source, channel, mouth. To describe changes in a river and its landforms as it flows along its course. To explain the reasons why rivers flood.	**WK1:** The river's journey **WK2:** Flooding rivers **WK3:** Flooding impacts and solutions

	sources of geographical information. Communicate geographical information in a variety of ways.	To investigate flooding in the local area and relate it to flooding in other areas of the country/world. To explain the short and long term impacts of flooding and describe ways that flooding can be reduced. To understand Hydroelectric Power – dams and other ways of harnessing power from water.	**WK4:** What is hydroelectric power? **WK5:** Let's create Hydroelectric Power!
Art	Design and create a spectacular home/habitat Mono printing	To apply knowledge of habitats and adaptation in design. To consider the needs of specific animals and incorporate in their designs To explore and use various materials. Create unique prints by transferring ink from a surface onto paper in a single impression Use equipment and media with increasing confidence.	WK 1: Design a habitat WK2-4: Create/make a habitat Evaluate design WK5: Mono printing an image
RE	"Does art help with understanding stories?" Stories and histories are often interpreted by artists. The artistic interpretation of stories changes over time and between cultures. Artistic interpretation can change how the reader feels about a text.	Pupils will understand that artists have depicted events from Holy Week for many years and each artist uses their painting to tell a story. Pupils will explore and describe how beliefs are expressed in a range of styles by believers and suggest what they mean. They will ask questions about the events depicted. They will explore how a depiction makes them feel and explore what they like, what they dislike and why and be able to answer the question "Does art help with understanding stories and help us know what type of person Jesus was." Pupils will explore symbolism in each artwork and suggest ideas for the artists intent. They will recognise the diversity in the images and understand that Christianity is a worldwide religion. Pupils will identify their response to the artwork and explore what inspires and influences them.	**WK 1** – Symbolism & Colours **WK 2** – Art from Palm Sunday to Last Supper **WK 3** – Art from Crucifixion to Resurrection **WK 4** - **5** – Reflect & Evaluate with Artwork
Computing	Information Technology: Branching Databases	Classifications: To create questions with yes/no answers To identify the attributes needed to collect data about an object To create a branching database	**WK 1 - 5:** Branching Databases
Music	Singing Listening	Regular singing – including songs from 1900s – WW2	**WK1:** Listen to Simple Melody Sing - Run, Rabbit Run, We'll meet again,

	Musicianship	Warmups for voice health Clapping/tapping to keep time Repertoire of music from WW2, related to 80th anniversary of VE day. Listening – to be introduced to a range of music from 1900s. Ragtime – Irving Berlin – Simple melody Classical – Valse Poética – Granados Musicianship – discuss tempo related to songs and music that we are learning about. Revisit rallentando. Look again musical notation - quaver and crotchet rests	White Cliffs of Dover Musical notation – intro quaver rest with clapping activity **WK2:** As above – discuss syncopation sing Simple Melody **WK3:** As Wk2 plus Gently the River – round Traditional spirituals - rivers **WK4:** Listen to Valse Poética, Ganados Songs from previous weeks Musical notation – crotchet rests **WK5:** As Wk 4 **WK6:** Perform – songs for SGT Retrieve learning from half term
Spanish	Learn the names for main parts of the body and describe colours. Ask and answer questions about physical appearance. Respond to instructions. Further develop understanding of Spanish phonemes. Be introduced to a range of portraits including from Spanish artist.	At the end of this unit - most children will: develop their understanding of the way sounds are represented in writing; copy accurately in writing some key words from the unit; sing a song from memory; recognise and respond to instructions including parts of the body; describe the colour of facial features some children will not have made so much progress and will: understand and respond to simple questions with prompts or visual support; understand parts of the body with the support of visual clues; refer to text or visual clues when singing songs; copy or label using single words or short phrases some children will have progressed further and will: ask simple questions and write set phrases using mainly memorised language; begin to apply aspects of grammar in new contexts	**WK1:** Learn the song Juan Pequeno Bailar. Intro to Portraits **WK2:** Learn names of colours – practice JPB. Intro Mi Color Favorito. **WK3:** Practice songs – begin to develop description of face parts for portrait incl. face part, number and colour. **WK4:** Practice songs – begin to develop description of body parts for alien incl. body part, number and colour. **WK5:** Children to read their descriptions to another child to draw the alien. Practice songs and look at yo, tu, el, ella etc). **WK6:** Review learning and assessment activity.
PE	Quick Cricket-Roll a ball with one hand. through and catch a ball with both hands and learn to bowl. Hit a ball with a cricket bat. Tennis- moving when	Roll a ball from one hand and stop the ball from different directions. Bowl at a wicket under/over arm with accuracy and control. Control with a bat holding it accurately and hit a drop fed ball or rolling ball. Move body positions to catch a ball. move with balance and control to catch a ball. Control a ball on a racket whilst moving at various speeds.	WKs 1 - 6: Cricket WKs 1 - 6: Tennis

	catching a ball. Control a ball with a racket. Use forehand and backhand. Net practice.	Hit and bounce a ball while moving with control.	
PSHE/RSE	Know how to make friends Try to solve friendship problems when they occur Help others to feel like part of a group Show respect in treating others Know how to help themselves and others when they feel upset or hurt Know and show what makes a good relationship	To be able to identify the roles and responsibilities of each member of my family and reflect on the expectations for males and females To be able to identify and put into practice some of the skills of friendship To know and use some strategies for keeping myself safe online To be able to explain how some of the actions and work of people around the world help and influence my life To understand how my needs and rights are shared by children around the world and be able to identify how our lives may be different. To know how to express my appreciation to my friends and family	**WK1:** Family Roles and Responsibilities **WK2:** Friendship **WK3:** Keeping Myself Safe Online **WK4:** Being a Global Citizen 1 **WK5:** Being a Global Citizen 2 **WK6:** Celebrating my Web of Relationships
Enrichment	Learn Taekwondo (an energetic martial art) throughout summer term. Achieve the first Taekwondo belt at an examination run by an external examiner at the end of summer term.		

Class 4