

Hawks Class Medium Term Plan Summer 1	Week 1	Week 2	Week 3	Week 4 (No Monday)	Week 5	Week 6
Mini Beasts						
English	Silly Stories (Norman the Slug with the Silly Shell)				Poetry	
Maths	Statistics	Money		Fraction		Time
Science <i>Living things and their habitats</i>	To identify and compare the differences between things that are living, used to be alive and have never been alive.	To identify some plants and animals and explain how they depend on each other.	To identify some plants and animals and describe why they are suited to living in their microhabitat.	To identify some plants and animals and describe why they are suited to living in their microhabitat.	To identify some animals and plants in world habitats and describe how they depend on each other	To use a food chain to show how animals get their food. Assessment

Geography <i>Mexico – Compare the UK to a non-European country.</i>	To locate North America on a map and identify the country of Mexico.	To explore the climate and weather of Mexico.	To explore the animals of Mexico.	To explore the landscapes of Mexico.	To investigate the culture of Mexico.	To identify similarities and differences between Mexico and the UK. Assessment
RE <i>Gospel</i>	Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.	Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.	Recognise that Jesus gives instructions to people about how to behave.	Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.	Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).	Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.

PSHE <i>Relationships and Sex Education</i>	Recognise the main external parts of a human body, including names for body parts.	Understand that I have responsibility for my body's actions and that my body belongs to me.	Understand how to keep my body clean.	Understand the importance of basic hygiene practices and how these prevent the spread of disease.	Describe what their bodies can do.	Understand what I have learnt and to be able to share this with others.
PE <i>Athletics</i>	Know the technique needed to run in a sprint race.	Understand the technique needed to run in a hurdles race.	Use the correct technique for a standing long jump and running long jump.	Know how to use the correct technique for the standing triple jump.	Use the correct technique to throw the javelin.	Use the correct technique to throw a shot.
Computing <i>Data and information - Grouping Data</i>	To label objects.	To identify that objects can be counted.	To describe objects in different ways.		To compare groups of objects.	To answer questions about groups of objects.

Music <i>Tempo - The Snail and the Mouse</i>	To use voices and bodies expressively, while exploring tempo.	To practice a rhyme using fast and slow beats on instruments.	To use voices to perform a song with a fast and slow beat.		To use singing voices and an instrument to perform a song with a fast and slow beat.	To demonstrate fast and slow beats within the context of a story.
Art <i>Sketching - Rosalind Monks</i>	To learn about Rosalind Monks and her artwork.	To study the style of Rosalind Monks and the detail she adds to her work.	To investigate what minibeasts we would like to draw based on their shapes and features.	To sketch our minibeasts.	To add detail to our minibeasts in the style of Rosalind Monks.	To add final touches and review our work.
Forest School						
Extended Writing Opportunities		Write a simple non-chronological report on Rosalind Monks.		Write a setting description about the landscapes of Mexico.		

