Medium Term Planning for: Owls Summer Term 2

	Week 1 5.6.23 (Empathy Day 8.6.23)	Week 2 12.6.23	Week 3 19.6.23	Week 4 26.6.23	Week 5 3.7.23	Week 6 10.7.23
English	Read original texts for Thomas the Tank engine.	Focus on sequencing events to create adventure stories.	Writing Thomas adventure stories.	Read and follow instructions from I am not a cereal box. Focus following instructions.	I am not a cereal box. Focus on using imperative verbs and linking words.	I am not a cereal box. Focus on writing own instructions for different transport.
Maths	Place value to 100. Partitioning into tens and ones.	Place value to 100. Using a number line, one more and one less.	Money. Recognising coins and notes.	Money. Counting coins to make totals.	Positional language. Using right and left.	Positional language. Ordinal numbers.
Science Materials	Distinguish between an object and the material from which it is made. Looking at similarities and differences between different toy trains.	Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Materials hunt.	Describe the simple physical properties of a variety of everyday materials. What material would you choose to make different things?	Scientific investigation. Using different materials and test if they are waterproof.	Scientific investigation. Using different materials to test if they are absorbent.	Investigating which materials are flexible and malleable.
R.E.	Engage with the concept of joy in relation to the Torah.	Enquire into the importance of the Torah to the Jewish community.	Explore the story of Moses, the leader and teacher from the Torah.	Explore how the Torah is shown respect in the synagogue.	Explore aspects of the Torah in Jewish daily life.	Express your RE learning about Torah so it can be shared with others.
Computing	Links to maths revision of shapes. Playing Thomas adventure game.	Control design work. Designing engine and background.	Control programming using scratch. Control a device, on and off screen, making predictions about the effect their programming will have.		Using remote control vehicles and bee bots. Control simple everyday devices to make them produce different outcomes.	
Geography and History	Knowing the names of different human geography features, using the Island of Sodor to identify where they are and the purpose in human life.		What is a timeline? Looking at the development of bikes and placing them on a timeline.	Past and present – looking at different forms of transport and how they have changed.	The invention of the steam train and changes along a time line.	The invention of the London underground train.
Music	Perform long and short sounds in response to symbols. Learning the school vision song.	- Create long and short sounds on instruments. Learning the school vision song.	Play and sing phrases from dot notation. Using songs about different forms of transport.	Make their own symbols as part of a class score. Moving around the island of Sodor, tracks, docks, mountains, harbour etc.		Record their own ideas. Performing work to each other.
D.T.	Looking at how different forms of transport move.	Wheels and axels. Making a balloon car.	Designing my train. How many wheels and axels do we need? What materials will I use?	Making my train design.	Evaluating my train. What could I improve?	Design work linked with English task. Following my instructions.
PSHE	To recognise that they are growing and that their achievements, skills and responsibilities are changing.	To be able to understand that there are changes they can choose for themselves and changes they cannot do anything about.	To understand how friendships may change over time.	To be able to name some of the emotions that may be felt in situations involving loss and change.	To develop strategies for coping with strong or uncomfortable emotions.	To understand what they have learned and be able to share it with others.
P.E. Swimming	To be confident moving around the pool.	To be comfortable with getting a wet face. To begin leg movements	To float on fronts and backs. To rotate from front to back.	To introduce push and glides on fronts.	Develop front crawl leg kick.	Use a front crawl arm action. Develop front crawl.

MFL French	Listen attentively to spoken language and show understanding by joining in and responding. Transport names.	Speak in sentences by using familiar vocabulary. I ride the…	Develop accurate pronunciation of transport.	Read carefully and show understanding of words.	Present ideas orally. Be able to answer a question vrai or faux?	Broaden their vocabulary and develop their ability to understand new words. New transport.
Extended writing tasks		Describing Human Geography features on Sodor Island.	Science descriptions using scientific words for different material properties.	Looking at changes in transport. History focus.	Linked to maths giving directions using positional language.	