# Medium Term Planning for: Owls Summer 1

| | Week 1<br>18.4.23<br>(4 days) | Week 2<br>24.4.23 | Week 3<br>2.5.22<br>(4 days) | Week 4<br>9.5.22<br>(4 days)) | Week 5<br>15.5.22 | Week 6<br>22.5.22 |
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| English | Mad about mini beasts<br>Reading week. | Mad about Mini beasts, focus on rhymes. | Mad about mini beasts writing week. | My first book of garden bugs.<br>Looking at information<br>Leaflets. | My first book of garden bugs.<br>Leaflets.<br>Using er and est suffixes. | My first book of garden bugs<br>Leaflet about butterflies writing using school trip. |
| Maths | Multiplication and division.<br><br>Revision of counting in 2's.and 10's.<br>Counting in 5's. | | Fractions<br><br>Finding halves and quarters of numbers and shapes. | | Using time<br><br>Focus on days of the week, sequencing, ordering, months, years.<br>Understanding tomorrow, yesterday, today. | |
| Science | Explore and compare the differences between things that are living, dead, and things that have never been alive. | Identify and name a variety of plants and animals in their habitats, including microhabitats. | Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.<br><br>Underground mini beasts Over ground mini beasts. | | Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, identify and name different sources of food. | School trip to tropical butterfly farm. |
| R.E. | Engage with the concept of a parable. | Enquire into what Jesus wants to say about God in this parable. | Explore the Christian idea of God as 'Father' in the Biblical Narrative. | Explore how ideas about God are passed on in the Christian community. | Explore passing on ideas about God in Christian living. | Express your knowledge of Jesus' parables and the things Jesus taught about God |
| Computing | Introduction to data logging.<br>Count as a means of recording information.<br>Using a tally chart and simple table. | | Use a simple pictogram to develop graphic awareness.<br>Using data on mini beast hunting. J2Data prog. | | Enter information into a simple branching database. J2 Data prog. | |
| History / Geography | Study the human and physical geography of a small area of the United Kingdom. Cambridgeshire. – map work. | Study the human and physical geography of a small area of the United Kingdom. Cambridgeshire. – country walk. | Study the human and physical geography of Brazil.<br><br>Using google map tools. | Study the human and physical geography of Brazil.<br><br>Using photographs of places. | Write about the similarities and differences found in previous weeks work. | Comparison with tropical rainforest in south America. – school visit to see the different climate. |
| Music | .Playing instruments for sound effects. | Identifying different groups of instruments. | Handling and playing instruments with control. – Ukulele sessions, looking at parts of ukulele, holding strumming using our fingers.<br>Strumming along with different rhythms and songs to do with mini beasts, incy wincy spider, inch worm, caterpillar songs. | | | |
| DT/ Art | Manipulating materials for a planned effect. – Using paper and card to make moving mini beasts. | Construct and join recycled materials. - Using paper, plastic and card to make mini beast habitats. | Manipulating clay in a variety of ways. – Practising rolling, kneading and shaping. Making bees for the garden. | Explore sculpture, using clay.<br>Planning my design. | Explore sculpture, using clay.<br>.Making my design. | |
| PSHE | | To recognise the main external parts of the bodies of humans, including sexual parts. | To describe what their bodies can do. | To understand that they have responsibility for their body's actions and that their body belongs to them. | To know how to keep themselves clean. | To understand the importance of basic hygiene practises and how these prevent the spread of disease. |
| P.E. | Experiment with different ways of moving.<br>Running, hurdles, hopping, jumping, spinning. | Negotiate space successfully when playing chasing games. - adjusting speed or changing direction or obstacles. | To understand what exercise is and why it is good for us.<br><br>Can run at different speeds. | Can jump from a standing position. | Perform a variety of throws with control and coordination. | Describe how my body feels before during and after an activity. |
| MFL | Listen attentively to spoken language.<br><br>Mini beasts | Ask and answer questions and express opinions.<br><br>Mini beasts I have seen. | | Present ideas and information orally to a range of audiences.<br><br>Guessing game of mini beasts. | Speak in sentences, using familiar vocabulary.<br><br>I like …. | Broaden their vocabulary and understand new words.<br><br>More vocabulary for mini beasts. |

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| Extended writing opportunities | | Linked to art work.<br>All about my mini beast habitat. | English writing week focus. | Science description of animal over ground habitats. | What is similar and different in Geographical study. | Recount of school trip.<br>Learning about tropical butterflies. |