

Hawks Medium Term Planning Summer 2	Week 1 (No Monday)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Seaside							
Literacy	Holiday Leaflet			Diary Writing			
Maths	Time			Statistics		Position and Direction	
Science <i>Animals including humans 1</i>	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).	Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	Identify, name, draw and label the basic parts of the human body.	Say which part of the body is associated with each sense.	To sort animals according to a criteria.	Assessment
Geography <i>Seaside</i>	Identify and locate seaside areas in the UK.	Identify physical and human features of a seaside environment.	Understand how the seaside has changed over time.	Compare a seaside town with the local area.	Trip	Understand weather patterns at the coast and how seasons affect seaside visits.	Assessment

RE <i>Islam</i>	Engage with the concept of compassion.	Enquire into Muslim stories about compassion to animals.	Explore compassion in stories and words from the Quran / Hadith.	Explore learning compassion through fasting in Ramadan.	Explore living out compassion at Eid-ul-Fitr.	Evaluate your RE learning in this unit.	Express your RE learning and share it with others.
PSHE <i>Drug Education</i>	To know basic information about how substances enter the body and their effects.	To develop understanding of and attitudes towards medicines – how they can be helpful and their possible risks.	To recognise that there are ways to feel good and better without taking medicines.	To understand that all drugs and many household substances can be harmful if they are used incorrectly.	To be able to identify situations where risky substances are present and be able to ask for advice or say 'No, I won't'.	To understand why many people have injections, including immunisations.	To develop understanding of and attitudes towards health professionals.
Computing <i>Robot Algorithms (continued)</i>	To describe a series of instructions as a sequence	To explain what happens when we change the order of instructions	To use logical reasoning to predict the outcome of a program	To explain that programming projects can have code and artwork	To design an algorithm	To create and debug a program that I have written	To create and debug a program that I have written
PE <i>Swimming</i>	Assessment	To be confident in moving around the pool	To rotate from floating on fronts to floating on backs.	To introduce push and glides on fronts	Develop our front crawl leg kick.	How to use a front crawl arm action.	Use a backstroke arm action.
Art/DT <i>Using ICT</i>	Learn about the Pixel Painter.	Create a seaside artwork using different medias.	Create a seaside artwork using paintzz.	Create a seaside artwork using autodraw.	Compare all 3 of these methods of creating artwork, which was best?	Evaluate all 3 pieces of artwork.	Use my favourite method to create my final piece.
Music <i>Vocal and Body sounds by the sea</i>		To understand how music can be used to represent an environment.	To understand how music can represent changes in an environment.	To explore using instruments, body and voice to create a seaside soundscape.	To identify how dynamics can reflect environments.	To create and represent sounds using symbols.	Perform a seaside song

Extended Writing opportunities	Write a short biography about the Pixel Painter.		Write a newspaper report on how the seaside has changed over time.		Create an information text based on the senses.		
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