Medium Term Planning for: Hawks Summer 1 2022

	Week 1 19.4.22	Week 2 25.4.22	Week 3 2.5.22	Week 4 9.5.22	Week 5 16.5.22	Week 6 23.5.22
Literacy	**The Secret Sky Garden – Linda Sarah and Fiona Lumbers** LO: I can use persuasive writing techniques to write an article for the school website/newsletter.	**The Secret Sky Garden – Linda Sarah and Fiona Lumbers** LO: I can write a setting description using noun phrases. LO: I can recognise differences and similarities between characters.	**SATs week** **The Secret Sky Garden – Linda Sarah and Fiona Lumbers** LO: I can respond to a book and write from a personal perspective. LO: I can debate and discuss issues and ensure my opinion is heard and considered.	**Finishing off SATs** **The Bee Who Spoke – Al MacCuish** (France, bees and natural ecosytems) LO: I can respond to illustrations and text and produce a list poem about the view out of a window. LO: I can annotate a setting. LO: I can make predictions and act in role.	**The Bee Who Spoke – Al MacCuish** **What on Earth – Bees (Non-fiction)** **Non-fiction writing.** LO: To research and write a fact file about bees.	**The Bee Who Spoke – Al MacCuish** **Non-fiction writing** LO: Create a 'book of remedies' using recipes from nature.
Maths	**Length and height** **Time** Compare length and height Measure length	**Length and height** **Time** Measure length using cm Measure length using m	**SATs week**	**Finishing off SATs** **Length and height** Compare lengths Order Lengths Four operations with length	**Position and direction** Describe position Describe movement Describe turns	**Position and direction** Describe movement and turns Make patterns with shapes.
Science	**Observe and describe how seeds and bulbs grow into mature plants.** Plant food seeds and flower seeds to link with English books. *Setting up experiments and making predictions.* LO: I can investigate what seeds need to germinate. LO: I know plants need **water, light** and a suitable **temperature** to **grow** and stay **healthy.**	*Use simple equipment provided to aid observation.* LO: I can gather and record data using a seed diary to provide answers to questions.	Plant life cycles. (monitor growing food seeds) *Observing closely, using simple equipment.* LO: I can outline the life cycle of a plant.	Parts of a plant LO: I can identify and name the main parts of a plant. LO: I can find evidence of plant life cycles by recording how the height of a plant changes over time. *Gather and record data to help in answering questions. – write up growing experiment.*	Plant reproduction LO: I understand how pollination occurs and the role this plays in plant reproduction.	Comparing plants LO: I can investigate the needs of different plants and understand why certain plants cannot grow in the UK.
R.E.	Gospel Tell stories from the bible and recognise a link with gospel meaning 'good news'	Gospel Look at the ways in which Christians follow the teachings about Jesus bringing good news to the friendless.	Eid Celebration day. .	Gospel Look at the ways in which Christians follow the teachings about forgiveness.	Gospel Look at the ways in which Christians follow the teachings about peace.	Gospel How do Christians love God and their neighbour?

	Use the story of Matthew the tax collector	Recognise that Jesus gives instructions to people on how to behave. Understand what the texts mean to Christians and that people can trust God, and should say thank you to God for his good gifts		This means being loved by God and being forgiven for bad things.	Peace inside, peace between people and peace with God. Visit Brington Church and look at how the building promotes community and peace.	
Computing	Use websites and demonstrate an awareness of how to manage their journey around them (e.g. using the **back/forward button, hyperlinks**) *Children know how to enter an internet address (Provided)* *Children research edible plants to grow this term and wildflowers.*		Enter information into a simple **branching database.** Entering details of different wild flowers colour, leaf size and shape, shape of flower etc. – Use book of wildflowers and previous research.		Control a device, on and off screen, making predictions about the effect their **programming** will have. Create a bee bot 'flight path' avoiding obstacles.	
History / Geography	**Describe memories of key events in their lives.** LO: I can create a personal timeline featuring events in my life.	**Sequence artefacts closer together in time.** **Sequence photographs from different periods in their life.** LO: I can sort photographs in chronological order.	**Geog: Make simple comparisons between features of different places.** Food eaten in the UK vs Other countries – link with Eid Celebrations. LO: I can name food that is eaten in the UK and understand that other countries eat differently.	Identify **differences** between **ways of life** at different times. Looking at older generations experience of food. Looking at packaging etc. LO: I can name similarities and differences between how I eat, and how my ancestors may have eaten.	Recognise why people did things, why **events** happened and what happened as a result. Using artefacts: Old cooking equipment and cookbooks. LO: Look at an old recipe: eg parsnip cake. Understand the reasons **why** different ingredients were used and how they differs to the same product today.	
DT/ Art	**Develop design ideas through discussion, observation, drawing and modelling.** LO: I can conduct **research** onto the best design for a lunchbox.	**Identify a purpose for what they intend to design and make.** **Make simple drawings and label parts.** LO: I can **design** the size and design of a lunchbox, to be suitable to fit food items inside.	**Begin to select tools and materials; use vocab to name and describe them.** LO: I can accurately measure and mark out the components of my lunchbox selecting appropriate materials. **Measure, cut and score with some accuracy.** LO: I can safely and accurately cut out the net of my lunchbox using a craft knife.	**Assemble, join and combine materials in order to make a product.** LO: I can assemble my net to form the structure of my lunchbox. **Choose and use appropriate finishing techniques.** LO: I can decorate and finish my lunchbox according to my design.	**Talk about their ideas, saying what they like and dislike about them.** LO: I can test the suitability of my lunchbox during a class picnic.	**Evaluate against their design criteria.** **Evaluate their products as they are developed, identifying strengths and possible changes.** LO: I can evaluate my lunchbox for how well I stuck to my design, and how suitable it was for the purpose.
P.E.	**Athletics:** Experiment with different ways of moving.	**Athletics:** Negotiate space successfully when playing chasing games.	**Athletics:** Negotiate space successfully when adjusting speed or	**Athletics:** Can run at different speeds.	**Athletics:** Can jump from a standing position.	**Athletics:** Perform a variety of throws with control and coordination.

	Running, hurdles, hopping, jumping, spinning.		changing direction or obstacles.			
Music	Play instruments in different ways to create sound effects.	Contribute to the creation of a class composition.	Play and sing a phrases using dot notation.	Handle and play instruments with control.	Create an accompaniment to a well-known song.	Play long and short sounds in response to symbols.
PSHE	To identify a range a familiar situations which might entail risk and identify associated emotions.	To understand the range of people who can help in an emergency and how to call them.	To develop knowledge and skills to stay safer when they are lost.	Describe a familiar place where it is safe to play explain some general rules for staying safer in a playground/park.	To reflect on the benefits of being a road user, to identify some dangers and understand how to stay safer as a pedestrian and car passenger.	Know some emergency situations where I can help and know when to get adult help.
MFL	Listen attentively to spoken language. Names of fruit.	Ask and answer questions and express opinions. Choosing fruit.	Present ideas and information orally to a range of audiences. Link to creating healthy lunch choices in DT.		Speak in sentences, using familiar vocabulary. I like ….	
Extended writing opportunity	Write a recount of when you received 'good news'	Mini autobiography writing.	Write a diary from the perspective of someone celebrating Eid.	Write a letter to a family member asking about their experience of food in the past.	Write an advert script for your healthy lunch.	Write an evaluation of my healthy lunch.