Medium Term Planning for: Owls Summer 2

	Week 1 6.6.22	Week 2 13.6.22	Week 3 20.6.22	Week 4 27.6.22	Week 5 4.7.22	Week 6 11.7..22	Week 7 18.7.22 (3 days)
English	The light house keepers lunch. Describing characters and settings.	The light house keepers lunch Devising own ideas of how to stop the seagulls.	The lighthouse keepers lunch. Looking at alternative stories with the characters.	What is hiding at the seaside. Looking at non fiction style of writing.	What is hiding at the seaside. Gathering information for own books.	What is hiding at the seaside. Designing and making own books with lifting flaps.	Sharing books with other children.
Maths	Year 1 – telling the time to the hour and half hour. Reception – ordering and sequences.		Year 1 - Place value up to 100. Reception – understanding tens and ones in teen numbers.		Using money and real life problems to apply skills.		Big maths games.
Science	Trip to the Sea life centre to observe different sea creatures in an aquarium.	Identify and name a variety of common sea animals using photographs from our school visit. Fish, reptiles, birds and mammals, amphibian Why are animals categorised this way?		Sorting sea creatures to identify if animals are carnivore, omnivores or herbivores.	Looking at a fish skeleton. Identify the structure of a fish. Compare this structure to the structure of a human.	Looking at different sea birds. What parts of the body do they have? Compare this structure to the structure of a human.	
R.E.	Christian believe Jesus is the bringer of good news.	Christians believe that good news is for everyone.	Christians believe in love	Christians believe in forgiveness.	Christian people believe Jesus's teachings show you a way to live. Stories from Jesus.	Christian people believe Jesus's teachings show you a way to live. Stories from Jesus.	Christian people believe Jesus's teachings show you a way to live. Stories from Jesus.
Computing	Playing with electronic toys. Using remote controlled vehicles.		Controlling simple devises using basic programming.		Make simple choices to control a simple program. https://studio.code.org/		
History / Geography	Investigate their surroundings. Looking for features at the seaside.	Making observations about where things are. Using photographs and memory to label things at the seaside.	I know geographical vocabulary. Looking at what harbour, ocean, beach, cliff, coast, sea and port mean.	Recognise the difference between past and present. Victorian seaside photograph study.	Find answers to questions about the past. What did Victorians do at the seaside?	Comparing aspects of life using historical figures. All about Billy Butlin.	Use my own experiences to talk about the past. Setting up fun fair stalls, hook a duck, tin can alley etc.
Music	Join in with songs and rhymes.	Sing a melody accurately. Learning words to songs You are my sunshine and row your boat.	Sing with a sense of pulse and rhythm. Using a song which can slow down or speed up.	Sing songs expressively. Using a happy voice and a quiet voice.	Follow pitch movements with your hands. Using high and low voices.	Sing with an awareness of other performers. Singing a song in a round.	
DT/ Art	Experiment with brushes of different size. Making a beach scene with water and sand.	Mix different shades. Using blue and white to create a rock pool. Green and grey mixes for pebbles and stones.	Using different types of paint to create different textures. Painting a fish.	Investigate different kinds of art. Mary Cassatt – Children playing on a beach.	Working collaboratively on a piece of art. Using what I've learnt to make a beach scene.	Working in 2 and 3 dimensions to make an underwater diorama.	
PSHE	To know basic information about how substances enter the body and their effects.	To develop understanding and attitudes towards medicines. How can they be helpful and possible risks.	To develop understanding of different health professionals and when to ask them for help.	To understand why people have injections and immunisations.	To recognise how we can keep healthy in other ways without medicines so we feel better.	Understand that all drugs can be harmful if not used correctly.	To recognise persuaders and pressure for risky behaviour.

P.E.	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.	Incorporate breathing in the font crawl.
MFL		Listen attentively to spoken language. Ice cream flavours.	Ask and answer questions and express opinions. I would like …	Present ideas and information orally to a range of audiences. Ice cream shop.	Present ideas and information orally to a range of audiences. Ice cream shop role change customer and keeper.	Broaden their vocabulary and understand new words New ice cream flavours.	
Extended writing	Recount of our school trip.		Science information on what different creatures can do.	Making comic strips for forgiveness.	Retelling a story from the bible.		