



'The one who gets wisdom loves life.' Proverbs 19:8

Swan Spring Term - Medium Term Plan

Subject:	Autumn 1	Key focus and main outcomes:	Autumn 2	Key focus and main outcomes:
English: Writing	Texts: The Owl & the Pussycat A Walk in London	Fiction: Rhyming poem Non-Fiction: 'A walk in...' guidebook	Texts: We are Water Protectors If all the World Were...	Non-Fiction: Environmental campaign Non-narrative poem
English: Grammar and punctuation skills	Word Sentence Text Punctuation	<ul style="list-style-type: none"> • subordination (when, if, that, because) • noun phrases • statements • questions • commands • apostrophes for contractions • capital letters – functions • question marks 	Word Sentence Text Punctuation	<ul style="list-style-type: none"> • simple / expanded noun phrases • subordination (because, as) • coordination (and) • simple prepositions* • questions • adverbials of time * • commas in lists • questions marks
Maths	Measurement Number	<ul style="list-style-type: none"> • Money • Multiplication & Division 	Measurement Measurement	<ul style="list-style-type: none"> • Length & Height • Mass, Capacity & Temperature
Geography	What is special about cities? London	<ul style="list-style-type: none"> • What is a city? • Where is London and why is it an important city? • Why is London such an exciting and diverse city to live? • How do people travel around London? • How is this place different to where we live? 	History Focus	History Focus
History	Geography Focus	Geography Focus	What difference can a person make? Mary Seacole & Florence Nightingale	<ul style="list-style-type: none"> • Can I sequence different people and events on a timeline? • When were Mary Seacole and Florence Nightingale alive and what has changed since then? • Explain a cause and consequence of the differences some people made?



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					<ul style="list-style-type: none"> • How was nursing in the past different to today and what is similar? • How do we remember an important event and why they were significant? • Understanding that primary sources were writings or artefacts created at the time of the event
Art	DT Focus	DT Focus		Sculpture and 3D: Paper play	<ul style="list-style-type: none"> • To roll paper to make 3D sculptures. • To shape paper to make a 3D drawing. • To apply paper-shaping skills to make an imaginative sculpture. • To work collaboratively to plan and create a sculpture. • To explore ways of painting 3D surfaces to create different effects.
DT	Textiles: Puppets	<ul style="list-style-type: none"> • Join fabrics together using pins, staples or glue. • Design a puppet and use a template. • Join their two puppets' faces together as one. • Decorate a puppet to match their design. 		Art Focus	Art Focus
Science	Use of everyday materials	<ul style="list-style-type: none"> • To recognise that objects are made from materials that suit their uses. • To recognise that objects are made from materials that suit their uses. • To recognise that the shape of some solid objects can be changed. • To compare the suitability of materials for particular uses. • To recognise that the strength of some materials can be changed. • To compare the suitability of materials for particular uses. 		Animals including humans	<ul style="list-style-type: none"> • Identify stages in the life cycles of different animals, including humans. • Describe the basic survival needs of animals. • Explain how to take care of personal hygiene. • Describe some positive effects of exercise. • Identify foods in different food groups.



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PSHE	Keeping Safe	<ul style="list-style-type: none"> • Explain simple issues of safety and responsibility about medicines and their use. • How safe would you feel? • What should Harold say? • I don't like that! • Fun or not? • Should I tell? 		Rights and Respect	<ul style="list-style-type: none"> • Harold has a bad day • Around and about the school • Taking care of something • Harold's money • How should we look after our money? • Basic first aid
Music	Sound Pattern (Theme: Fairytales)	<ul style="list-style-type: none"> • To explore and change dynamics using the voice. • To experiment with creating different sounds using a single instrument. • To read simple rhythmic patterns comprising of one beat sounds and one beat rests. • To play sound patterns in time with the pulse using a visual stimulus. • To show awareness of different roles when performing in a group performance 		Instruments (Theme: Musical storytelling)	<ul style="list-style-type: none"> • To explore listening and analysing a piece of music in relation to a story • To explore how music and sound effects can tell a story. • To select appropriate sounds to match events, characters and feelings in a story. • To suggest appropriate sounds to represent parts of a story. • To perform a composition showing changes in tempo and dynamics.
Computing	Programming A: Moving a robot	<ul style="list-style-type: none"> • To explain what a given command will do • To act out a given word • To combine 'forwards' and 'backwards' commands to make a sequence • To combine four direction commands to make sequences • To plan a simple program • To find more than one solution to a problem 		Data and Information: Grouping data	<ul style="list-style-type: none"> • To label objects • To identify that objects can be counted • To describe objects in different ways • To count objects with the same properties • To compare groups of objects • To answer questions about groups of objects
RE	Why is Glastonbury special to the Somer people?	<ul style="list-style-type: none"> • Who was Joseph of Arimathea? • Why is Glastonbury an ancient place of pilgrimage? • Why is Glastonbury sacred for Pagans? • How is Glastonbury a site of spiritual pilgrimage? 		Salvation 1.5 Why does Easter matter to Christians?	<ul style="list-style-type: none"> • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).



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	(church, pagan, non-religious)				<ul style="list-style-type: none"> • Recognise that Jesus gives instructions about how to behave. • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.
PE	Cognitive: Dynamic Balance Stance	<ul style="list-style-type: none"> • Develop and apply dynamic balance with stability and control. • I can move smoothly and with minimum wobble. • I can maintain balance on the line with head up. • I can move with opposite arm and leg moving forwards. • I can coordinate to move with opposite arm and leg moving forwards • I can balance with both feet facing forwards. • I can balance with feet still. • I can balance with minimum wobble (control). 		Creative: Ball Skills Counter Balance	<ul style="list-style-type: none"> • Develop and apply their ball skills and counter balance with a partner through focused skill development sessions, cooperative and competitive games. • I can maintain control of the ball. • I can move the ball in both directions. • I can move the ball smoothly and fluently. • I can maintain balance throughout. • I can move smoothly and with control. • I can coordinate movements with my partner.