



Summer 2 Medium Term Planning

Anchored in the community; a place to belong a world to explore

Subject	Objectives Covered
English	<p>Into the Forest <i>by Anthony Browne</i></p> <p>Outcome 1 (fiction) Build on previous unit & focus on:</p> <ul style="list-style-type: none">• I can choose between "a" or "an" depending on whether the next word starts with a consonant or vowel.• I can use prepositions like before, after, during, in, and because of to show time, place, or cause.• I can use adverbs like then, next, soon, and therefore to show time, place, or cause.• I can use a wider range of conjunctions like when, if, because, and although to join my ideas.• I can use paragraphs to group related ideas in my writing.• I can use the present perfect tense (e.g. has gone, have eaten) and understand how it is different from the simple past (e.g. went, ate).• I can identify word families based on common words showing how words are related in form and meaning• I can use inverted commas to punctuate direct speech
Outcomes	<p>Outcome 1</p> <ul style="list-style-type: none">• Children will write narrative based on a character getting lost.
Maths	<p>Addition and Subtraction</p> <ul style="list-style-type: none">• I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Rivers

- I can choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting,
- I can understand and use difference in value for subtraction realising that to take away is limited as a method to subtract
- I can select a mental strategy appropriate for the numbers involved in the calculations

Multiplication and Division

- I can see the effect of multiplying a 1 digit or 2 digit number by 10 and 100, identify the value of the digits in the answer
- I can understand division and grouping as a fractional element e.g. $31 \div 5$ can be represented as $31/5$ and can be solved by grouping 31 into units of 5
- I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

Measures

- I can tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- I can estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- I can understand the number of seconds in a minute and the number of days in each month, year and leap year
- I can compare durations of events [for example to calculate the time taken by particular events or tasks]

Science

Flowering plants

- I can explain that plants have roots, stems, leaves, and flowers.
- I can explain that roots hold the plant in place and take in water and nutrients.
- I can explain how the stem supports the plant and moves water and nutrients around.
- I can explain that leaves make food for the plant using sunlight.
- I can explain that flowers help plants make seeds to grow new plants.

Rivers	
Outcome	Write an information text on 'How Do Flowering Plants Grow?'
Personal Social Emotional	<p>Why should we keep active and sleep well?</p> <ul style="list-style-type: none"> • I can explain how being active every day helps keep our body strong and our mind happy. • I can explain how we need enough sleep every night to grow, feel well, and concentrate at school. • I can list the many ways to stay active, like walking, playing, dancing, or riding a bike. • I can describe good bedtime routines (like going to bed at the same time and avoiding screens) help us sleep better. • I can explain how exercise and sleep both help our mood, energy levels, and ability to learn.
Geography	<p>Baconsthorpe: Fieldwork - rivers and castles</p> <ul style="list-style-type: none"> • I can use maps and aerial photos to locate Baconsthorpe Castle and nearby water features. • I can identify physical features (stream, lake, moat) and human features (castle walls, settlement) in the local landscape. • I can describe the role of rivers and water in castle locations, using simple geographical language • I can compare historical land use with modern use around the castle site. • I can use fieldwork skills to observe and record features at or around Baconsthorpe Castle.
Outcome	Write a story from the beaver's point of view of their new habitat at Baconsthorpe.
Art	<p>Observational Drawings</p> <ul style="list-style-type: none"> • I can look carefully at real objects and draw what I see. • I can use different pencil lines and shading to add detail and texture. • I can sketch lightly first and improve my drawing as I go. • I can notice shapes, patterns, and proportions in objects. • I can talk about my artwork and explain what I did well and what I could improve.
Outcome	A detailed observational drawing of something we find on our trip to Norwich Castle.
Music	Charanga -

Rivers	
	<p>Reflect, rewind and replay'</p> <p>Style - Classical</p>
Outcomes	To learn a range of songs and perform these to an audience (my peers)
R.E.	<p>Philosophy: How do people respond to issues of poverty?</p> <ul style="list-style-type: none"> • I can explain that poverty means lacking basic needs like food and shelter. • I can describe how people and groups try to help those in poverty through charity and support. • I can identify that religions and beliefs encourage kindness and helping others. • I can explain how helping can include giving, sharing, volunteering, and working for fairness. • I can think about how poverty helps us understand fairness and how to make a difference.
Computing	<p>Programming - Events and actions in programs</p> <ul style="list-style-type: none"> • I can create programs that respond to keyboard presses, mouse clicks, or screen touches. • I can assign specific actions (e.g. move, turn, play sound) to events using block-based programming (e.g. Scratch or Scratch Jr). • I can sequence multiple events and actions in a program. • I can predict the outcome of event-driven code. • I can debug by testing and adjusting blocks.
PE	<p>Athletics</p> <ul style="list-style-type: none"> • I can develop the sprinting technique and apply it to relay events. • I can develop technique when jumping for distance in a range of approaches and take off positions. • I can explore the technique for a pull throw. <p>Cricket</p> <ul style="list-style-type: none"> • I can begin to strike a bowled ball after a bounce with different equipment. • I can explore bowling to a target and fielding skills to include a two-handed pick up. • I can use overarm and underarm throwing in game situations.

Rivers

- I can catch with some consistency in game situations.

Spanish

Animals

- I can recognise and pronounce animal names with increasing accuracy.
- I can match spoken/written words to pictures or actions.
- I can read basic animal vocabulary.
- I can say simple sentences about pets or favourite animals (e.g. Tengo un gato).
- I can begin using adjectives to describe animals.

Links to: Anchored in the community; a place to belong a world to explore

Visit - Baconsthorpe Fieldwork: Rivers

Norwich Castle