



Medium Term Planning - Summer 2

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">National Curriculum Links Learn more, know more, remember more</p>	<p>History and Geography</p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristics features of the past non-European societies; achievements and follies of mankind.</p> <p>Learn the importance of considering, valuing and treating all people with dignity and respect.</p>	<p>Music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use their voices expressively by singing songs and speaking chants and rhymes.</p>	<p>SEAL (planned) Jigsaw</p> <p>Celebrating Difference</p> <p>Learn the importance of considering, valuing and treating all people with dignity and respect.</p>	<p>Computing</p> <p>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of simple instructions</p> <p>Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.</p>	<p>Art/D.T.</p> <p>Design purposeful, functional, appealing products for themselves and other used based on design criteria.</p>	<p>P.E. (planned)</p> <p>Athletics.</p>	<p>R.E (planned)</p> <p>How should we care for others in the world, and why does it matter?</p> <p>Reflect on the relevance of faith in people's lives and consider the impact it has on the lives of believers with regard to injustice</p>	<p>Science</p> <p>Look at the practical uses of everyday materials.</p> <p>Look at contact and distant forces, attraction and repulsion, comparing and grouping materials.</p>	<p>French</p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p>
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Lesson 1	Intro to the Roman Empire	Ukelele lesson 1	Accept that everyone is different	Lesson 1 - Introduction to coding	Identifying need and purpose of a Roman soldier's uniform.	Learning to sprint.	The Golden Rule	Comparing and grouping	The story of Romulus and Remus
Knowledge and Skills	<p>Year 2 Expected: Observe or handle evidence to ask questions about the past.</p> <p>Exceeding: Use evidence to ask questions and find answers to questions about the past.</p> <p>Year 3/4 Expected: Use evidence to ask questions and find answers to questions about the past.</p> <p>Exceeding: Use sources of evidence to deduce information about the past.</p>	<p>Year 2 Expected: Follow instructions on how and when to sing or play an instrument.</p> <p>Exceeding: Maintain a simple part within a group.</p> <p>Year 3/4 Expected: Maintain a simple part within a group.</p> <p>Exceeding: Perform solos or as part of an ensemble.</p>	<p>Year 2 I understand that everybody's family is different and important to them</p> <p>Year 3/4 I appreciate my family/the people who care for me</p>	<p>Year 2 Expected: Control motion by specifying the number of steps to travel, direction and turn</p> <p>Exceeding: Use specified screen coordinates to control movement</p> <p>Year 3/4 Expected: Use specified screen coordinates to control movement</p> <p>Exceeding: Set IF conditions for movements. Specify types of rotation giving the number of degrees.</p>	<p>Year 2 Expected: Explore objects and designs to identify likes and dislikes of the designs.</p> <p>Exceeding: Suggest improvements to existing designs.</p> <p>Year 3/4 Expected: Improve upon existing designs, giving reasons for choices.</p> <p>Exceeding: Create innovative designs that improve upon existing products.</p>	<p>Year 2 Expected: Develop Tactics</p> <p>Exceeding: Sprint over a short distance up to 60 metres.</p> <p>Year 3/4 Expected: Sprint over a short distance up to 60 metres.</p> <p>Exceeding: Combine sprinting with low hurdles over 60 metres.</p>	<p>Emerging: Talk about how religions teach that people are valuable, giving simple examples</p> <p>Expected: Re-tell Bible stories and stories from another faith about caring for others and the world</p> <p>Exceeding: Answer the title question thoughtfully, in the light of their learning in this unit</p>	<p>Year 2 Expected: Describe the simple physical properties of a variety of everyday materials</p> <p>Exceeding: Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Year 3/4 Expected: Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Exceeding: Compare and group together everyday materials based on evidence including their hardness, solubility, conductivity and response to magnets.</p>	<p>Year 2 Expected: Read out loud everyday words and phrases.</p> <p>Exceeding: Read and understand the main points in short written texts.</p> <p>Year 3/4 Read and understand the main points in short written texts.</p> <p>Exceeding: Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</p>

Lesson 2	Marching to Britain	Ukelele Lesson 2	Include others when working and playing	Lesson 2 - Introduction to Block coding on screen	Design	Throwing Javelin.	What do some religions say about caring for other people?	Water/Steam/Ice test	Key people in Roman history.
Knowledge and Skills	<p>Year 2 Expected: Recognise that there are reasons why people in the past acted as they did.</p>	<p>Year 2 Expected: Follow instructions on how and when to sing or play an instrument.</p>	<p>Year 2 Expected: Control motion by specifying the number of steps to travel, direction and turn</p>	<p>Year 2 Expected: Control motion by specifying the number of steps to travel, direction and turn</p>	<p>Year 2 Expected: Design products that have a clear purpose and an intended user.</p>	<p>Year 2 Expected: Develop tactics.</p>	<p>Year 2 Expected: Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Year 2 Expected: Read and understand short written phrases.</p>	<p>Year 2 Expected: Read and understand short written phrases.</p>
	<p>Exceeding: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Exceeding: Maintain a simple part within a group.</p>	<p>Year 2 I understand that differences and conflicts sometimes happen among family members.</p>	<p>Exceeding: Use specified screen coordinates to control movement</p>	<p>Exceeding: Design with purpose by identifying opportunities to design.</p>	<p>Exceeding: Use a range of throwing techniques (such as under arm and under arm)</p>	<p>Emerging: Talk about how religions teach that people are valuable, giving simple examples</p>	<p>Exceeding: Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius building on their teaching in maths.</p>	<p>Exceeding: Use a translation dictionary or glossary to look up new words.</p>
	<p>Year 3/4 Expected: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Year 3/4 Expected: Maintain a simple part within a group.</p>	<p>Year 3/4 I know how to calm myself down and can use the 'Solve it together' technique</p>	<p>Year 3/4 Expected: Use specified screen coordinates to control movement</p>	<p>Year 3/4 Expected: Design with purpose by identifying the opportunities to design.</p>	<p>Year 3/4 Expected: Throw with accuracy to hit a target or cover a distance.</p>	<p>Expected: Re-tell Bible stories and stories from another faith about caring for others and the world</p>	<p>Year 3/4 Expected: Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius building on their teaching in maths.</p>	<p>Year 3/4 Expected: Use a translation dictionary or glossary to look up new words.</p>
	<p>Exceeding: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Exceeding: Perform solos or as part of an ensemble.</p>		<p>Exceeding: Set IF conditions for movements. Specify types of rotation giving the number of degrees.</p>	<p>Exceeding: Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</p>	<p>Exceeding: Throw accurately and refine performance by analysing technique and body shape.</p>	<p>Exceeding: Answer the title question thoughtfully, in the light of their learning in this unit.</p>	<p>Exceeding: Demonstrate that dissolving, mixing and changes of state are reversible changes.</p>	<p>Exceeding: Show confidence in reading aloud, and in using reference materials.</p>

Lesson 3	What did the Romans do for us?	Ukelele Lesson 3	Know how to help if someone is being bullied	Lesson 3 Introduction to Backgrounds and Characters	Measurements	Throwing	What do some religions say about caring for other people?	Links to the Water cycle	Roman Gods and Goddesses and their links to days of the week.
Knowledge and Skills	<p>Year 2 Expected: Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Exceeding: Suggest causes and consequences of some of the main events and changes in history.</p> <p>Year 3/4 Expected: Suggest causes and consequences of some of the main events and changes in history.</p> <p>Exceeding: Seek out and analyse a wide range of evidence in order to justify claims about the past.</p>	<p>Year 2 Expected: Follow instructions on how and when to sing or play an instrument.</p> <p>Exceeding: Maintain a simple part within a group.</p> <p>Year 3/4 Expected: Maintain a simple part within a group.</p> <p>Exceeding: Perform solos or as part of an ensemble.</p>	<p>Year 2 I know what it means to be a witness to bullying</p> <p>Year 3/4 I know some ways of helping to make someone who is bullied feel better</p>	<p>Year 2 Expected: Control motion by specifying the number of steps to travel, direction and turn</p> <p>Exceeding: Use specified screen coordinates to control movement</p> <p>Year 3/4 Expected: Use specified screen coordinates to control movement</p> <p>Exceeding: Set IF conditions for movements. Specify types of rotation giving the number of degrees.</p>	<p>Year 2 Expected: Measure and mark out to the nearest centimetre.</p> <p>Exceeding: Measure and mark out to the nearest Millimetre.</p> <p>Year 3/4 Expected: Measure and mark out to the nearest millimetre.</p> <p>Exceeding: Cut materials with precision and refine the finish with appropriate tools.</p>	<p>Year 2 Expected: Develop tactics.</p> <p>Exceeding: Use a range of throwing techniques (such as under arm and under arm)</p> <p>Year 3/4 Expected: Throw with accuracy to hit a target or cover a distance.</p> <p>Exceeding: Throw accurately and refine performance by analysing technique and body shape.</p>	<p>Emerging: Talk about how religions teach that people are valuable, giving simple examples</p> <p>Expected: Re-tell Bible stories and stories from another faith about caring for others and the world</p> <p>Exceeding: Answer the title question thoughtfully, in the light of their learning in this unit</p>	<p>Year 2 Expected: Use observations and ideas to suggest answers and questions</p> <p>Exceeding: Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Year 3/4 Expected: Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</p> <p>Exceeding: Use test results to make predictions to set further comparative and fair tests.</p>	<p>Year 2 Expected: Answer simple questions and give basic information.</p> <p>Exceeding: Take part in discussions and tasks.</p> <p>Year 3/4 Expected: Take part in discussions and tasks.</p> <p>Exceeding: Take part in conversations to seek and give information.</p>

Lesson 4	Roman Weapons	Ukelele Lesson 4	Try to solve problems	Lesson 4 - Making a Character Move Left and Right	Putting together	Jumping	What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?	Magnets - magnetic field	Famous Roman inventions.
Knowledge and Skills	<p>Year 2 Expected: Ask questions such as: What was it like for people? What happened? How long ago?</p>	<p>Year 2 Expected: Follow instructions on how and when to sing or play an instrument.</p>	<p>Year 2 Expected: Control motion by specifying the number of steps to travel, direction and turn</p>	<p>Year 2 Expected: Cut materials safely using tools provided.</p>	<p>Year 2 Expected: Develop tactics.</p>	<p>Year 2 Expected: Jump in a number of ways, using a run up where appropriate.</p>	<p>Emerging: Talk about how religions teach that people are valuable, giving simple examples</p>	<p>Year 2 Expected: Notice and describe how things move, using simple comparisons such as faster and slower.</p>	<p>Year 2 Expected: Label items and choose appropriate words to complete short sentences.</p>
	<p>Exceeding: Use evidence to ask questions and find answers to questions about the past.</p>	<p>Exceeding: Maintain a simple part within a group.</p>	<p>Exceeding: Use specified screen coordinates to control movement</p>	<p>Exceeding: Cut materials accurately and safely by selecting appropriate tools.</p>	<p>Exceeding: Jump in a number of ways, using a run up where appropriate.</p>	<p>Expected: Re-tell Bible stories and stories from another faith about caring for others and the world</p>	<p>Exceeding: Describe magnets as having two poles.</p>	<p>Exceeding: Express personal experiences and responses.</p>	
	<p>Year 3/4 Expected: Suggest suitable sources of evidence for historical enquiry.</p>	<p>Year 3/4 Expected: Maintain a simple part within a group.</p>	<p>Year 3/4 Expected: I can problem-solve a bullying situation with others</p>	<p>Year 3/4 Expected: Cut materials accurately and safely by selecting appropriate tools.</p>	<p>Year 3/4 Expected: Show control in take-off and landings when jumping</p>	<p>Exceeding: Answer the title question thoughtfully, in the light of their learning in this unit</p>	<p>Year 3/4 Expected: Describe magnets as having two poles</p>	<p>Year 3/4 Expected: Express personal experiences and responses.</p>	
	<p>Exceeding: Use sources of information to form testable hypothesis about the past.</p>	<p>Exceeding: Perform solos or as part of an ensemble.</p>	<p>Exceeding: Set IF conditions for movements. Specify types of rotation giving the number of degrees.</p>	<p>Exceeding: Cut materials with precision and refine the finish with appropriate tools.</p>	<p>Exceeding: Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Exceeding: Use dictionaries or glossaries to check words.</p>			

Lesson 5	Who were the gladiators?	Ukelele Lesson 5	Try to use kind words	Lesson 5 - More actions for characters	Creating a prototype.	Jumping	What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?	Magnets - Paperclips	Being a child in Roman times (rich and poor comparisons).
Knowledge and Skills	<p>Year 2</p> <p>Expected: Describe historical events and people.</p> <p>Exceeding: Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Year 3/4</p> <p>Expected: Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Exceeding: Describe the social, ethnic, cultural or religious diversity of past society.</p>	<p>Year 2</p> <p>Expected: Follow instructions on how and when to sing or play an instrument.</p> <p>Exceeding: Maintain a simple part within a group.</p> <p>Year 3/4</p> <p>Expected: Maintain a simple part within a group.</p> <p>Exceeding: Perform solos or as part of an ensemble.</p>	<p>Year 2</p> <p>I recognise that some words are used in hurtful ways.</p> <p>Year 3/4</p> <p>I try hard not to use hurtful words (e.g. gay, fat)</p>	<p>Year 2</p> <p>Expected: Control motion by specifying the number of steps to travel, direction and turn</p> <p>Exceeding: Use specified screen coordinates to control movement</p> <p>Year 3/4</p> <p>Expected: Use specified screen coordinates to control movement</p> <p>Exceeding: Set IF conditions for movements. Specify types of rotation giving the number of degrees.</p>	<p>Year 2</p> <p>Expected: Demonstrate a range of joining techniques (such as gluing, hinges or combining material to strengthen)</p> <p>Exceeding: Select appropriate joining techniques</p> <p>Year 3/4</p> <p>Expected: Select appropriate joining techniques.</p> <p>Exceeding: Show an understanding of the qualities of materials to choose appropriate tools to cut and shape.</p>	<p>Year 2</p> <p>Expected: Develop tactics.</p> <p>Exceeding: Jump in a number of ways, using a run up where appropriate.</p> <p>Year 3/4</p> <p>Expected: Jump in a number of ways, using a run up where appropriate.</p> <p>Exceeding: Show control in take-off and landings when jumping.</p>	<p>Emerging: Talk about how religions teach that people are valuable, giving simple examples</p> <p>Expected: Re-tell Bible stories and stories from another faith about caring for others and the world</p> <p>Exceeding: Answer the title question thoughtfully, in the light of their learning in this unit</p>	<p>Year 2</p> <p>Expected: Compare how different things move.</p> <p>Exceeding: Observe how magnets attract and repel each other and attract some materials and not others.</p> <p>Year 3/4</p> <p>Expected: Observe how magnets attract and repel each other and attract some materials and not others.</p> <p>Exceeding: Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p>	<p>Year 2</p> <p>Expected: Read and understand short written phrases.</p> <p>Exceeding: Read short texts independently.</p> <p>Year 3/4</p> <p>Expected: Read short texts independently.</p> <p>Exceeding: Read and understand the main points and some of the detail in short written texts.</p>

Lesson 6	Boudicca	Ukelele Lesson 6	Know how to give and receive compliments	Lesson 6 Introduction to Collision Detection.	Evaluation	Improving Personal Bests.	What can we learn from religions about deciding what is right and wrong? **AFL	Rock Formation	AFL worksheet and end of unit assessments.
Knowledge and Skills	<p>Year 2</p> <p>Expected: Describe historical events and people.</p> <p>Exceeding: Compare some of the times with those of other areas of interests around the world.</p> <p>Year 3/4</p> <p>Expected: Give a broad overview of life in Britain from medieval times.</p> <p>Exceeding: Compare some of the times with those of other areas of interests around the world.</p>	<p>Year 2</p> <p>Expected: Follow instructions on how and when to sing or play an instrument.</p> <p>Exceeding: Maintain a simple part within a group.</p> <p>Year 3/4</p> <p>Expected: Maintain a simple part within a group.</p> <p>Exceeding: Perform solos or as part of an ensemble.</p>	<p>Year 2</p> <p>I can tell you about a time when my words affected someone's feelings and what the consequences were</p> <p>Year 3/4</p> <p>I can give and receive compliments and know how this feels</p>	<p>Year 2</p> <p>Expected: Control motion by specifying the number of steps to travel, direction and turn</p> <p>Exceeding: Use specified screen coordinates to control movement</p> <p>Year 3/4</p> <p>Expected: Use specified screen coordinates to control movement</p> <p>Exceeding: Set IF conditions for movements. Specify types of rotation giving the number of degrees.</p>	<p>Year 2</p> <p>Expected: Make products, refining the design as work progresses.</p> <p>Exceeding: Refine work and techniques as work progress, continually evaluation the product design.</p> <p>Year 3/4</p> <p>Expected: Refine work and techniques as work progresses, continually evaluating the product design.</p> <p>Exceeding: Ensure products have a high quality finish, using art skills where appropriate.</p>	<p>Year 2</p> <p>Expected: Athletic activities combined with games.</p> <p>Exceeding: Compete with others and aim to improve personal best performances</p> <p>Year 3/4</p> <p>Expected: Compete with others and aim to improve personal best performances.</p> <p>Exceeding: Compete with others and keep track of personal best performances, setting targets for improvement.</p>	<p>Emerging: Talk about how religions teach that people are valuable, giving simple examples</p> <p>Expected: Re-tell Bible stories and stories from another faith about caring for others and the world</p> <p>Exceeding: Answer the title question thoughtfully, in the light of their learning in this unit</p>	<p>Year 2</p> <p>Expected: Find out how the shapes of solid objects made from some materials can be changed by squashing.</p> <p>Exceeding: Relate the simple physical properties of some rocks to their formation (igneous or sedimentary)</p> <p>Year 3/4</p> <p>Expected: Relate the simple physical properties of some rocks to their formation (igneous or sedimentary)</p> <p>Exceeding: Explain that some changes result in the formation of new materials.</p>	<p>Year 2</p> <p>Expected: Understand a range of spoken phrases.</p> <p>Exceeding: Demonstrate a growing vocabulary.</p> <p>Year 3/4</p> <p>Expected: Demonstrate a growing vocabulary.</p> <p>Exceeding: Understand the main points and opinions in spoken passages.</p>