## Fox Class Medium Term Plan – Summer Term 2

|                   | 02.06.25  | 09.06.25                                | 16.06.25                     | 23.06.25                             | 30.06.25                                | 07.07.25<br>SPORTS DAY                          | 14.07.25<br>PRODUCTION               | 21.07.25<br>(Monday-<br>Tuesday)     |
|-------------------|---|---|------------------------------|--------------------------------------|---|---|--------------------------------------|--------------------------------------|
| English           | Third Person<br>Narrative   | Third Person<br>Narrative               | Third Person<br>Narrative    | Dialogue<br>Through<br>Narrative     | Dialogue<br>Through<br>Narrative        | Dialogue<br>Through<br>Narrative                | Advanced<br>Instructional<br>writing | Advanced<br>Instructional<br>writing |
| Guided<br>Reading | The Dancing<br>Bear   | The Dancing<br>Bear                     | The Dancing<br>Bear          | The Dancing<br>Bear                  | The Dancing<br>Bear                     | The Magician's<br>Nephew                        | The Magician's<br>Nephew             | The Magician's<br>Nephew             |
| Spelling          | Etymology of g/s/sh/k   | Etymology of g/s/sh/k                   | hard and soft c<br>and g     | hard and soft c<br>and g             | Review of apostrophes                   | Review of apostrophes                           | Statutory spelling words             | Statutory spelling words             |
| Maths             | Fractions A   | Fractions A                             | Fractions A                  | Fractions B                          | Fractions B                             | Time  | Decimals                             | Decimals                             |
| Science           | Animals including humans  | The bones in our body                   | Muscle<br>movement           | Eating for survival                  | nutrient groups                         | balanced diets                                  | Review of all the years units        |                                      |
| Geography         | Where does our food come from? How can our food choices impact the environment? | What does it mean to trade responsibly? | How do we get our chocolate? | Where does<br>our food come<br>from? | Are our school dinners locally sourced? | Is it better to<br>buy local or<br>import food? | End of unit                          |                                      |
| Computing         | Word processing:<br>Ingenious images  | Learn the layout                        | Super spelling               | Time for tables                      | Transform a layout                      | Processing hyper-links                          |                                      |                                      |
| Art               | Pencil drawings   | Sense of proportion                     | Drawing with scissors        | Wax resists                          | Power prints                            | Finishing off<br>any unfinished<br>pieces       |                                      |                                      |
| Music             | Ragtime   | Traditional<br>Jazz                     | Scat singing                 | Jazz motifs                          | Swung<br>rhythms                        | Production music/singing                        | Production music/singing             |                                      |
| MFL               | Meet my family  | Meet my pets                            | Alphabet                     | What's his name                      | How do you<br>spell                     | My home   | End of unit                          |                                      |
| PSHE              | Pre unit assessment   | Relationship tree                       | Body Space                   | None of your business                | Secret or surprise                      | My changing body                                |                                      |                                      |

| RE         |                     | How and why do people try to make the world a better place? |                 |                |                |                 |                 |  |  |
|------------|---------------------|---|-----------------|----------------|----------------|-----------------|-----------------|--|--|
|            | Post unit           | What is wrong   | How can the     | Tikkun Olam,   | Who is         | How do          | How do non-     |  |  |
|            | assessment -        | with the world?   | Golden Rule     | repairing the  | inspired by    | Muslims try to  | religious       |  |  |
|            | what is the Trinity |   | help people to  | world.         | Jesus'         | make the world  | people try to   |  |  |
|            |                     |   | make the world  |                | example of     | a better place? | make the world  |  |  |
|            |                     |   | a better place? |                | sacrifice?     |                 | a better place? |  |  |
| PE -       | Indoor Athletics:   | Indoor  | Indoor          | Indoor         | Indoor         | SPORTS DAY      | Indoor          |  |  |
|            | standing long       | Athletics: To   | Athletics: To   | Athletics: How | Athletics: How |                 | Athletics: How  |  |  |
| Indoor     | jump                | accurately  | increase speed  | can you use    | can you        |                 | can you         |  |  |
| athletics. |                     | measure and   | and strength    | your body to   | compete        |                 | compare your    |  |  |
|            | Dance -             | record scores   |                 | increase       | against        | Dance -         | performance?    |  |  |
|            | Production          |   | Dance -         | power?         | others?        | Production      |                 |  |  |
|            |                     | Dance –   | Production      |                |                |                 | Dance -         |  |  |
|            |                     | Production  |                 | Dance –        | Dance -        |                 | Production      |  |  |
|            |                     |   |                 | Production     | Production     |                 |                 |  |  |