



**Medium Term Plan – Summer 2**

**Express Yourself: The Play and Transition**

**Goldcrest**

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
Geography	A. Investigate places	<p>3.1 Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>3.2. Identify and describe how the physical features affect the human activity within a location.</p> <p>3.3. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>3.4. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>3.5. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London’s Tube map).</p> <p>3.6. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>The Dynamic Earth:</p> <p>Week 1 –The Earth, sun and moon in space: their creation, structure and impact on each other</p> <p>Week 2 – Exploration of the planets and our universe, the space race.</p>
	B. Investigate	3.1. Describe how locations around the world are changing and explain	

	patterns	<p>some of the reasons for change.</p> <p>3.2. Describe geographical diversity across the world.</p> <p>3.3. Describe how countries and geographical regions are interconnected and interdependent.</p>	
History	<p><b>A) Investigate and interpret the past</b> This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<p>3.1. Use sources of evidence to deduce information about the past.</p> <p>3.2. Select suitable sources of evidence, giving reasons for choices.</p> <p>3.3. Use sources of information to form testable hypotheses about the past.</p> <p>3.4. Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>3.5. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>3.6. Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>3.7. Refine lines of enquiry as appropriate.</p>	<p>Week 2 – The history of government in the UK. Past Prime Ministers and the role of the King.</p> <p>Week 3 – What is democracy?</p> <p>Week 4 – The political parties, how they began and what that means for today including constituencies.</p> <p>Week 5 – The general election</p> <p>Week 6 – Why do we pay taxes?</p>
	<p><b>C) Understand chronology</b> This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times</p>	<p>3.1. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>3.2. Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>3.3. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>3.4. Use dates and terms accurately in describing events.</p>	

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	<p><b>D) Communicate historically</b> This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<p>3.1. Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> <p>3.2. Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</p> <p>3.3. Use original ways to present information and ideas.</p>	
Art	A. Develop ideas	<p>3.1 Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>3.2 Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>3.3 Use the qualities of materials to enhance ideas.</p> <p>3.4 Spot the potential in unexpected results as work progresses.</p> <p>3.5 Comment on artworks with a fluent grasp of visual language</p>	<p>Week 1 – Observation drawing of flowers for science activities – Looking at the step by step botanical drawings of Lizzie Harper</p> <p>Week 2 – Patterns inspired by looking at the earth from space using multi media. Constructing clay tiles inspired by previous week’s patterns of the earth from space.</p> <p>Week 3 – Prop making for our play <b>Mission Implausible</b></p> <p>Week 4- Prop making for our play <b>Mission Implausible</b></p>

	B.Master techniques	<p>3.1 Sketch (lightly) before painting to combine line and colour.</p> <p>3.2 Create a colour palette based upon colours observed in the natural or built world.</p> <p>3.3 Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>3.4 Combine colours, tones and tints to enhance the mood of a piece.</p> <p>3.5 Use brush techniques and the qualities of paint to create texture.</p> <p>3.6 Develop a personal style of painting, drawing upon ideas from other artists.</p> <p>3.7 Build up layers of colours.</p> <p>3.9 Create an accurate pattern, showing fine detail.</p> <p>3.10 Use a range of visual elements to reflect the purpose of the work.</p> <p>3.11 Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>3.12 Use tools to carve and add shapes, texture and pattern.</p> <p>3.13 Combine visual and tactile qualities.</p> <p>3.14 Use frameworks (such as wire or moulds) to provide stability and form.</p>	<p>Week 5 – Plan and design, on paper, a fairground ride based on the book Cosmic</p> <p>Week 6 – Build the 3D fairground designed in previous lesson.</p>
	C. Take inspiration from the greats	<p>3.1 Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>3.2• Show how the work of those studied was influential in both society and to other artists.</p> <p>3.3• Create original pieces that show a range of</p>	

		influences and styles.	
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	Key Skills	Milestones Covered	Lesson Outline
Science	A. Work scientifically	<p>3.1. Plan enquiries, including recognising and controlling variables where necessary.</p> <p>3.2. Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</p> <p>3.3. Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</p> <p>3.4. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</p> <p>3.5. Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</p> <p>3.6. Present findings in written form, displays and other presentations.</p> <p>3.7. Use test results to make predictions to set up further comparative and fair tests.</p> <p>3.8. Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or</p>	<p><b>Classifying Living Things</b></p> <p>Week 1 – Two classification activities: Children will have identified the physical characteristics of locally grown buttercups and will have classified different species of earthworm living in their local environment.</p> <p><b>Evolution &amp; Inheritance</b></p> <p>Week 2 – Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Week 3 – Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Week 4 – Identify how animals and</p>

		arguments.	plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
	D. Understand evolution and inheritance	<p><u>D. Understand evolution and inheritance</u></p> <p>This concept involves understanding that organisms come into existence, adapt, change and evolve and become extinct.</p> <p>3.1. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>3.2. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>3.3 Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Week 5 – Understanding the importance of the lives of Charles Darwin and Mary Anning.</p>
RE	1. Understand beliefs and teachings	<p>A.3.1. Explain how some teachings and beliefs are shared between religions.</p> <p>A.3.2. Explain how religious beliefs shape the lives of individuals and communities.</p>	<p><b>Can we know what God is like? What does it mean if God is holy and loving?</b></p> <p>Week 1 – Explain connections between biblical texts and Christian ideas of God, using theological terms. Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</p> <p>Week 2/3 – Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</p> <p>Research the history and construction of Coventry Cathedral and understand its role as a church of forgiveness and reconciliation.</p>
	2. Understand practices and lifestyles	<p>B.3.1. Explain the practices and lifestyles involved in belonging to a faith community.</p> <p>B.3.2. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p> <p>B.3.3. Show an understanding of the role of a spiritual leader.</p>	
	3. Understand how beliefs are conveyed	<p>C.3.1. Explain some of the different ways that individuals show their beliefs.</p>	

	4. Reflect	<p>D.3.1. Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</p> <p>D.3.2. Explain their own ideas about the answers to ultimate questions.</p> <p>D.3.3. Explain why their own answers to ultimate questions may differ from those of others.</p>	<p>Week 4 – Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice but also loving, forgiving, and full of grace.</p> <p>Week 5/Week 6 – Preparation for Leaver’s Service on 22<sup>th</sup> July, reflections on Primary School and transition to Secondary School.</p>
	5. Understand values	<p>E.3.1. Explain why different religious communities or individuals may have a different view of what is right and wrong.</p> <p>E.3.2. Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</p> <p>E.3.3. Express their own values and remain respectful of those with different values.</p>	
Computing	<b>A) Code</b>	<p>A.3.1. Change the position of objects between screen layers (send to back, bring to front).</p> <p>A.3.2. Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.</p> <p>A.3.3. Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.</p>	<p><b>3D Modelling</b></p> <p><b>Week 1</b> – Introduction to 3D modelling To recognise that you can work in three dimensions on a computer</p> <ul style="list-style-type: none"> <li>• I can add 3D shapes to a project</li> <li>• I can view 3D shapes from different perspectives</li> <li>• I can move 3D shapes relative to one another</li> </ul> <p><b>Week 2</b> – Modifying 3D objects To identify that digital 3D objects can be modified</p> <ul style="list-style-type: none"> <li>• I can resize an object in three</li> </ul>
	<b>B) Connect</b> This concept involves developing an understanding of how to safely connect with	<p>B.3.1. Collaborate with others online on sites approved and moderated by teachers.</p> <p>B.3.2. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</p>	

	<p>others.</p>	<p>B.3.3. Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.</p> <p>B.3.4. Understand the effect of online comments and show responsibility and sensitivity when online.</p> <p>B.3.5. Understand how simple networks are set up and used.</p>	<p>dimensions</p> <ul style="list-style-type: none"> <li>• I can lift/lower 3D objects</li> <li>• I can recolour a 3D object</li> </ul> <p>Week 3 – Make your own name badge To recognise that objects can be combined in a 3D model</p> <ul style="list-style-type: none"> <li>• I can rotate objects in three dimensions</li> <li>• I can duplicate 3D objects</li> <li>• I can group 3D objects</li> </ul>
	<p><b>C) Communicate</b> This concept involves using apps to communicate one's ideas.</p>	<p>C.3.1. Choose the most suitable applications and devices for the purposes of communication.</p> <p>C.3.2. Use many of the advanced features in order to create high quality, professional or efficient communications.</p>	<p><b>Week 4 – Making a desk tidy</b> To create a 3D model for a given purpose</p> <ul style="list-style-type: none"> <li>• I can accurately size 3D objects</li> <li>• I can show that placeholders can create holes in 3D objects</li> <li>• I can combine a number of 3D objects</li> </ul>
	<p><b>D) Collect</b></p>	<p>D 3.1. Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.</p>	<p><b>Week 5 – Planning a 3D model</b> To plan my own 3D model</p> <ul style="list-style-type: none"> <li>• I can analyse a 3D model</li> <li>• I can choose objects to use in a 3D model</li> <li>• I can combine objects in a design</li> </ul> <p><b>Week 6 – Make your own 3D model</b> To create my own digital 3D model</p> <ul style="list-style-type: none"> <li>• I can construct a 3D model based on a design</li> <li>• I can explain how my 3D model could be improved</li> <li>• I can modify my 3D model to</li> </ul>

			improve it
Music	A. Perform	3.1 Take part in singing, accurately following the melody. 3.2. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. 3.3. Imitate changes in pitch.	Week 1. Call and response rhythms. Create a steady pulse, then improvise rhythms using percussion instruments. Week 2. Play emotion taboo. Discuss how the rhythm of a song can create a mood. Week 3. Listen to R&B song “Say my name.” Discuss the key features of the R&B genre. Week 4. Work in pairs or groups to compose an R&B chorus. Week 5. Continue to work in pairs or groups to add to the composition of an R&B chorus. Week 6. Perform the chorus to the class.
	B. Compose	3.1. Create a sequence of long and short sounds. 3.2. Clap rhythms. 3.3. Create a mixture of different sounds (long and short, loud and quiet, high and low). 3.4. Choose sounds to create an effect. 3.5. Sequence sounds to create an overall effect. 3.6. Create short, musical patterns. 3.7. Create short, rhythmic phrases.	
	C. Transcribe	3.1. Use symbols to represent a composition and use them to help with a performance.	
	D. Describe music	3.1 Identify the beat of a tune. 3.2 Recognise changes in timbre, dynamics and pitch.	
French	A. Read fluently	3.1. Read out loud everyday words and phrases. 3.2. Use phonic (or logographic in Mandarin) knowledge to read words. 3.3. Read and understand short written phrases. 3.4. Read out loud familiar words and phrases. 3.5. Use books or glossaries to find out the meanings of new words.	Week 1 <ul style="list-style-type: none"> <li>Review the role of a verb</li> <li>Introduce the sound changes of verbs</li> </ul> Week 2 <ul style="list-style-type: none"> <li>Introduce ‘qui’ as a relative</li> </ul>

	B. Write imaginatively	<p>3.1. Write or copy everyday words correctly.</p> <p>3.3. Label items and choose appropriate words to complete short sentences.</p> <p>3.4. Write one or two short sentences.</p> <p>3.5. Write short phrases used in everyday conversations correctly.</p>	<p>pronoun</p> <ul style="list-style-type: none"> <li>Use phonic knowledge to read unfamiliar words</li> </ul> <p>Week 3</p> <ul style="list-style-type: none"> <li>Review the habitat vocabulary</li> <li>Practise sentences with qui</li> </ul> <p>Week 4</p> <ul style="list-style-type: none"> <li>Introduce new vocabulary for parts of the body</li> <li>Review of phonic sounds</li> </ul> <p>Week 5</p> <ul style="list-style-type: none"> <li>Review of sentence using qui with new vocabulary</li> </ul> <p>Week 6</p> <ul style="list-style-type: none"> <li>Write a description of an animal using the relative pronoun qui and verb</li> </ul>
	C. Speak confidently	<p>3.1. Understand a range of spoken phrases.</p> <p>3.2. Understand standard language (sometimes asking for words or phrases to be repeated).</p> <p>3.3. Answer simple questions and give basic information.</p> <p>3.4. Give responses to questions about everyday events.</p> <p>3.5. Pronounce words showing a knowledge of sound patterns.</p>	
	D. Understand the culture of the countries in which the language is spoken	<p>3.1. Identify countries and communities where the language is spoken.</p> <p>3.2. Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.</p> <p>3.3. Show awareness of the social conventions when speaking to someone.</p>	
PE	A. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<ul style="list-style-type: none"> <li>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>Work alone, or with team mates in order to gain points or possession.</li> <li>Choose the most appropriate tactics for a game.</li> <li>Uphold the spirit of fair play and respect in all competitive situations.</li> <li>Combine sprinting with low hurdles over 60 metres.</li> <li>Choose the best place for running over a variety of distances.</li> </ul>	<p><u>Weeks 1-7</u></p> <p><u>1. Invasion Games</u></p> <ul style="list-style-type: none"> <li>Yoshi (Territorial running game)</li> <li>Jail Break</li> <li>Tag Rugby</li> <li>Netball</li> <li>Bench Ball</li> <li>Hockey</li> <li>Rounders</li> <li>Cricket</li> </ul>

		<ul style="list-style-type: none"> <li>• Throw accurately and refine performance by analysing technique and body shape.</li> <li>• Show control in take-off and landings when jumping.</li> <li>• Compete with others and keep track of personal best performances, setting targets for improvement.</li> </ul>	<u>2. Athletics</u> <ul style="list-style-type: none"> <li>• Sprinting</li> <li>• Long distance running</li> <li>• Long jump</li> <li>• Hop, skip, jump</li> <li>• Hurdles</li> <li>• Throwing</li> </ul>
PSHE - The Play and Transition	Try new things	<ul style="list-style-type: none"> <li>• Enjoy new things and take opportunities wherever possible.</li> <li>• Find things to do that give energy.</li> </ul>	<p>Week 1- Sporting Events and Competitions; Enterprise – planning and organising the Summer Fete Year 6 Stall; <b>Mission Implausible:</b> Casting, auditions process and song practise.</p> <p>Week 2 – Transition visit from Secondary School, Head of Year 7; 3 days of <b>Mission Implausible</b> rehearsals; Running the Summer Fete Year 6 Stall, target profit £150.</p> <p>Week 3 – 3 days of <b>Mission Implausible</b> rehearsals.</p> <p>Week 4 – Sports Day; 4 days of rehearsals, prop making and stage setting for <b>Mission Implausible</b>;</p> <p>Transition workshops in Secondary School – New Beginnings</p> <p>Week 5 – Secondary School taster day; 2/3 days of rehearsals for <b>Mission Implausible</b> and stage set –up; Week 6 – 2 days dress rehearsal and</p>
	Work hard	<ul style="list-style-type: none"> <li>• Have fun working hard.</li> <li>• Understand the benefits of effort and commitment.</li> <li>• Continue to practise even when accomplished.</li> <li>• Encourage others by pointing out how their efforts gain results.</li> </ul>	
	Concentrate	<ul style="list-style-type: none"> <li>• Give full concentration.</li> <li>• ‘Tune out’ most distractions.</li> <li>• Understand techniques and methods that aid concentration.</li> <li>• Develop expertise and deep interest in some things.</li> </ul>	
	Push themselves	<ul style="list-style-type: none"> <li>• Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances.</li> <li>• Push oneself in areas that are not so enjoyable.</li> <li>• Listen to others who encourage and help, thanking them for their advice.</li> <li>• Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook.</li> </ul>	
	Imagine	<ul style="list-style-type: none"> <li>• Generate lots of ideas.</li> <li>• Show a willingness to be wrong.</li> <li>• Know which ideas are useful and have value.</li> <li>• Act on ideas.</li> <li>• Ask lots of questions.</li> </ul>	

	Improve	<ul style="list-style-type: none"> <li>• Clearly identify own strengths.</li> <li>• Identify areas for improvement.</li> <li>• Seek the opinion of others to help identify improvements.</li> <li>• Show effort and commitment in refining and adjusting work.</li> </ul>	<p>performance of <b>Mission Implausible</b> to the wider school and community; Palmer Park running event; 2 days of PSHE Transition activities, including Sex Education; Growing and Changing: Managing Change, Media manipulation, pressure online and making babies. Week 7 –Leaver’s Service, reflections of Primary School, celebration of achievements and transition events.</p>
	Understand others	<ul style="list-style-type: none"> <li>• Listen first to others before trying to be understood.</li> <li>• Change behaviours to suit different situations.</li> <li>• Describe and understand others’ points of view.</li> </ul>	
	Not give up	<ul style="list-style-type: none"> <li>• Show a determination to keep going, despite failures or setbacks.</li> <li>• Reflect upon the reasons for failures and find ways to bounce back.</li> <li>• Stick at an activity even in the most challenging of circumstances.</li> <li>• See possibilities and opportunities even after a disappointment.</li> </ul>	

For English and maths plan see separate long term plans.