



**Medium Term Plan – Spring 2021-2022**

**Extreme Earth - Rainforests**

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
Geography	<p><b>1. Investigate places</b> This concept involves understanding the geographical location of places and their physical and human features.</p>	<p>A.2.1 Ask and answer geographical questions about the physical and human characteristics of the South American rainforest locations. A.2.2 Explain own views about locations, giving reasons. A.2.3 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. A.2.5 Use a range of resources to identify the key physical and human features of the South American rainforest.</p>	<p>Week 1: Discover where the rainforests are in the world, in particular the South American rainforest; introduction to rainforests; compare it to Britain's geography/ the local area. Week 2: Explore what it is like in a rainforest and learn about the four main layers of vegetation and to be able describe the ecosystems of the rainforest and</p>
	<p><b>2. Investigate patterns</b> This concept involves understanding the relationships between the physical features of places and the</p>	<p>B.2.1 Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.  B.2.2 Describe geographical similarities and differences between countries (UK and South America).</p>	<p>Week 3: Define the word 'climate' and use charts and graphs to explore the climate of tropical rainforests. Week 4: Discover the indigenous rainforest tribes and compare their lives with life in modern society.</p>

	human activity within them, and the appreciation of how the world's natural resources are used and transported.		<p>Week 5: Explore how the rainforests are under threat and the actions that we can take to help save them.</p> <p>Week 6: Consolidation of learning.</p>
	<p>3. <b>Communicate geographically</b> This concept involves understanding geographical representations, vocabulary and techniques.</p>	<p>C.2.1 Describe key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• human geography, including: settlements and land use.</li> </ul> <p>C.2.2 Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>	
Art & Design	1. Develop ideas	<ul style="list-style-type: none"> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>	<p><b>Rainforest art</b></p> <p><b>Week 1.</b> Observe drawing techniques by Oenone Hammersley and sketch outline of rainforest picture - Sketching</p> <p><b>Week 2.</b> Painting rainforest picture – Watercolours</p> <p><b>Week 3.</b> Working with Mixed Media, looking at details of tree frogs by Oenone Hammersley and painting on an alternative background .</p> <p><b>Week 4.</b> Creating a rainforest collage based on Henri Rousseau.</p>
	<p>2. Master Techniques</p> <p>3. Drawing</p>	<ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour.</li> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> </ul>	

	4. Collage	<ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use overlapping</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul>	<p><b>Week 5.</b> Creating a folded semi-3D ghekkó with effective colour patterns and choices.</p> <p><b>Week 6.</b> Creating weavings based on patterns from the Aymara tribe in Bolivia.</p> <p><b>Week 7.</b> Rainforest leaf, silk screen printing</p>
	5. Sculpture	<ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Include texture that conveys feelings, expression or movement.</li> </ul>	
	6. Print	<ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns.</li> </ul>	
	7. Textiles	<ul style="list-style-type: none"> <li>• Create Weavings</li> </ul>	
Design & Technology	1. Master practical skills	<ul style="list-style-type: none"> <li>• Create series and parallel circuits</li> </ul>	<p><u>Designing and making an alarm system.</u></p> <p>Plan, design and make an electrical alarm system for house security. Use cutting, mechanics, measuring, art skills and decorating techniques. (4/5 lessons/hours)</p>
	2. Design, make, evaluate and improve.	<ul style="list-style-type: none"> <li>• Design products that have a clear purpose and an intended user.</li> <li>• Make products by working efficiently (such as by carefully selecting materials).</li> <li>• Refine work and techniques as work progresses, continually evaluating the product design.*-9+</li> </ul> <p>+369+++++</p>	
	3. Take inspiration from design throughout history.	<ul style="list-style-type: none"> <li>• Explore objects and designs to identify likes and dislikes of the designs.</li> <li>• Disassemble products to understand how they work.</li> </ul>	
Enrichment Opportunities	Helping others?		

	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	<ul style="list-style-type: none"> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</li> <li>• Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</li> <li>• Present findings in written form, displays and other presentations.</li> </ul>	<p><u>Dangers to living things</u></p> <p><b>Week 1.</b> Assessment of prior knowledge and investigating how environmental change can affect living things</p> <p><b>Week 2.</b> Investigating food chains</p> <p><b>Week 3.</b> Finding out about the terms ‘predator’, ‘prey’, ‘producer’ and ‘consumer’.</p> <p><b>Week 4.</b> Recognising how changes to the environment through fire and flooding can affect living things.</p> <p><b>Week 5.</b> Exploring how humans can reduce the effects of changes to the environment.</p> <p><b>Week 6.</b> Identifying the likely impact of a house-building programme on living things</p>
	3. Investigate living things	<ul style="list-style-type: none"> <li>• Recognise that living things can be grouped in a variety of ways.</li> <li>• Explore and use classification keys.</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to specific habitats.</li> </ul>	
RE	1. Understand how beliefs are conveyed	<ul style="list-style-type: none"> <li>• Present key teachings and beliefs of a religion</li> <li>• Refer to religious figures and holy books to explain answers.</li> </ul>	<p><u>Is a holy journey necessary for believers?</u></p> <p><b>Week 1.</b> To understand the difference between a holiday and a pilgrimage</p> <p><b>Week 2.</b> To learn about some areas in the world where Christians might visit on a pilgrimage.</p> <p><b>Week 3.</b> To learn about some Important events in the Hindu faith</p> <p><b>Week 4.</b> To create a fact file on some Christian Pilgrimage sites.</p>
	2. Understand practices and lifestyles	<ul style="list-style-type: none"> <li>• Describe religious buildings and explain how they are used.</li> <li>• Explain some of the religious practices of both clerics and individuals.</li> </ul>	
	3. Understand how beliefs are conveyed	<ul style="list-style-type: none"> <li>• Identify religious symbolism in literature and the arts.</li> </ul>	
	4. Reflect	<ul style="list-style-type: none"> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> <li>• Give some reasons why religious figures may have acted as they</li> </ul>	

		<p>did.</p> <ul style="list-style-type: none"> <li>Ask questions that have no universally agreed answers.</li> </ul>	<p><b>Week 5.</b> To create a board game on Hindu Pilgrimage of Kumbh Mela (Kooh-mella)</p>
	5. Understand values	<ul style="list-style-type: none"> <li>Explain how beliefs about right and wrong affect people's behaviour.</li> <li>Describe how some of the values held by communities or individuals affect behaviour and actions.</li> <li>Discuss and give opinions on stories involving moral dilemmas.</li> </ul>	<p><b>Week 6.</b> Recapping and assessment of Weeks 1 to 5</p>
Computing	2. Collect	<ul style="list-style-type: none"> <li>Devise and construct databases using applications designed for this purpose in areas across the curriculum.</li> </ul>	<p><u>We are Co-Authors</u></p> <p><b>Week 1.</b> Introduction and research.  <b>Week 2.</b> Using Wikipedia to find out information.  <b>Week 3.</b> Getting started with the class wiki  <b>Week 4.</b> Editing the wiki pages  <b>Week 5.</b> Editing Wikipedia  <b>Week 6.</b> Review</p>
	3. Communicate	<ul style="list-style-type: none"> <li>Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</li> </ul>	
Music	1. Perform	<ul style="list-style-type: none"> <li>Sing or play from memory with confidence.</li> <li>Perform solos or as part of an ensemble.</li> <li>Perform with control and develop skills using instruments.</li> <li>Maintain a simple part within a group.</li> <li>Play notes on an instrument with care so that they are clear.</li> </ul>	<p><u>Stop!</u></p> <p><b>Week 1.</b> Listen and appraise the song Stop! (Grime). Learn the chorus.  <b>Week 2.</b> Listen and appraise the song Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop). Learn to sing the song Stop! and compose some words with the song.  <b>Week 3.</b> Listen and appraise Radetzky March by Strauss (Classical). Continue to compose new lyrics for the song Stop!  <b>Week 4.</b> Listen and appraise Ho Gaya Sharabi by Panjabi MC ( Bhangra and Hip Hop). Perform pupil's own version of the song Stop!  <b>Week 5.</b> Listen and appraise Libertango by Astor Piazzolla (Tango). Perform own</p>
	2. Compose	<ul style="list-style-type: none"> <li>Compose and perform melodic songs with chorus and verses.</li> <li>Create rhythmic patterns with an awareness of timbre and duration.</li> <li>Create repeated patterns with a range of instruments.</li> <li>Choose, order, combine and control sounds to create an effect.</li> </ul>	
	4. Describe Music	<ul style="list-style-type: none"> <li>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> </ul>	

			pupil's version of the song Stop within the song. <b>Week 6.</b> Listen and appraise Mas Que Nada performed by Sergio Mendes and The Black Eyed Peas. Compose and Perform the song with improvisation.
French	1. Read fluently	<ul style="list-style-type: none"> <li>• Read and understand the main points in short written texts.</li> <li>• Read short texts independently.</li> <li>• Use a translation dictionary or glossary to look up new words.</li> </ul>	<u>Cave Languages – Lessons 38-</u> <b>Week 1.</b> Building simple sentences involving items of clothing. <b>Week 2.</b> Developing French spelling involving items of clothing. <b>Week 3.</b> Continuing understanding of masculine and feminine nouns. <b>Week 4.</b> Developing understanding of singular and plurals and silent letters. <b>Week 5.</b> Developing asking and answering questions. <b>Week 6.</b> Blending sounds to create words to say the days of the week.
	2. Write imaginatively	<ul style="list-style-type: none"> <li>• Write a few short sentences using familiar expressions.</li> <li>• Use knowledge of grammar to enhance or change the meaning of phrases.</li> <li>• Express personal experiences and responses.</li> <li>• Use dictionaries or glossaries to check words.</li> <li>• Write short phrases from memory with spelling that is readily understandable.</li> </ul>	
	3. Speak confidently	<ul style="list-style-type: none"> <li>• Understand the main points and opinions in spoken passages.</li> <li>• Ask others to repeat words or phrases if necessary.</li> <li>• Take part in conversations to seek and give information.</li> <li>• Ask and answer simple questions and take part in discussions and tasks.</li> <li>• Demonstrate a growing vocabulary.</li> <li>• Be understood with little difficulty.</li> </ul>	
	4. Understand the culture of the countries in which the language is spoken	<ul style="list-style-type: none"> <li>• Make comparisons between life in countries or communities where the language is spoken and this country.</li> <li>• Describe, with some interesting detail, some similarities and differences between countries and communities where the language is spoken.</li> </ul>	
PE	1. Develop practical skills in order to	Tennis: <ul style="list-style-type: none"> <li>• Throw and catch with control and accuracy.</li> <li>• Strike a ball with control.</li> </ul>	<u>Week 1.</u> Practise bouncing and catching <u>Week 2.</u> Practise racquet control. <u>Week 3.</u> Continue to practise racquet

	<p>participate, compete and lead a healthy lifestyle.</p>	<ul style="list-style-type: none"> <li>• Choose appropriate tactics to cause problems for the opposition.</li> <li>• Follow the rules of the game and play fairly.</li> <li>• Act as a respectful team member.</li> </ul> <p><u>Swimming:</u></p> <ul style="list-style-type: none"> <li>• Swim up to 25m metres unaided.</li> <li>• Use more than one stroke and coordinate breathing as appropriate for the stroke being used.</li> <li>• Coordinate leg and arm movements.</li> <li>• Swim at the surface and below the water.</li> </ul>	<p>skills.</p> <p><u>Week 4.</u> Practise using skills against another team.</p> <p><u>Week 5.</u> Using throwing, catching and racket skills in a game.</p> <p><u>Week 6.</u> Consolidate skills in games.</p> <p><u>Swimming</u></p> <p><u>Week 1.</u> Assessment</p> <p><u>Week 2.</u> Basic water confidence and breathing techniques used when swimming with face in the water.</p> <p><u>Week 3.</u> Gliding, Backstroke</p> <p><u>Week 4.</u> Breast stroke techniques and treading water</p> <p><u>Week 5.</u> Front crawl and Butterfly techniques.</p> <p><u>Week 6.</u> Water Safety - lifesaving skills</p>
PSHE	<p>Online Safety Keeping myself safe</p>	<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>	<p><u>Keeping Myself Safe</u></p> <p><b>Week 1.</b> Danger, hazard or risk</p> <p><b>Week 2.</b> Safe online sharing.</p> <p><b>Week 3.</b> How Dare you! Understanding dares.</p> <p><b>Week 4.</b> Medicines: Check the label! Understanding medicines are drugs, safe alternatives, limiting the spread of disease.</p> <p><b>Week 5.</b> Understand some of the key risks and effects of smoking and drinking alcohol;</p> <p><b>Week 6.</b> Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</p> <p><b>Week 7.</b> Keeping ourselves safe. Describe stages of identifying and managing risk;</p>

			suggest people pupils can ask for help in managing risk.
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For English and maths plan see separate long term plans.