



**Medium Term Plan – Spring 1**

**Extreme Earth**

**Owls**

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	B. Build an overview of world history	1.2. Describe significant people from the past.	Week 2: Polar explorers
Geography	A. Investigate places	1.1. Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) 1.3. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. 1.5. Use aerial images and plan perspectives to recognise landmarks and basic physical features. 1.7. Name and locate the world's continents and oceans.	<u>Climates</u> Week 1: What is the difference between weather and climate? Locations of the continents, the equator, north and south poles. Week 2: Polar climate Week 3: Temperate & Mediterranean climates Week 4: Arid climate Week 5: Tropical climate
	B. Investigate patterns	1.2. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the World in relation to the Equator and the North and South Poles.	
	C. Communicate geographically	1.1. Use basic geographical vocabulary to refer to: Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. 1.2. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.	

Art & Design	A. Develop ideas	1.1. Respond to ideas and starting points. 1.2. Explore ideas and collect visual information. 1.3. Explore different methods and materials as ideas develop.	Week 1: Penguin drawing Week 2: Northern lights scene Week 3: Monet's water lilies Week 4: Van Gogh seascape Week 5: Desert collage
	B. Master techniques	1.1. Use thick and thin brushes. 1.2. Mix primary colours to make secondary. 1.3. Add white to colours to make tints and black to colours to make tones. 1.5. Use a combination of materials that are cut, torn and glued. 1.6. Sort and arrange materials. 1.7. Mix materials to create texture. 1.12. Draw lines of different sizes and thickness. 1.13. Colour (own work) neatly following the lines. 1.14. Show pattern and texture by adding dots and lines. 1.15. Show different tones by using coloured pencils.	
	C. Take inspiration from the greats	1.1. Describe the work of notable artists, artisans and designers. 1.2. Use some of the ideas of artists studied to create pieces.	
Design & Technology	A. Master practical skills	1.4. Cut materials safely using tools provided. 1.6. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).	Week 5: Parrots

	Key Skills	Milestones Covered	Lesson Outline
Science	A. Work scientifically	1.1. Ask simple questions. 1.2. Observe closely, using simple equipment. 1.3. Perform simple tests. 1.4. Identify and classify. 1.5. Use observations and ideas to suggest answers to questions. 1.6. Gather and record data to help in answering questions.	<u>Comparing Materials</u> Week 1: Describing and comparing materials Week 2: Classifying materials Week 3: Exploring slime Week 4: Floating and sinking Week 5: Testing transparency
	B. Investigate materials	1.1. Distinguish between an object and the material from which it is made.	

		<p>1.2. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>1.3. Describe the simple physical properties of a variety of everyday materials.</p> <p>1.4. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>1.5. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>1.6. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.</p>	
RE	A. Understand beliefs and teachings	<p>1.1. Describe some of the teachings of a religion.</p> <p>1.2. Describe some of the main festivals or celebrations of a religion.</p>	<p><u>Is it important to celebrate the New Year?</u></p> <p>Week 1: How did you celebrate the New Year?</p> <p>Week 2: Rosh Hashanah</p> <p>Week 3: The story of Adam and Eve</p> <p>Week 4: Baisakhi</p> <p>Week 5: Is it important to celebrate New Year?</p>
	B. Understand practices and lifestyles	1.1. Recognise, name and describe some religious artefacts, places and practices.	
	D. Reflect	<p>1.1. Identify the things that are important in their own lives and compare these to religious beliefs.</p> <p>1.2. Relate emotions to some of the experiences of religious figures studied.</p> <p>1.3. Ask questions about puzzling aspects of life.</p>	
	E. Understand values	<p>1.1. Identify how they have to make their own choices in life.</p> <p>1.2. Explain how actions affect others.</p> <p>1.3. Show an understanding of the term 'morals'.</p>	
Computing	1. Code	<ul style="list-style-type: none"> <li>Control motion by specifying the number of steps to travel, direction and turn.</li> <li>Add text strings, show and hide objects and change the features of an object.</li> <li>Control when drawings appear and set the pen colour, size and shape.</li> <li>Specify user inputs (such as clicks) to control events.</li> <li>Specify the nature of events (such as a single event or a loop).</li> </ul>	<p><u>Controlling a robot</u></p> <p>Week 1: Directions</p> <p>Week 2: Forwards and backwards</p> <p>Week 3: Four directions</p> <p>Week 4: Getting there</p> <p>Week 5: Routes</p>

	2. Connect	<ul style="list-style-type: none"> <li>Understand online risks and the age rules for sites.</li> </ul>	
	3. Communicate	<ul style="list-style-type: none"> <li>Use a range of applications and devices in order to communicate ideas, work and messages.</li> </ul>	
Music	A. Perform	1.1. Take part in singing, accurately following the melody. 1.2. Follow instructions on how and when to sing or play an instrument. 1.3. Make and control long and short sounds, using voice and instruments. 1.4. Imitate changes in pitch.	<u>In the Groove</u> Listen to, appraise and compare songs in different styles, including Blues, Baroque, Latin, Bhangra, Folk and Funk. Learn to sing the song In the Groove. Musical games. Play instruments. Performance.
	B. Compose	1.1 Create a sequence of long and short sounds. 1.2 Clap rhythms. 1.3 Create a mixture of different sounds (long and short, loud and quiet, high and low). 1.4 Choose sounds to create an effect. 1.5 Sequence sounds to create an overall effect. 1.6 Create short, musical patterns. 1.7 Create short, rhythmic phrases	
	D. Describe music	1.1. Identify the beat of a tune. 1.2. Recognise changes in timbre, dynamics and pitch.	
PE	A. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	1.1. Use the terms 'opponent' and 'team-mate'. 1.2. Use rolling, hitting, running, jumping, catching and kicking skills in combination. 1.3. Develop tactics. 1.4. Lead others when appropriate. 1.5. Copy and remember moves and positions. 1.6. Move with careful control and coordination. 1.7. Link two or more actions to perform a sequence. 1.8. Choose movements to communicate a mood, feeling or idea.	<u>Dance</u> Week 1: To perform actions to well-known nursery rhymes. Week 2: To march in time to the beat and to turn while marching. Week 3: To perform actions in canon. Week 4: To perform a short dance using canon. Week 5: To perform in rounds in different groups.  <u>Attack, Defend, Shoot</u> Week 1: To hit a target. Week 2: To defend a target.

			<p>Week 3: To roll and slide balls and beanbags.</p> <p>Week 4: To shoot in a game to score points.</p> <p>Week 5: To work with a partner to score points.</p>
PSHE	Keeping Myself Safe	<ul style="list-style-type: none"> <li>• I can talk about the things my body needs to stay well (exercise, sleep, healthy foods).</li> <li>• I can say what I can do if I have strong, but not so good feelings, to help me stay safe.</li> <li>• I can say 'no' to unwanted touch and ask for help from a trusted adult.</li> <li>• I can say when medicines can be helpful or might be harmful.</li> <li>• I can tell you how to stay safe around medicine.</li> </ul>	<p>1: Talk about how to keep their bodies healthy and safe.</p> <p>2: Name ways to stay safe around medicines.</p> <p>3: To learn the PANTS rule and which parts of my body are private.</p> <p>4: To understand that medicines can sometimes make people feel better when they're ill.</p> <p>5: To talk about safety and responsibility around medicines.</p>

For English and maths plan see separate long term plans.