



Medium Term Plan – Summer 2

Express Yourself

Robins

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	1. Investigate and interpret the past	2.2. Suggest suitable sources of evidence for historical enquiries. 2.3. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	Express Yourself Lesson 1- David Bowie research Lesson 2- David Bowie presenting research Lesson 3- Bob Marley Lesson 4- Reggae Music Lesson 5- Georgia O’Keeffe Lesson 6- Henri Matisse Lesson 7- Choose an artist or musician to research
	2. Build an overview of world history	2.4. Describe the social, ethnic, cultural or religious diversity of past society. 2.5. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	
	4. Communicate historically	2.1. Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates 2.2. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	

Art & Design	Develop ideas	<p>A.2.1. Develop ideas from starting points throughout the curriculum.</p> <p>A.2.2. Collect information, sketches and resources.</p> <p>A.2.3. Adapt and refine ideas as they progress.</p> <p>A.2.4. Explore ideas in a variety of ways.</p> <p>A.2.5. Comment on artworks using visual language.</p>	<p>Express Yourself</p> <p>Lesson 1- Earth watercolour paintings</p> <p>Lesson 2- Davis Bowie portraits</p> <p>Lesson 3- Bob Marley portrait/print</p> <p>Lesson 4- Three Little Birds collage and mono prints</p> <p>Lesson 5- Georgia O’Keeffe inspired oil pastel flower drawings</p> <p>Lesson 6- 3D poppy collages and origami poppies.</p> <p>Lesson 7- Matisse inspired collage</p>
	Master techniques	<p>Painting</p> <p>B.2.1. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>B.2.2. Mix colours effectively.</p> <p>B.2.3. Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>B.2.4. Experiment with creating mood with colour.</p> <p>Collage</p> <p>B.2.5. Select and arrange materials for a striking effect.</p> <p>B.2.6. Ensure work is precise.</p> <p>B.2.7. Use coiling, overlapping, tessellation, mosaic and montage.</p> <p>Drawing</p> <p>B.2.12. Use different hardnesses of pencils to show line, tone and texture.</p> <p>B.2.13. Annotate sketches to explain and elaborate ideas.</p> <p>B.2.14. Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>B.2.15. Use shading to show light and shadow.</p> <p>B.2.16. Use hatching and cross hatching to show tone and texture.</p> <p>Print</p> <p>B.2.17. Use layers of two or more colours.</p> <p>B.2.18. Replicate patterns observed in natural or built environments.</p> <p>B.2.19. Make printing blocks (e.g. from coiled string glued to a block).</p> <p>B.2.20. Make precise repeating patterns.</p>	
	Take inspiration from the greats	<p>C.2.1. Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>C.2.2. Create original pieces that are influenced by studies of others.</p>	

Design & Technology	Master practical skills	<p>Food</p> <p>A.2.1. Prepare ingredients hygienically using appropriate utensils.</p> <p>A.2.2. Measure ingredients to the nearest gram accurately.</p> <p>A.2.3. Follow a recipe.</p> <p>A.2.4. Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</p> <p>Materials</p> <p>A.2.5. Cut materials accurately and safely by selecting appropriate tools.</p> <p>A.2.6. Measure and mark out to the nearest millimetre.</p> <p>A.2.7. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p> <p>A.2.8. Select appropriate joining techniques.</p> <p>Construction</p> <p>A.2.14. Choose suitable techniques to construct products or to repair items.</p> <p>A.2.15. Strengthen materials using suitable techniques.</p> <p>Mechanics</p> <p>A.2.16. Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</p>	<p>Moving Monsters</p> <p>Lesson 1- Show a range of familiar objects which use air to make them work (recorder, whistle, bicycle pump, balloon, inflatable swimming aids, foot pump, coiled party blowers)</p> <p>Paired discussion – how do these things work? Understand that it is the flow of air that makes them work.</p> <p>Lesson 2- Construct a simple pneumatic system by joining a balloon (using an elastic band) to 5mm tubing and then to a washing up liquid bottle:</p> <p>What happens to the air when you squeeze the bottle?</p> <p>What happens when you let go?</p> <p>What happens if you put fabric over the balloon then squeeze the bottle? Can you lift a book with the balloon?</p> <p>Lesson 3/4- Create a moving monster/creature,</p> <p>Show model or videos of models again.</p> <p>Discuss mechanism needed to move it and how it could work. Discuss materials that would be needed</p> <p>Sketch design for monster, labelling materials needed both for decoration and moving mechanism. Experiment with various materials including reclaimed items such as egg boxes, margarine tubs, bottles etc.</p> <p>Produce final labelled design with a list of materials needed.</p>
	Design, make, evaluate and improve.	<p>B.2.1. Design with purpose by identifying opportunities to design.</p> <p>B.2.2. Make products by working efficiently (such as by carefully selecting materials).</p> <p>B.2.3. Refine work and techniques as work progresses, continually evaluating the product design.</p> <p>B.2.4. Use software to design and represent product designs.</p>	
	Take inspiration from design throughout history.	<p>C.2.1. Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</p> <p>C.2.2. Improve upon existing designs, giving reasons for choices.</p> <p>C.2.3. Disassemble products to understand how they work.</p>	

			<p>Lesson 5- Complete assembly and decorate.</p> <p>Lesson 6- Discuss problems encountered and how you solved them – list on flip chart with problem/solution headings? Evidence of this in evaluation? What went well? Say 2 things you have learned from the project.</p>
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	Key Skills	Milestones Covered	Lesson Outline
Science	Work scientifically	<p>A.2.1. Ask relevant questions.</p> <p>A.2.2. Set up simple, practical enquiries and comparative and fair tests.</p> <p>A.2.3. Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</p> <p>A.2.4. Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>A.2.5. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</p> <p>A.2.6. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>A.2.7. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</p> <p>A.2.8. Identify differences, similarities or changes related to simple, scientific ideas and processes.</p> <p>A.2.9. Use straightforward, scientific evidence to answer questions or to support their findings.</p>	<p>What Plants Need</p> <ol style="list-style-type: none"> 1. Discuss what plants need in order to grow. 2. Investigation discovering the difference watering (a lot, little, not at all!) makes to a plant's growth. 3. Discuss how to help root bound plants. 4. Comparison of different planting materials including different soils. 5. Recap knowledge learnt during topic. <p>Alongside these plans the children will be having practical experience of growing plants in our school kitchen garden.</p>
	What Plants Need	<p>B.2.2. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p>	

RE	Understand beliefs and teachings	A.2.1. Present the key teachings and beliefs of a religion. A.2.2. Refer to religious figures and holy books to explain answers.	<p>What do Christians learn from the creation story?</p> <p>Lesson 1- What do Christians and Jews believe about how the world was created?</p> <p>Lesson 2- If God is Creator, what kind of God must God be?</p> <p>Lesson 3- How does God tell Christians to look after His Creation?</p> <p>Lesson 4- What is temptation?</p> <p>Lesson 5- Was Adam and Eve’s behaviour wrong?</p> <p>Lesson 6- Is it important for people to say sorry and take responsibility for their actions?</p> <p>Lesson 7- Assessment</p>
	Understand practices and lifestyles	B.2.1. Identify religious artefacts and explain how and why they are used. B.2.2. Describe religious buildings and explain how they are used. B.2.3. Explain some of the religious practices of both clerics and individuals.	
	Understand how beliefs are conveyed	C.2.1. Identify religious symbolism in literature and the arts.	
	Reflect	D.2.1. Show an understanding that personal experiences and feelings influence attitudes and actions. D.2.2. Give some reasons why religious figures may have acted as they did. D.2.3. Ask questions that have no universally agreed answers.	
	Understand values	E.2.1. Explain how beliefs about right and wrong affect people’s behaviour. E.2.2. Describe how some of the values held by communities or individuals affect behaviour and actions. E.2.3. Discuss and give opinions on stories involving moral dilemmas.	
Computing	Programming	<ul style="list-style-type: none"> • To explain that a sequence of commands has a start. • To explain that a sequence of commands has an outcome. • To create a program using a given design. • To change a given design. • To create a program using my own design. • To decide how my project can be improved. 	<p>Programming B- Programming Quizzes</p> <ol style="list-style-type: none"> 1. Scratch Jr recap-identify the start of sequences in real-world scenarios, and learn that sequences need to be started in ScratchJr. Create programs and run them in full-screen mode using the Green flag. 2. Outcomes- predict the outcomes of real-life scenarios and a range of small programs in ScratchJr. Then match programs that produce the

			<p>same outcome when run, and use a set of blocks to create programs that produce different outcomes when run.</p> <ol style="list-style-type: none"> 3. Using a design- use a predefined design to create an animation based on the seasons. 4. Changing a design-look at an existing quiz design and think about how this can be realised within the ScratchJr app. Choose backgrounds and characters for their own quiz projects. 5. Designing and creating a programme- create quiz question designs including their own choices of question, artwork, and algorithms. They will increase the number of blocks used within their sequences to create more complex programs. 6. Evaluating- compare projects to designs. Think about how to improve their designs by adding additional features. Modify their designs and implement the changes on their devices.
Music	Perform	<p>A.2.1. Sing from memory with accurate pitch. A.2.2. Sing in tune. A.2.3. Maintain a simple part within a group. A.2.4. Pronounce words within a song clearly. A.2.5. Show control of voice. A.2.6. Play notes on an instrument with care so that they are clear.</p>	<p>Reflect and Rewind Lesson 1- Reflect - L’Homme Armé by Robert Morton (Early Music) Rewind and Listen Out! Ain’t No Mountain High Enough sung by Marvin Gaye and Tammi Terrell</p>

		A.2.7. Perform with control and awareness of others.	Reflect - Composers and Composition (Talvin Singh) Lesson 2- Reflect - Les Tricoteuses (The Knitters) from the Baroque era. Rewind and Listen Out! Small People by Ziggy Marley. Reflect - Composers and Composition (Gwyneth Herbert) Lesson 3-- Reflect - The Clock: Il Andante by Franz Joseph Haydn (from the Classical era). Rewind and Listen Out! Vaishnava Jana (Traditional). Reflect - Composers and Composition (Gwyneth Herbert). Lesson 4- Reflect - Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt (from the Romantic era) Rewind and Listen Out! Birdsong (Chinese Traditional). Reflect - Composers and Composition (Gwyneth Herbert) Lesson 5- Reflect - Prelude à L'Apres-Midi D'Un Faune by Claude Debussy (20th Century). Rewind and Listen Out! We Are Family by Sister Sledge. Reflect - Composers and Composition (Gwyneth Herbert). Lesson 6- Reflect - Music For Large And Small Ensembles (opening) by Kenny Wheeler (Contemporary Jazz). Rewind and Listen Out! Car Wash by Rose Royce. Reflect - Watch a video of our Charanga singers, Kim and Chris.
	Compose	B.2.1. Compose and perform melodic songs. B.2.2. Use sound to create abstract effects. B.2.3. Create repeated patterns with a range of instruments. B.2.4. Create accompaniments for tunes. B.2.5. Use drones as accompaniments. B.2.6. Choose, order, combine and control sounds to create an effect. B.2.7. Use digital technologies to compose pieces of music.	
	Transcribe	C.2.1. Devise non-standard symbols to indicate when to play and rest. C.2.2. Recognise the notes EGBDF and FACE on the musical stave. C.2.3. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	
	Describe music	D.2.1. Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. D.2.2. Evaluate music using musical vocabulary to identify areas of likes and dislikes. D.2.3. Understand layers of sounds and discuss their effect on mood and feelings.	
French	Read fluently	A.2.1. Read and understand the main points in short written texts. A.2.2. Read short texts independently. A.2.3. Use a translation dictionary or glossary to look up new words.	Stage 1 lessons 25-30 Lesson 25- Sing the song and perform the actions at the same time

	Write imaginatively	<p>B.2.1. Write a few short sentences using familiar expressions.</p> <p>B.2.2. Express personal experiences and responses.</p> <p>B.2.3. Write short phrases from memory with spelling that is readily understandable.</p>	<p>Predict the spellings of numbers 1-10 (some)</p> <p>Read and identify the numbers 1-10</p> <p>Lesson 26- Listen and recognise verbs and adverbs</p> <p>Read and copy write numbers 7-10</p> <p>Lesson 27- Assess their understanding of verbs, adverbs and numbers 1-10</p> <p>Identify some facts about how the French language works</p> <p>Identify ways to improve understanding</p> <p>Lesson 28- Produce words for please and thank you</p> <p>State why there are two ways of saying please</p> <p>Ask for Albert and Annick politely</p> <p>Join in with actions and words (some) of a story</p> <p>Lesson 29- Ask politely for a bear (some)</p> <p>Join in with actions and words of finger rhyme</p> <p>Blend sounds to produce new words</p> <p>Repeat, listen and identify masculine noun pencil case items</p> <p>Suggest ways to remember the new nouns</p> <p>Lesson 30- Ask politely for a bear</p> <p>Join in with actions and words of finger rhyme</p> <p>Repeat, listen and identify pencil case items</p> <p>Suggest ways to remember the new nouns</p>
	Speak confidently	<p>C.2.1. Understand the main points from spoken passages.</p> <p>C.2.2. Ask others to repeat words or phrases if necessary.</p> <p>C.2.3. Ask and answer simple questions and talk about interests.</p> <p>C.2.4. Take part in discussions and tasks.</p> <p>C.2.5. Demonstrate a growing vocabulary.</p>	
	Understand the culture of the countries in which the language is spoken	<p>D.2.1. Describe with some interesting details some aspects of countries or communities where the language is spoken.</p> <p>D.2.2. Make comparisons between life in countries or communities where the language is spoken and this country.</p>	

	Changing	<p>space);</p> <ul style="list-style-type: none"> • Identify when it is appropriate or inappropriate to allow someone into their body space; • Recognise and describe appropriate behaviour online as well as offline; • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	
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For English and maths plan see separate long term plans.