



Medium Term Plan – Spring 1

Extreme Earth

Owls

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	1. Investigate and interpret the past	<ul style="list-style-type: none"> Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. 	Week 3 & 4: Mountaineers
	2. Build an overview of world history	<ul style="list-style-type: none"> Describe significant people from the past. 	
Geography	1. Investigate places	<ul style="list-style-type: none"> 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?) Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name and locate the world's continents and oceans. 	<u>Climates</u> Week 1: What is a mountain? Locations of the continents, the equator, north and south poles. Week 2: Features of Mountains Week 3: People and Mountains Week 4: Mount Everest Week 5: Mount Kilimanjaro
	3. Communicate geographically	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. 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	1. Develop ideas	<ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. 	Week 1: Zentangle mountain art Week 2: Mountain paper collage Week 3: Paper weaving Week 4: Hokusai mountain painting Week 5: Printing
	2. Master techniques	<ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers) Use objects to create prints (e.g. fruit, vegetables or sponges) Press, roll, rub and stamp to make prints. Use weaving to create a pattern. 	
	3. Take inspiration from the greats	<ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. 	
Enrichment Opportunities			

	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	<ul style="list-style-type: none"> Ask simple questions. Observe closely, using simple equipment. Identify and classify. 	<u>Brilliant Builders!</u> Week 1: We're going on a material hunt! Week 2: Material pairs and properties.

		<ul style="list-style-type: none"> • Use observations and ideas to suggest answers to questions. 	<p>Week 3: Sticking together. Week 4: Odd one out. Week 5: Three little pigs: brilliant builders?</p>
	2. Investigate materials	<ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. 	
RE	1. Understand beliefs and teachings	<ul style="list-style-type: none"> • Describe some of the teachings of a religion. 	<p><u>What do the Sikhs learn from the 5Ks?</u> Week 1: Identify everyday symbols: How do they show commitment and belonging? Week 2: What are the 5Ks? Week 3: How do the 5Ks impact Sikhs lives? Week 4: Which of the 5Ks do you think would help the most? Week 5: What symbols help you to remember things?</p>
	2. Understand practices and lifestyles	<ul style="list-style-type: none"> • Recognise, name and describe some religious artefacts, places and practices. 	
	3. Understand how beliefs are conveyed	<ul style="list-style-type: none"> • Name some religious symbols. • Explain the meaning of some religious symbols. 	
	4. Reflect	<ul style="list-style-type: none"> • Identify the things that are important in their own lives and compare these to religious beliefs. • Ask questions about puzzling aspects of life. 	
	5. Understand values	<ul style="list-style-type: none"> • Identify how they have to make their own choices in life. • Explain how actions affect others. • Show an understanding of the term 'morals'. 	
Computing	1. Code	<ul style="list-style-type: none"> • Control motion by specifying the number of steps to travel, direction and turn. • Add text strings, show and hide objects and change the features of an object. 	<p>Programming – Moving a Robot Week 1: Buttons Week 2: Directions Week 3: Forwards and backwards</p>

		<ul style="list-style-type: none"> Specify user inputs (such as clicks) to control events. Specify the nature of events (such as a single event or a loop). 	<p>Week 4: Four directions</p> <p>Week 5: Getting there</p> <p>Week 6: Routes</p>
	3. Communicate	<ul style="list-style-type: none"> Use a range of applications and devices in order to communicate ideas, work and messages. 	
Music	1. Perform	<ul style="list-style-type: none"> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. 	<p><u>Introducing Tempo and Dynamics</u></p> <p>Week 1: If You're Happy and You Know It</p> <p>Week 2: Sing Me a Song</p> <p>Week 3: Sparkle</p> <p>Week 4: Rhythm in The Way We Walk</p> <p>Week 5: Big Bear Funk</p>
	2. Compose	<ul style="list-style-type: none"> Clap rhythms 	
	4. Describe music	<ul style="list-style-type: none"> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. 	
PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<ul style="list-style-type: none"> Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate. Copy and remember moves and positions. Move with careful control and coordination. Link two or more actions to perform a sequence. Choose movements to communicate a mood, feeling or idea. 	<p><u>Dance</u></p> <p>Week 1: British Folk Dance 1 – Busy Feet</p> <p>Week 2: British Folk Dance 2 – Meeting and Greeting</p> <p>Week 3: British Folk Dance 3 – Patterns Galore</p> <p>Week 4: British Folk Dance 4 – Circle Dance</p> <p>Week 5: The Pied Piper of Hamelin – Rats everywhere</p> <p><u>Invasion games</u></p> <p>Week 1: Moving and dodging with a ball in a game</p> <p>Week 2: Using space when passing a ball in a game</p> <p>Week 3: Throwing and catching in a game</p> <p>Week 4: Dodging and marking in a game</p> <p>Week 5: Shooting at and protecting a target in a game</p>

			Week 6: Teamwork in games
PSHE	4. Push themselves	<ul style="list-style-type: none"> Express doubts and fears. Explain feelings in uncomfortable situations. Begin to push past fears (with encouragement). Listen to people who try to help. Begin to try to do something more than once. 	<u>Keeping Myself Safe</u> Week 1: Harold's picnic Week 2: How safe would you feel? Week 3: What should Harold say? Week 4: I don't like that! Week 5: Fun or not? Week 6: Should I tell?
	7. Understand others	<ul style="list-style-type: none"> Show an awareness of someone who is talking. Show an understanding that one's own behaviour affects other people. Listen to other people's point of view. 	
	8. Not give up	<ul style="list-style-type: none"> Try again with the help of others. Try to carry on even if a failure causes upset. 	

For English and maths plan see separate long term plans.