



Medium Term Plan – Spring 2

Creatures Great and Small – Endangered Animals

Ibis

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
Geography	A. Investigate places	<p>A.2.1. Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>A.2.2. Explain own views about locations, giving reasons.</p> <p>A.2.3. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>A. 2.4. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>A.2.5. Use a range of resources to identify the key physical and human features of a location.</p> <p>A. 2.6. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>A.2.7. Name and locate the countries of Europe and identify their main physical and human characteristics.</p>	<p>Week 1. Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere</p> <p>Week 2. Identify the position and significance of the Arctic and the Antarctic Circle</p> <p>Week 3. Learning about different aspects of Europe</p> <p>Week 4. To name and locate counties and cities of the United Kingdom.</p> <p>Week 5. Sketching maps of the local area</p> <p>Week 6. Fieldwork on flooding in Goring</p>
	B. Investigate patterns	<p>A.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.</p> <p>A.2.2. Describe geographical similarities and differences between countries.</p>	
	C. Communicate	<p>A.2.1. Human geography, including: settlements and land use.</p> <p>A.2.2. Use the eight points of a compass, four-figure grid</p>	

	geographically	references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	
Art & Design	A. Develop ideas	A2.2 Collect information, sketches and resources. A2.3 Adapt and refine ideas as they progress. A2.4 Explore ideas in a variety of ways. A2.5 Comment on artworks using visual language.	<p><u>Endangered animals art.</u></p> <p>Week 1. Endangered animals – Sketching a panda. Week 2. Megan Coyle – Animal collages. Week 3. Megan Coyle – Animal collages. Week 4. Animal Pattern and silhouettes – mixed media. Week 5. Textiles – Felt squares with animal patterns or sewing a blue whale from a pattern Week 6. Felt squares with animal patterns or sewing a blue whale from a pattern</p>
	B. Painting	B2.1 Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. B2.2 Mix colours effectively. B2.3 Use watercolour paint to produce washes for backgrounds then add detail. B2.4 Experiment with creating mood with colour.	
	C. Collage	C2.1 Select and arrange materials for a striking effect. C2.2 Ensure work is precise. C2.3 Use overlapping	
	D. Sculpture	D2.1 Create and combine shapes to create recognisable forms (e.g. D2.2 shapes made from nets or solid materials). D2.3 Include texture that conveys feelings, expression or movement.	
	E. Drawing	E2.1 Use different hardnesses of pencils to show line, tone and texture. Sketch lightly (no need to use a rubber to correct mistakes).	
Design & Technology	1. Master practical skills	A.2.12. Create series and parallel circuits	<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.	B.2.1. Design with purpose by identifying opportunities to design. B.2.2. Make products by working efficiently (such as by carefully selecting materials). B.2.3. Refine work and techniques as work progresses, continually evaluating the product design.	
	3. Take inspiration from design	C.2.2. Improve upon existing designs, giving reasons for choices. C.2.3. Disassemble products to understand how they work.	

	throughout history.		
--	---------------------	--	--

	Key Skills	Milestones Covered	Lesson Outline
Science	A. 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><u>Grouping Living Things</u></p> <ol style="list-style-type: none"> 1. Assessment of prior knowledge and investigating the importance of grouping living things. 2. Sorting animals into categories and classifying them. 3. Creating a classification key. 4. Observing small invertebrates, plants and birds in the school grounds. 5. Classifying the results from last week into invertebrates, birds and plants and creating a key. 6. Comparing animals found in the school grounds with those found elsewhere in the British Isles.
	C. Understand animals and humans	C.2.3. Identify that humans and some animals have skeletons and muscles for support, protection and movement.	
	D. Investigate living things	<p>D.2.1. Recognise that living things can be grouped in a variety of ways.</p> <p>D.2.2. Explore and use classification keys.</p> <p>D.2.3. Recognise that environments can change and that this can sometimes pose dangers to specific habitats.</p>	

RE	1. Understand beliefs and teachings	<p>A.1.2. Describe some of the main festivals or celebrations of a religion.</p> <p>A.2.1. Present key teachings and beliefs of a religion</p> <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><u>Should Believers Give Things Up?</u></p> <p>Week 1. To understand temptation and making the right decision.</p> <p>Week 2. To understand what Lent is in the Christian faith.</p> <p>Week 3. To explore the concept of sin.</p> <p>Week 4. Understanding why Christians might give things up</p> <p>Week 5. Learning about celebrations before Lent around the world.</p> <p>Week 6. Palm Sunday and Holy Week</p>
	2. Understand practices and lifestyles	<p>B.2.1. Identify religious artefacts and explain how and why they are used.</p> <p>B.2.2. Describe religious buildings and explain how they are used.</p> <p>B.2.3. Explain some of the religious practices of both clerics and individuals.</p> <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.2.1. Show an understanding that personal experiences and feelings influence attitudes and actions.</p> <p>D.2.2. Give some reasons why religious figures may have acted as they did.</p> <p>D.2.3. Ask questions that have no universally agreed answers.</p>	
	5. Understand values	<p>E.2.1. Explain how beliefs about right and wrong affect people's behaviour.</p> <p>E.2.2. Describe how some of the values held by communities or individuals affect behaviour and actions.</p> <p>E.2.3. Discuss and give opinions on stories involving moral</p>	

		dilemmas. E.3.3. Express their own values and remain respectful of those with different values.	
Computing	Programming B – Repetition in games	<ul style="list-style-type: none"> • I can list an everyday task as a set of instructions including repetition • I can predict the outcome of a snippet of code • I can modify a snippet of code to create a given outcome • I can modify loops to produce a given outcome • I can choose when to use a count-controlled and an infinite loop • I can recognise that some programming languages enable more than one process to be run at once • I can choose which action will be repeated for each object • I can explain what the outcome of the repeated action should be • I can evaluate the effectiveness of the repeated sequences used in my program • I can identify which parts of a loop can be changed • I can explain the effect of my changes • I can re-use existing code snippets on new sprites • I can evaluate the use of repetition in a project • I can select key parts of a given project to use in my own design • I can develop my own design explaining what my project will do • I can refine the algorithm in my design • I can build a program that follows my design • I can evaluate the steps I followed when building my project 	<p>Week 1. To develop the use of count-controlled loops in a different programming environment.</p> <p>Week 2. To explain that in programming there are infinite loops and count-controlled loops.</p> <p>Week 3. To develop a design that includes two or more loops which run at the same time.</p> <p>Week 4. To modify an infinite loop in a given program.</p> <p>Week 5. To design a project that includes repetition.</p> <p>Week 6. To create a project that includes repetition.</p>

Music	A. Perform	A1.1 Sing from memory with accurate pitch. A1.2 Sing in tune. A1.3 Maintain a simple part within a group. A1.4 Pronounce words within a song clearly. A1.5 Show control of voice. A1.6 Play notes on an instrument with care so that they are clear. A1.7 Perform with control and awareness of others.	<u>Feelings Through Music</u> Week 1. Appraise and listen to the song <i>Let your Spirit Fly</i> by Joanna Mangona and Pete Readman. Week 2. Listen and learn about Beethoven's 5 th Symphony (1 st and 4 th movements). Week 3. Learn to sing and play <i>Frère Jacques</i> . Week 4. Learning and listening about the music of Strauss including <i>The Blue Danube Waltz</i> . Week 5. Listening to Pink Floyd's Dark Side of the Moon (Eclipse) including the artwork used on the LP cover. Week 6. Revise the work we have covered this term. Alongside the work above, we will be continuing to learn to play the recorder – with notes D, E, F#, G, A, B, C, C# and D' and a variety of tunes. We also learn a little music theory at the start of each lesson.
	B. Compose	B2.1 Compose and perform melodic songs. B2.2 Use sound to create abstract effects. B2.3 Create repeated patterns with a range of instruments. B2.4 Create accompaniments for tunes. B2.5 Use drones as accompaniments. B2.6 Choose, order, combine and control sounds to create an effect.	
	C. Transcribe	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.	
	D. Describe Music	D2.1 Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. D2.2 Evaluate music using musical vocabulary to identify areas of likes and dislikes. D2.3 Understand layers of sounds and discuss their effect on mood and feelings.	
French	1. Read fluently	A.1.1. Read out loud everyday words and phrases. A.1.2. Use phonic knowledge to read words. A.1.3. Read and understand short written phrases. A.1.4. Read out loud familiar words and phrases. A.1.5. Use books or glossaries to find out the meanings of new words. A.2.1. Read and understand the main points in short written texts. A.2.2. Read short texts independently.	<u>Cave Languages – Lessons 47-52</u> Week 1 - Say numbers in sequence 0 to 12; Join in with rhyme/song; Count nouns to 10 identifying sound changes in numbers; Identify silent letter rule(some) Week 2 - Say numbers in sequence 11 to 20

		A.2.3. Use a translation dictionary or glossary to look up new words.	<p><u>Week 3</u> - Say the numbers 11-20 in sequence; Listen and identify the numbers 11-20; Pronounce the sounds in the numbers 11-20; Identify the letter string which matches the sound (some); Read aloud and identify numbers 11-20</p> <p><u>Week 4</u> - Read and identify numbers 1-20; Join in with the 2 times table; Identify why some letters are silent(some)</p> <p><u>Week 5</u> - Say 2 times table; Put words in alphabetical order; Find meanings in dictionary; Listen and follow story (Par une sombre nuit de tempête) identifying specific words, without support(some)</p> <p><u>Week 6</u> - Find meanings of words in bi-lingual dictionary; Write words for clothes, days of week and numbers from memory (some); Make letter and sound connections (some); Write words in singular and plural (some)</p>
2. Write imaginatively	<p>B.1.1. Write of copy everyday words correctly.</p> <p>B.1.2. Label items and choose appropriate words to complete short sentences.</p> <p>B.1.3. Write one or two short sentences.</p> <p>B.1.4. Write short phrases used in everyday conversations correctly.</p>		
3. Speak confidently	<p>C.1.1. Understand a range of spoken phrases.</p> <p>C.1.2. Understand standard language (sometimes asking for words or phrases to be repeated).</p> <p>C.1.3. Answer simple questions and give basic information.</p> <p>C.1.4. Give responses to questions about everyday events.</p> <p>C.1.5. Pronounce words showing a knowledge of sound patterns. C.2.1. Understand the main points from spoken passages.</p> <p>C.2.1. Understand the main points from spoken passages.</p> <p>C.2.5. Demonstrate a growing vocabulary.</p>		
4. Understand the culture of the countries in which the language is spoken	D.1.2. Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.		
PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<p>B.1.1. Throw and catch with control and accuracy.</p> <p>B.1.3. Choose appropriate tactics to cause problems for the opposition.</p> <p>B.1.4. Follow the rules of the game and play fairly.</p> <p>B.1.5. Maintain possession of a ball</p> <p>B.1.6. Pass to team mates at appropriate times.</p> <p>B.1.7. Lead others and act as a respectful team member.</p>	<p><u>Games – Tag Rugby</u></p> <p><u>Week 1.</u> Pass and receive the ball with accuracy.</p> <p><u>Week 2.</u> Run with the ball using the correct technique.</p> <p><u>Week 3.</u> Keep possession of the ball and build an attack.</p> <p><u>Week 4.</u> Evade being tagged.</p> <p><u>Week 5.</u> Use changes of speed to create gaps to run into.</p>

		<p><u>Swimming:</u> B.1.21. Swim between 25 and 50 metres unaided. B.1.22. Use more than one stroke and coordinate breathing as appropriate for the stroke being used. B.1.23. Coordinate leg and arm movements. B.1.24. Swim at the surface and below the water.</p>	<p><u>Week 6.</u> Create attacking opportunities in competitive games.</p> <p><u>Swimming</u> <u>Week 1.</u> Assessment of current skills <u>Week 2.</u> Basic water confidence and breathing techniques used when swimming with face in the water. <u>Week 3.</u> Gliding, Backstroke <u>Week 4.</u> Breast stroke techniques and treading water <u>Week 5.</u> Front crawl and Butterfly techniques. <u>Week 6.</u> Water Safety - lifesaving skills</p>
PSHE	Rights and Respect	<ul style="list-style-type: none"> • Explain how different people in the school and local community help them stay healthy and safe; • Define what is meant by 'being responsible'; • Describe the various responsibilities of those who help them stay healthy and safe; • Suggest ways they can help the people who keep them healthy and safe. • Understand that humans have rights and also responsibilities; • Identify some rights and also responsibilities that come with these. • Understand the reason we have rules; • Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); • Recognise that everyone can make a difference within a democratic process. • Define the word influence; • Recognise that reports in the media can influence the way they think about a topic; • Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. 	<p>Week 1. How to stay healthy and safe. Week 2. Understanding and identifying rights and responsibilities. Week 3. Understanding democratic processes. Week 4. Understanding the difference between fact and opinion Week 5. Understanding the role of a bystander. Week 6. Understanding taxes.</p>

		<ul style="list-style-type: none">• Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;• Recognise that they can play a role in influencing outcomes of situations by their actions.• Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';• Understand how a payslip is laid out showing both pay and deductions;• Prioritise public services from most essential to least essential.	
--	--	---	--

For English and maths plan see separate long term plans.