



Medium Term Plan – Summer 1

Around the World- Mexico and Mayans

Robins

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	1. Investigate and interpret the past	2.1. Use evidence to ask questions and find answers to questions about 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. 2.4. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. 2.5. Suggest causes and consequences of some of the main events and changes in history.	Mexico and Mayans Week 4- Introduction to the Mayans Week 5- Mayan Religion and Gods Week 6- Everyday Life Week 7- Numbers and Writing
	2. Build an overview of world history	2.3. Compare some of the times studied with those of other areas of interest around the world. 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.	
	3. Understand chronology	2.1. Place events, artefacts and historical figures on a time line using dates. 2.2. Understand the concept of change over time, representing this, along with evidence, on a time line. 2.3. Use dates and terms to describe events.	
	4. Communicate historically	2.1. Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change 	

		<ul style="list-style-type: none"> • chronology. <p>2.2. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	
Geography	Investigate places	<p>2.1. Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>2.2. Explain own views about locations, giving reasons.</p> <p>2.3. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>2.5. Use a range of resources to identify the key physical and human features of a location.</p>	<p>Week 1- Introduction to Mexico, maps and atlases.</p> <p>Week 2- Mexican culture and food</p> <p>Week 3- Day of the Dead festival</p>
	Investigate patterns	<p>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>2.2. Describe geographical similarities and differences between countries.</p>	
	Communicate geographically	<p>2.1. Describe key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. 	
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>Week 1- Mexican Mirrors collage</p> <p>Week 2- Desert Sunsets</p> <p>Week 3- Day of the Dead Sugar Skulls</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>Week 4- Mayan Masks mosaics</p> <p>Week 5- Sun Prints Clay sun 3D models</p> <p>Week 6- Mayan Headdress</p> <p>Week 7- Sun and Moon oil pastel folk art</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>Sculpture</p> <p>B.2.8. Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p> <p>B.2.9. Include texture that conveys feelings, expression or movement.</p> <p>B.2.10. Use clay and other mouldable materials.</p> <p>B.2.11. Add materials to provide interesting detail.</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>	Papel Picado Mexican streamers
	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</p>	<p>Mexican Food</p> <p>Design and plan Mexican themed food for a celebration.</p> <p>Moving Monsters</p>

		<p>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>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> <p>Lesson 5- Complete assembly and</p>
	<p>Design, make, evaluate and improve.</p>	<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>	
	<p>Take inspiration from design throughout history.</p>	<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>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>Parts of Plants</p> <ol style="list-style-type: none"> 1. Draw and label a plant, explaining what each part does to help it live and grow. 2. Discuss how plants need water; how the roots absorb water and nutrients; and how the stem is used to help move the water to different areas of the plant. 3. Learn how plants make their own food using photosynthesis. 4. Learn about pollination. 5. Learn about the life cycle of a flowering plant including different types of seed dispersal. 6. 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>
	Parts of Plants	<p>B.2.1. Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.</p> <p>B.2.3. Investigate the way in which water is transported within plants.</p> <p>B.2.4. Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</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.	When Jesus left what was the impact of Pentecost? Lesson 1- Why do Christians call the day Jesus died 'Good Friday'? Lesson 2- What is the story of Pentecost? Lesson 3- Can you draw the rest of the picture of Pentecost from the Bible story? Lesson 4- Who or what do Christians think the Holy Spirit is? Lesson 5- What might the Kingdom of God look like? Lesson 6- What symbols would you include in a banner to celebrate the festival of Pentecost? Lesson 7- Assessment
	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	Digital Music	<ul style="list-style-type: none"> To say how music can make us feel. To identify that there are patterns in music. To experiment with sound using a computer. To use a computer to create a musical pattern. To create music for a purpose. To review and refine our computer work. 	Creating Media- Digital Music How music makes us feel- listen to and compare two pieces of music from The Planets by Gustav Holst. Then use a musical description word bank to describe how this music generates emotions, i.e. how it makes them feel. Rhythms and patterns- create patterns and use those patterns as rhythms. Use

			<p>untuned percussion instruments and computers to hear the different rhythm patterns that you create.</p> <p>How music can be created- develop understanding of music. Use a computer to create and refine musical patterns.</p> <p>Notes and tempo- develop understanding of music. Use a computer to create and refine musical patterns.</p> <p>Creating digital music- choose an animal and create a piece of music using the animal as inspiration. Think about how the animal moving and create a rhythm pattern from that. Create a musical pattern (melody) to go with it.</p> <p>Reviewing and editing music- retrieve and review work. Spend time making improvements and then share work with the class.</p>
Music	Perform	<p>A.2.1. Sing from memory with accurate pitch.</p> <p>A.2.2. Sing in tune.</p> <p>A.2.3. Maintain a simple part within a group.</p> <p>A.2.4. Pronounce words within a song clearly.</p> <p>A.2.5. Show control of voice.</p> <p>A.2.6. Play notes on an instrument with care so that they are clear.</p> <p>A.2.7. Perform with control and awareness of others.</p>	<p>Bringing us together- Disco</p> <p>Lesson 1- Bringing us together. Warm-up Games. Flexible Games. Start to learn the song Bringing Us Together.</p> <p>Lesson 2- Good Times by Nile Rodgers, Bringing Us Together. Warm-up Games. Flexible Games. Sing the song Bringing Us Together. Play instrumental parts.</p> <p>Lesson 3- Ain't Nobody by Chaka Khan Bringing Us Together. Warm-up Games. Flexible Games (optional). Sing the song Bringing Us Together. Play instrumental parts.</p>
	Compose	<p>B.2.1. Compose and perform melodic songs.</p> <p>B.2.2. Use sound to create abstract effects.</p> <p>B.2.3. Create repeated patterns with a range of instruments.</p> <p>B.2.4. Create accompaniments for tunes.</p> <p>B.2.5. Use drones as accompaniments.</p> <p>B.2.6. Choose, order, combine and control sounds to create an effect.</p> <p>B.2.7. Use digital technologies to compose pieces of music.</p>	

	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 staff. C.2.3. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	<p>Improvise.</p> <p>Lesson 4- We Are Family by Sister Sledge. Bringing Us Together. Warm-up Games. Flexible Games. Sing the song Bringing Us Together. Play instrumental parts. Improvise. Compose.</p> <p>Lesson 5- Ain't No Stopping Us Now by McFadden and Whitehead Bringing Us Together. Warm-up Games. Flexible Games. Sing the song Bringing Us Together. Play instrumental parts. Improvise. Play your composition(s) within the song.</p> <p>Lesson 6- Car Wash by Rose Royce Bringing Us Together. Warm-up Games. Flexible Games. Sing the song Bringing Us Together. Prepare for the end-of-unit performance.</p>
	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.	<p>Stage 1 lessons 19- 24</p> <p>1. Lesson 19- Say the words for consonants and vowels. Recognise a word from a vowel and consonant pattern. Identify role of a verb. Identify verbs in French. Listen and identify 2 new verbs – marchez, sautez, dansez.</p> <p>2. Lesson 20- Listen and respond to commands with a variety of verbs. Join in with the actions of a rhyme. Identify some verbs (some). Repeat a modelled sentence with 1st person and verb and 2nd person and a verb in a question. Ask a question using a verb and 2nd person (some).</p> <p>3. Lesson 21- Identify verbs in a rhyme. Read aloud sentences using 1st and 2nd person pronoun and verb. Repeat</p>
	Write imaginatively	B.2.1. Write a few short sentences using familiar expressions. B.2.2. Express personal experiences and responses. B.2.3. Write short phrases from memory with spelling that is readily understandable.	
	Speak confidently	C.2.1. Understand the main points from spoken passages. C.2.2. Ask others to repeat words or phrases if necessary. C.2.3. Ask and answer simple questions and talk about interests. C.2.4. Take part in discussions and tasks. C.2.5. Demonstrate a growing vocabulary.	
	Understand the culture of the countries in which the language is spoken	D.2.1. Describe with some interesting details some aspects of countries or communities where the language is spoken. D.2.2. Make comparisons between life in countries or communities where the language is spoken and this country.	

			<p>sentences and questions using a verb and an adverb. Join in with the song and actions. Identify the role of an adverb. Ask and answer a question using a verb, adverb and pronoun (some).</p> <p>4. Lesson 22- Say a sentence with a verb and adverb. Join in with the actions of the song. Identify a word in a song. Identify sounds in numbers 0-6. Identify the letter strings for the sounds in the numbers 0-6.</p> <p>5. Lesson 23- Sing the words of the song. Identify a word in the song. Predict the spelling of the numbers 0-6 (some). Read and recognise the numbers 0-6.</p> <p>6. Lesson 24- Pronounce the numbers 7-10 correctly by blending sounds. Identify ways to recall the new numbers. Listen and identify the numbers 1-10. Join in with the numbers song.</p>
PE	Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<p>Games</p> <p>B.1.1. Throw and catch with control and accuracy.</p> <p>B.1.2. Strike a ball and field with control.</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 (with, e.g. feet, a hockey stick or hands).</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>Tennis</p> <ol style="list-style-type: none"> 1. Use the ready position to return the ball. 2. Hit the ball to different parts of the court using the forehand hit. 3. Perform an underarm serve to start a rally. 4. Move towards the ball to return it over the net. 5. Play cooperatively with a partner to keep the ball moving over the net. 6. Perform forehand hits to score points in a competition.

			<p>Rounders</p> <ol style="list-style-type: none"> 1. Get into the best body position to field a ball. 2. Bowl with some consistency in a game. 3. Hit a moving ball with one hand. 4. Stop a moving ball using the long barrier technique. 5. Throw longer distances using the long arm technique. 6. Select and apply new skills in a competition.
PSHE	<p>Rights and Responsibility</p> <p>Being My Best</p>	<ul style="list-style-type: none"> • Define what is meant by the environment; • Evaluate and explain different methods of looking after the school environment; • Devise methods of promoting their priority method. • Explain what is meant by the term 'balanced diet'; • Give examples what foods might make up a healthy balanced meal • Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); • Develop skills in discussion and debating an issue; • Demonstrate their understanding of health and wellbeing issues that are relevant to them; • Empathise with different view points; • Recognise that people may say kind things to help us feel good about ourselves 	<p>Scarf- Rights and Responsibilities</p> <p>Lesson 1- Harold's environmental project</p> <p>Lesson 2- Derek cooks dinner</p> <p>Lesson 3- Poorly Harold</p> <p>Lesson 4- Body Teamwork</p> <p>Lesson 5- For or Against?</p> <p>Lesson 6- I am Fantastic</p>

For English and maths plan see separate long term plans.