



Medium Term Plan – Spring 2

Creatures Great and Small

Nightingale

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	3. Understand chronology	<ul style="list-style-type: none"> Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. 	<u>Biodiversity</u> Week 4: Yellowstone National Park case study Week 5: How human populations can threaten the biodiversity of different areas.
	4. Communicate historically	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas. 	
Geography	1. Investigate places	<ul style="list-style-type: none"> Collect and analyse statistics and other information in order to draw clear conclusions about locations. 	<u>Biodiversity</u> Week 1: What is biodiversity? Week 2: Biodiversity of the rainforest Week 3: The important role birds play in biodiversity Week 4: Yellowstone National Park case study Week 5: How human populations can threaten the biodiversity of different areas. Week 6: How humans can help and Encourage biodiversity locally
	2. Investigate patterns	<ul style="list-style-type: none"> Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries Describe how locations around the world are changing and explain some of the reasons for change. Describe how countries and geographical regions are 	

		interconnected and interdependent.	and globally
	3. Communicate geographically	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 	
Art & Design	1. Develop ideas	<ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language. 	<ol style="list-style-type: none"> To learn about and evaluate paintings by Henri Rousseau. Record and sketch ideas from real life. To explore tonal variations in Rousseau's work. Create small painted studies. Sketch and create a Rousseau inspired painting
	6. Master techniques	<p>Sketch (lightly) before painting to combine line and colour.</p> <ul style="list-style-type: none"> Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists. Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). 	

		<ul style="list-style-type: none"> • Use lines to represent movement. 	
	7. Take inspiration from the greats	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. 	
Design & Technology	1. Master practical skills	<p>Construction:</p> <ul style="list-style-type: none"> • Develop a range of practical skills to create products 	To design, create and evaluate a puppet, using sewing and appliqué techniques.
	2. Design, make, evaluate and improve.	<ul style="list-style-type: none"> • Create objects that employ a seam allowance. • Join textiles with a combination of stitching techniques • Use the qualities of materials to create suitable visual and tactile effects in the decoration of. 	
	3. Take inspiration from design throughout history.	<ul style="list-style-type: none"> • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience. 	
Enrichment Opportunities			

	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	<ul style="list-style-type: none"> • Present findings in written form, displays and other presentations. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or 	<ol style="list-style-type: none"> 1. What is a life cycle? 2. Similarities and differences between

		arguments.	life cycles – Jane Goodall.
	6. Investigating materials	<ul style="list-style-type: none"> • 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. • Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • Describe the changes as humans develop to old age • Construct and interpret a variety of food chains, identifying producers, predators and prey. • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. 	<ol style="list-style-type: none"> 3. Complete and incomplete metamorphosis. 4. Human life cycle. 5. Looking at data and making predictions.
RE	1. Understand beliefs and teachings	<ul style="list-style-type: none"> • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities. 	<p><u>Was the death of Jesus a worthwhile sacrifice?</u></p> <ol style="list-style-type: none"> 1. What do we mean by the word sacrifice? 2. To consider the atmosphere of Palm Sunday. 3. Make connections between Jesus' death and how Christians celebrate Holy Communion. 4. To weigh up the value and impact of sacrifices on their own lives. 5. What happened on Good Friday? 6. Easter service.
	1. Understand practices and lifestyles	<ul style="list-style-type: none"> • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader. 	
	2. Understand how beliefs are conveyed	<ul style="list-style-type: none"> • Explain some of the different ways that individuals show their beliefs. 	
	3. Reflect	<ul style="list-style-type: none"> • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. 	

		<ul style="list-style-type: none"> • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others. 	
	4. Understand values	<ul style="list-style-type: none"> • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values. 	
Computing	7. Connect	<ul style="list-style-type: none"> • Collaborate with others online on sites approved and moderated by teachers. • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand the effect of online comments and show responsibility and sensitivity when online. • Understand how simple networks are set up and used. 	<u>Creating flat-file databases</u> 1. Creating a paper-based database 2. Computer databases 3. Using a database 4. Using search tools 5. Comparing data visually 6. Databases in real life
	3.Communicate	<ul style="list-style-type: none"> • Choose the most suitable applications and devices for the purposes of communication. • Use many of the advanced features in order to create high quality, professional or efficient communications. 	
	4.Collect	<ul style="list-style-type: none"> • Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner. 	
Music	1. Perform	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Perform with controlled breathing (voice) and skillful playing (instrument). 	<u>Fresh Prince of Bel Air - Hip Hop</u> Week 1: Listen and appraise 'Fresh Prince of Bel Air'. Learn about what Hip Hop music is like. Week 2: To compare two songs in the same style, talking about what stands out

	2. Compose	<ul style="list-style-type: none"> • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. 	<p>musically in each of them, their similarities and differences.</p> <p>Week 3: Create and copy rhythms based on the words and pules of the main song, that include syncopation/off beat.</p> <p>Week 4: To sing in unison and to sing backing vocals.</p> <p>Week 5: Play a musical instrument to accompany song.</p> <p>Week 6: Improvise by making up your own tunes on the spot</p>
	3. Transcribe	<ul style="list-style-type: none"> • Read and create notes on the musical stave. 	
	4. Describe music	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music • Describe how lyrics often reflect the cultural context of music and have social meaning. 	
French	1. Read fluently	<ul style="list-style-type: none"> • Read and understand the main points and some of the detail in short written texts. • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • Show confidence in reading aloud, and in using reference materials. 	<p>Week 1: Etre – 1st/2nd/3rd person singular and 3rd person plural</p> <p>Week 2: Ce sont des</p>
	2. Write imaginatively	<ul style="list-style-type: none"> • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. • Use knowledge of grammar to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words. • Include imaginative and adventurous word choices. 	<p>Week 3: Plural nouns</p> <p>Week 4: Petit/grand</p> <p>Week 5: Je suis</p> <p>Week 6: Je ne suis pas</p>

		<ul style="list-style-type: none"> • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). 	
	3. Speak confidently	<ul style="list-style-type: none"> • Take part in conversations to seek and give information. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary. 	
	4. Understand the culture of the countries in which the language is spoken	<ul style="list-style-type: none"> • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country. 	
PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<p>Dance:</p> <ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities. <p>OAA:</p> <ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary. 	<p><u>Indoor: Dance</u></p> <p>Compose creative and imaginative dance sequences.</p> <p>Week 1: Perform expressively and hold a precise and strong body posture.</p> <p>Week 2: Perform and create complex sequences.</p> <p>Week 3: Express an idea in original and imaginative ways.</p> <p>Week 4: Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</p> <p>Week 5: Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</p> <p><u>Outdoor: Outdoor Adventurous Activities</u></p>

			<u>(OAA)</u> Week 1: Communication and collaboration Week 2: Agility and endurance Week 3: Navigation skills Week 4: Maps Week 5: Around the grounds Week 6: Orienteering
PSHE	<u>Rights and Responsibilities</u> Week 1: Express their opinions on an issue concerning health and wellbeing Week 2: Understand what biased reporting is and the need to think critically about things we read. Week 3: Define the differences between responsibilities, rights and duties and identify the impact on individuals and the wider community if responsibilities are not carried out. Week 4: Explain what we mean by the terms voluntary, community and pressure (action) group Week 5: Suggest questions a consumer should ask before buying a product. Week 6: Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance. Week 7: Explain some of the areas that local councils have responsibility for; Understand that local councillors are elected to represent their local community.		

For English and maths plan see separate long term plans.