



Medium Term Plan – Summer 1

Around the World – South America

Nightingale

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
Geography	A. Investigate places	<p>3.2. Identify and describe how the physical features affect the human activity within a location.</p> <p>3.3. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>3.5. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London’s Tube map).</p> <p>3.6. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>3.7. Name and locate the countries of North and South America and identify their main physical and human characteristics.</p>	<p><u>South America</u></p> <p>Week 1: To find out about the location and countries of South America.</p> <p>Week 2: To find out about the climate in South America.</p> <p>Week 3: To find out about the major mountain ranges of South America.</p> <p>Week 4: To find out about the human geography of South America.</p> <p>Week 5: To find out about trade and industry in South America.</p> <p>Week 6: To be able to carry out an in-depth study of a South American country.</p>
	B. Investigate patterns	<p>3.2. Understand some of the reasons for geographical similarities and differences between countries.</p>	

		<p>3.3. Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>3.4. Describe geographical diversity across the world.</p> <p>3.5. Describe how countries and geographical regions are interconnected and interdependent.</p>	
	C. Communicate geographically	<p>3.1. Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. <p>3.3. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>	
Art & Design	1. Develop ideas	<p>A.3.1. Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>A.3.2. Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>A.3.3. Use the qualities of materials to enhance ideas.</p> <p>A.3.4. Spot the potential in unexpected results as work progresses.</p> <p>A.3.5. Comment on artworks with a fluent grasp of visual language.</p>	<ol style="list-style-type: none"> 1. To learn about great artists, architects and designers in the context of Romero Britto. 2. To learn about great artists, architects and designers in the context of Frida Kahlo. 3. To improve the mastery of art and design techniques in the context of clay. 4. To improve the mastery of art and design techniques in the context

	1. Master techniques (sculpture and printing)	<p>B.3.10. Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>B.3.11. Use tools to carve and add shapes, texture and pattern.</p> <p>B.3.12. Combine visual and tactile qualities.</p> <p>B.3.13. Use frameworks (such as wire or moulds) to provide stability and form.</p> <p>B.3.18. Build up layers of colours.</p> <p>B.3.19. Create an accurate pattern, showing fine detail.</p> <p>B.3.20. Use a range of visual elements to reflect the purpose of the work.</p>	of printing.
	2. Take inspiration from the greats	<p>C.3.1. Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>C.3.2. Create original pieces that show a range of influences and styles.</p>	

	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	<p>A.3.1. Plan enquiries, including recognising and controlling variables where necessary.</p> <p>A.3.2. Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</p> <p>A.3.3. Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</p> <p>A.3.4. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</p> <p>A.3.5. Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</p> <p>A.3.7. Use test results to make predictions to set up further comparative and fair tests.</p>	<p>Forces</p> <ol style="list-style-type: none"> To describe how gravity effects how things move. To explore what is meant by the term friction. To study the effects of opposite forces by looking at air resistance and gravity. To investigate and collect data. To learn that water resistance is another type of friction and carry out an investigation to find out the best

		A.3.8. Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.	shape for a boat's hull.
	7. Understand movement, forces and magnets	<p><u>Forces</u></p> <p>G.3.3. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>G.3.4. Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.</p> <p>G.3.5. Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.</p> <p>G.3.6. Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</p> <p>G.3.7. Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	
RE	6. Understand beliefs and teachings	<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>Are you inspired?</u></p> <ol style="list-style-type: none"> To identify who inspires you the most. Who or what inspired the disciples? Are Christians today inspired by the Holy Spirit? To consider the seven gifts of the Holy Spirit. To consider the impact that believing in Jesus will have on a Christian's life.
	1. Understand practices and lifestyles	<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>	
	2. Understand how beliefs are conveyed	C.3.1. Explain some of the different ways that individuals show their beliefs.	
	3. Reflect	<p>D.3.1. Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</p> <p>D.3.2. Explain their own ideas about the answers to ultimate questions.</p>	

		D.3.3. Explain why their own answers to ultimate questions may differ from those of others.	
	4. Understand values	E.3.1. Explain why different religious communities or individuals may have a different view of what is right and wrong. E.3.2. Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). E.3.3. Express their own values and remain respectful of those with different values.	
Computing	Physical computing – Micro:bits	<ul style="list-style-type: none"> • I can create a simple circuit and connect it to microcontroller. • I can explain what an infinite loop does. • I can program a microcontroller to make an LED switch on. • I can connect more than one output component to a microcontroller. • I can design sequences that use count-controlled loops. • I can use a count-controlled loop to control outputs. • I can design a conditional loop. • I can explain that a condition is either true or false. • I can program a microcontroller to respond to an input. • I can explain that a condition being met can start an action. • I can identify a condition and an action in my project. • I can use selection (an 'if...then...' statement) to direct the flow of a program. • I can create a detailed drawing of my project. • I can describe what my project will do. • I can identify a real-world example of a condition starting an action. • I can test and debug my project. • I can use selection to produce an intended outcome. • I can write an algorithm that describes what my model will do. 	<u>Physical computing – Micro:bits</u> <ol style="list-style-type: none"> 1. Exploring micro:bits, using input and output functions. 2. To be able to explain what the buttons on the micro:bit do and make code (barefoot litter hunt lesson 1). 3. Design a counting device using the micro:bit (barefoot litter hunt lesson 2). 4. To learn how inputs (sensors) and outputs (lights and sound) of the micro:bit can be used to design and make prototype solutions. 5. To learn how inputs (sensors) and outputs (lights and sound) of the micro:bit can be used to design and make prototype solutions

Music	1. Perform	<p>A.3.1. Sing or play from memory with confidence.</p> <p>A.3.2. Perform solos or as part of an ensemble.</p> <p>A.3.3. Sing or play expressively and in tune.</p> <p>A.3.4. Hold a part within a round.</p> <p>A.3.5. Sing a harmony part confidently and accurately.</p> <p>A.3.6. Sustain a drone or a melodic ostinato to accompany singing.</p> <p>A.3.7. Perform with controlled breathing (voice) and skillful playing (instrument).</p>	<p><u>Dancing in the Street:</u></p> <p>Week 1: Listen and appraise ‘Dancing in the Street’. Learn about what Motown music is like. Recap how to read music notation.</p> <p>Week 2: To compare two songs in the same style, talking about what stands out 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>
2. Compose	<p>B.3.1. Create songs with verses and a chorus.</p> <p>B.3.3. Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>B.3.4. Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>B.3.5. Use drones and melodic ostinati (based on the pentatonic scale).</p>		

		B.3.6. Convey the relationship between the lyrics and the melody.	
	3. Transcribe	C.3.2. Read and create notes on the musical stave. C.3.4. Understand and use the # (sharp) and b (flat) symbols.	
	4. Describe music	D.3.1. Choose from a wide range of musical vocabulary to accurately describe and appraise music.	
French	1. Read fluently	A.3.1. Read and understand the main points and some of the detail in short written texts. A.3.2. Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. A.3.4. Show confidence in reading aloud, and in using reference materials.	Stage 2 – Lessons 29-34 Week 1: Rhyme, size adjectives, sentence building (Week 2: Plural nouns and adjectives
	2. 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. B.3.2. Use knowledge of grammar to enhance or change the meaning of phrases. B.3.3. Use dictionaries or glossaries to check words. B.3.5. Include imaginative and adventurous word choices. B.3.6. Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).	Week 3: Position of size and colour adjectives, I am, pronouns and adjectives, Dictionaries Week 4: Are you...?, dictionaries
	3. Speak confidently	C.3.3. Take part in conversations to seek and give information. 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.	Week 5: Are you...?, I am, I am not, dictionaries Week 6: Are you...?, I am, I am not, dictionaries
	4. Understand the culture of the countries in which the language is spoken	D.3.1. Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. D.3.2. Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.	

PE	<p>1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p>	<p><u>Games (rounders and tennis):</u></p> <p>C.3.1. Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <p>C.3.2. Work alone, or with team mates in order to gain points or possession.</p> <p>C.3.3. Strike a bowled or volleyed ball with accuracy.</p> <p>C.3.4. Use forehand and backhand when playing racket games.</p> <p>C.3.5. Field, defend and attack tactically by anticipating the direction of play.</p> <p>C.3.6. Choose the most appropriate tactics for a game.</p> <p>C.3.7. Uphold the spirit of fair play and respect in all competitive situations.</p> <p>C.3.8. Lead others when called upon and act as a good role model within a team.</p>	<p><u>Rounders:</u></p> <p>Week 1: To judge how far to run based on the distance of a hit.</p> <p>Week 2: To throw over short distances with power to get the batter out.</p> <p>Week 3: To follow the path of the ball and to make sure that it is fielded consistently.</p> <p>Week 4: The backwards hit rule and using it tactically as the backstop.</p> <p>Week 5: To hit the ball into gaps to maximise the chance of scoring.</p> <p><u>Tennis:</u></p> <p>Week 1: To recap and control a range of shots with accuracy and control.</p> <p>Week 2: To move quickly to the ball to perform a volley.</p> <p>Week 3: To play an overhead shot and know when you might use this.</p> <p>Week 4: To refine court movement to hit the ball before the second bounce.</p> <p>Week 5: To perform a diagonal serve.</p>
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PSHE	<ol style="list-style-type: none"> 1. Growing independence and taking responsibility. 2. Media awareness and safety. 	<ul style="list-style-type: none"> • I can explain how one organ functions and how it contributes to the health of my body. • I can explain how choices relating to smoking and drinking can effect a persons health. • I can think of ways to improve a skill and the strategies that will help me do this. • I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. • I can give examples of how I am independent and manage my own success. 	<p><u>Being My Best</u></p> <p>Week 1: Getting Fit: Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. Know two harmful effects each of smoking/drinking alcohol.</p> <p>Week 2: It All Adds Up: Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</p> <p>Week 3: Different Skills: Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements.</p> <p>Week 4: My School Community: State what is meant by community; Explain what being part of a school community means to them; Suggest ways of improving the school community.</p> <p>Week 5: Independence and responsibility: Identify people who are responsible for helping them stay healthy and safe.</p> <p>Week 6: Star Qualities: Describe 'star' qualities of celebrities as portrayed by the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life.</p>
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For English and maths plan see separate long term plans.