



Medium Term Plan – Spring 1

Extreme Earth- Water

Robins

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
Geography	Investigate places	A2.1 Ask and answer geographical questions about the physical and human characteristics of a location. A2.2 Explain own views about locations, giving reasons. A2.3 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. A2.5 Use a range of resources to identify the key physical and human features of a location.	<u>Week 1</u> The Water Cycle- where does our water come from and where does it go? <u>Week 2</u> Rivers of the UK- research the rivers of the UK and different locations, use maps. <u>Week 3</u> Rivers of the World- use maps to find different rivers in the world. Compare lengths and widths of rivers.
	Investigate patterns	B2.1 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. B2.2 Describe geographical similarities and differences between countries.	<u>Week 4</u> Research river facts- choose a river to research. <u>Week 5</u> Present research on rivers- create a poster/PowerPoint to present your information from previous lesson.
	Communicate geographically	C2.1 Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements and land use.	<u>Week 6</u> Features of a river- label a diagram of a river, create a river in a bottle. <u>Week 7</u> Waterfalls- find out about waterfalls around the world, create a waterfall model.
Art & Design	Develop ideas	A2.1 Develop ideas from starting points throughout the curriculum. 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.	<u>Week 1</u> Monet waterlilies collage <u>Week 2</u> 3D river scene clay tiles <u>Week 3</u>

	Master techniques	<p>Painting</p> <p>B2.1 Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>B2.2 Mix colours effectively.</p> <p>B2.3 Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>B2.4 Experiment with creating mood with colour.</p> <p>Collage</p> <p>B2.5 Select and arrange materials for a striking effect.</p> <p>B2.6 Ensure work is precise.</p> <p>B2.7 Use coiling, overlapping, tessellation, mosaic and montage.</p> <p>Sculpture</p> <p>B2.8 Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p> <p>B2.9 Include texture that conveys feelings, expression or movement.</p> <p>B2.10 Use clay and other mouldable materials.</p> <p>B2.11 Add materials to provide interesting detail.</p> <p>Drawing</p> <p>B2.12 Use different hardnesses of pencils to show line, tone and texture.</p> <p>B2.13 Annotate sketches to explain and elaborate ideas.</p> <p>B2.14 Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>B2.15 Use shading to show light and shadow.</p> <p>B2.16 Use hatching and cross hatching to show tone and texture.</p> <p>Printing</p> <p>B2.17 Use layers of two or more colours.</p> <p>B2.18 Replicate patterns observed in natural or built environments.</p> <p>B2.19 Make printing blocks (e.g. from coiled string glued to a block).</p> <p>B2.20 Make precise repeating patterns.</p>	<p>Carp drawings</p> <p><u>Week 4</u></p> <p>The Great Wave painting</p> <p><u>Week 5</u></p> <p>Carp kites</p> <p><u>Week 6</u></p> <p>Matisse water collage</p> <p><u>Week 7</u></p> <p>Collaborative fish collage.</p>
	Take inspiration from the greats	<p>C2.1 Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>C2.2 Create original pieces that are influenced by studies of others.</p>	

Design & Technology	Master practical skills	A2.1 Prepare ingredients hygienically using appropriate utensils. A2.2 Measure ingredients to the nearest gram accurately. A2.3 Follow a recipe. A2.4 Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).	<u>The Great Bread Bake Off</u> Design, create and evaluate different bread products. <ul style="list-style-type: none"> - Evaluate existing products - Design and practise different shapes of bread using salt dough as a prototype - Design and make final bread design - Evaluate finished product.
	Design, make, evaluate and improve.	B2.1 Design with purpose by identifying opportunities to design. B2.2 Make products by working efficiently (such as by carefully selecting materials). B2.3 Refine work and techniques as work progresses, continually evaluating the product design. B2.4 Use software to design and represent product designs.	
	Take inspiration from design throughout history.	C2.1 Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. C2.2 Improve upon existing designs, giving reasons for choices. C2.3 Disassemble products to understand how they work.	

	Key Skills	Milestones Covered	Lesson Outline
Science	Work scientifically	A.2.1. Ask relevant questions. A.2.2. Set up simple, practical enquiries and comparative and fair tests. A.2.3. Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. A.2.4. Gather, record, classify and present data in a variety of ways to help in answering questions. A.2.5. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. A.2.6. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. A.2.7. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. A.2.8. Identify differences, similarities or changes related to simple, scientific ideas and processes.	<u>Movement and Feeding</u> Understanding what makes a balanced diet and sorting foods into different groups. Investigating diets of different animals. Learning about the three types of animals – herbivores, omnivores and carnivores. Preparing a healthy meal. Learning how some animals, including humans, have skeletons and muscles for support, protection and movement.

		A.2.9. Use straightforward, scientific evidence to answer questions or to support their findings.	
	Movement and Feeding	C 2.1 Identify that animals including humans need the right types and amount of nutrition and that they cannot make their own food: they get nutrition from what they eat. C 2.3 Learning how some animals, including humans, have skeletons and muscles for support, protection and movement.	
RE	Understand beliefs and teachings	A2.1 Present the key teachings and beliefs of a religion. A2.2 Refer to religious figures and holy books to explain answers.	<u>What kind of world did Jesus want?</u> Week 1 What meanings do stories have? Read the story of 'The Boy Who Cried Wolf'. Freeze frame an important part of the story in groups.
	Understand practices and lifestyles	B2.1 Identify religious artefacts and explain how and why they are used. B2.2 Describe religious buildings and explain how they are used. B2.3 Explain some of the religious practices of both clerics and individuals.	Week 2 What kind of world did Jesus want? Look at an image of someone being a 'Good Samaritan' in a modern situation, sort out who they expect to be the 'goodies' and 'baddies'.
	Understand how beliefs are conveyed	C2.1 Identify religious symbolism in literature and the arts.	Week 3 What was the message behind Jesus' story of the Good Samaritan? Read the story of the Good Samaritan. Use drama to retell the story.
	Reflect	D2.1 Show an understanding that personal experiences and feelings influence attitudes and actions. D2.2 Give some reasons why religious figures may have acted as they did. D2.3 Ask questions that have no universally agreed answers.	Week 4 What is charity? What do charities do? Why do people need charities? Do you think they're important? Display a range of charity logos on the screen, one by one, and encourage the groups to guess which charity each logo belongs to. Put the charities into different
	Understand values	E2.1 Explain how beliefs about right and wrong affect people's behaviour. E2.2 Describe how some of the values held by communities or individuals affect behaviour and actions. E2.3 Discuss and give opinions on stories involving moral dilemmas.	

			<p>categories and discuss why people might want to support the charities.</p> <p>Week 5 What happens when people don't act in ways we expect? Tell the story of the Pharisee and Tax Collector. Look at pictures that go with the story and annotate it with speech bubbles and thought bubbles, showing what each character is saying and thinking.</p> <p>Week 6 What challenges did Jesus give us through his teachings? Re read the story of the 'Good Samaritan'. List the challenges that Jesus gives through his actions and stories about how to live. Make a list of five things a Christian could do at school or at work to follow Jesus.</p>
Computing	Programming A – Robot algorithms	<ul style="list-style-type: none"> -To describe a series of instructions as a sequence -To explain what happens when we change the order of instructions -To use logical reasoning to predict the outcome of a program -To explain that programming projects can have code and artwork -To design an algorithm -To create and debug a program that I have written 	<p>Programming A- Sequencing Sounds</p> <p>Week 1 Introduction to Scratch- Learners will begin by comparing Scratch to other programming environments they may have experienced, before familiarising themselves with the basic layout of the screen.</p> <p>Week 2 Programming sprites- Learners will create movement for more than one sprite. In doing this, they will design and implement their code, and then will create code to replicate a given outcome. Finally, they will</p>

			<p>experiment with new motion blocks.</p> <p>Week 3 Sequences- Learners will be introduced to the concept of sequences by joining blocks of code together. They will also learn how event blocks can be used to start a project in a variety of different ways.</p> <p>Week 4 Ordering commands- Learners have the opportunity to experiment with sequences where order is and is not important. They will create their own sequences from given designs.</p> <p>Week 5 Looking good- This lesson develops learners' understanding of sequences by giving them the opportunity to combine motion and sounds in one sequence. They will also learn how to use costumes to change the appearance of a sprite, and backdrops to change the appearance of the stage. They will apply the skills in Activity 1 and 2 to design and create their own project, including sequences, sprites with costumes, and multiple backdrops.</p> <p>Week 6 Making an instrument- In this lesson, learners will create a musical instrument in Scratch. They will apply the concept of design to help develop programs and use programming blocks — which they have been introduced to throughout the unit. They will learn that code can be copied</p>
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			from one sprite to another, and that projects should be tested to see if they perform as expected.
Music	Perform	A2.1 Sing from memory with accurate pitch. A2.2 Sing in tune. A2.3 Maintain a simple part within a group. A2.4 Pronounce words within a song clearly. A2.5 Show control of voice. A2.6 Play notes on an instrument with care so that they are clear. A2.7 Perform with control and awareness of others.	<u>Three Little Birds</u> 1. Listen and appraise- Three Little Birds by Bob Marley, warm up games, performance. 2. Listen and appraise- Jammin' by Bob Marley, warm up games, performance 3. Listen and appraise- Small People by Ziggy Marley. Warm up games, performance. 4. Listen and appraise- 54-46 was my number by Toots and the Maytals, warm up games, performance. 5. Listen and appraise- Ram Goat Liver by Pluto Shervington, warm up games, performance. 6. Listen and appraise-Our Day Will Come by Amy Winehouse, warm up games, performance.
	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. B2.6 Choose, order, combine and control sounds to create an effect	
	Transcribe	C2.1 Devise non-standard symbols to indicate when to play and rest	
	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	Read fluently	A2.1 Read and understand the main points in short written texts. A2.2 Read short texts independently. A2.3 Use a translation dictionary or glossary to look up new words.	Stage 1 lessons 7-11 1. Assessing progress, asking and saying how you feel, learn some new French sounds and actions, 5 colours. 2. Practise the 5 colour words, read a story about colours. 3. Respond to a command with colours, repeat 'je m'appelle', join in with action of rhyme. 4. Respond to 2 new commands with
	Write imaginatively	B2.1 Write a few short sentences using familiar expressions. B2.2 Express personal experiences and responses. B2.3 Write short phrases from memory with spelling that is readily understandable.	
	Speak confidently	C2.1 Understand the main points from spoken passages. C2.2 Ask others to repeat words or phrases if necessary. C2.3 Ask and answer simple questions and talk about interests.	

		<p>C2.4 Take part in discussions and tasks. C2.5 Demonstrate a growing vocabulary.</p>	<p>colours, identify the letters for the sounds in je and tu(some), repeat 2 forms of question about name, respond to comment t'appelles-tu/comment t'appelles-tu ?, repeat the two forms of the question ' what is your name' (some), say their name, join in with rhyme. 5. Join in with finger rhyme, ask and respond to question about name, identify the names of continents and countries where French is spoken and discuss the diversity of these lands.</p>
PE	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p>	<p>Games B.1.1. Throw and catch with control and accuracy. B.1.2. Strike a ball and field with control. B.1.3. Choose appropriate tactics to cause problems for the opposition. B.1.4. Follow the rules of the game and play fairly. B.1.5. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). B.1.6. Pass to team mates at appropriate times. B.1.7. Lead others and act as a respectful team member. Dance B.1.8. Plan, perform and repeat sequences. B.1.9. Move in a clear, fluent and expressive manner. B.1.10. Refine movements into sequences. B.1.11. Create dances and movements that convey a definite idea. B.1.12. Change speed and levels within a performance. B.1.13. Develop physical strength and suppleness by practising moves and stretching.</p>	<p>Basketball</p> <ol style="list-style-type: none"> 1. To keep possession of the ball when dribbling. 2. Work as a pair to move forward and attack. 3. To use a defensive body position. 4. Perform a two-handed shot to score baskets. 5. To use a jump ball to restart a game. 6. When to move to a space to receive a ball. <p>Football</p> <ol style="list-style-type: none"> 1. Use the inside of the foot to pass the ball. 2. Trap a ball that is moving along the ground with control. 3. Pass the ball into a space over short distances. 4. Identify and move into a space to receive a ball.

			<p>should go on the Venn diagram according to whether they think they are helpful, harmful or both.</p> <p>Lesson 5- Alcohol and Cigarettes, the facts. Review the concept that medicines are drugs which can be helpful (if used correctly) or harmful (if used incorrectly) to the body. Medicines are drugs which are designed to be helpful to the body when used properly and safely. In pairs or threes ask the children to look at the statements on the Alcohol and cigarettes: the facts Activity cards, after cutting them out of the sheet.</p> <p>Rights and Responsibility</p> <p>Lesson 6- Helping Each Other Stay Safe Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people.</p> <p>Lesson 7- Recount Task Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints; Plan, draft and publish a recount using the appropriate language.</p>
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For English and maths plan see separate long term plans.