



Medium Term Plan – Spring 1

Extreme Earth- Water

Robins

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
Geography	1. Investigate places	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use a range of resources to identify the key physical and human features of a location. 	<p><u>Week 1</u> The Water Cycle- where does our water come from and where does it go?</p> <p><u>Week 2</u> Rivers of the UK- research the rivers of the UK and different locations, use maps.</p> <p><u>Week 3</u> Rivers of the World- use maps to find different rivers in the world. Compare lengths and widths of rivers.</p>
	2. Investigate patterns	<ul style="list-style-type: none"> • 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. • Describe geographical similarities and differences between countries. 	<p><u>Week 4</u> Research river facts- choose a river to research.</p> <p><u>Week 5</u> Present research on rivers- create a poster/PowerPoint to present your information from previous lesson.</p>
	3. Communicate geographically	<ul style="list-style-type: none"> • Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. 	<p><u>Week 6</u> Features of a river- label a diagram of a</p>

			<p>river, create a river in a bottle.</p> <p><u>Week 7</u></p> <p>Waterfalls- find out about waterfalls around the world, create a waterfall model.</p>
Art & Design	1. Develop ideas	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. 	<p><u>Week 1</u></p> <p>Monet waterlilies collage</p> <p><u>Week 2</u></p> <p>3D river scene clay tiles</p> <p><u>Week 3</u></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>Water prints/ Hockney swimming pools</p>
	2. Master techniques	<p>Painting</p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. <p>Collage</p> <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. <p>Sculpture</p> <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. <p>Drawing</p> <ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. 	

		<ul style="list-style-type: none"> • Use hatching and cross hatching to show tone and texture. Printing <ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. 	
	3. 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. 	
Design & Technology	1. Master practical skills	<ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. 	Sandwich Snacks <ol style="list-style-type: none"> 1. Evaluating different types of bread 2. Designing a sandwich 3. Understanding what makes a healthy diet 4. Making/eating a sandwich 5. Evaluating sandwich design
	6. Design, make, evaluate and improve.	<ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs. 	
	7. Take inspiration from design throughout history.	<ul style="list-style-type: none"> • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work. 	
Enrichment Opportunities			

	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	<ul style="list-style-type: none"> • Asking relevant questions and using different types of scientific enquiries to answer them. • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • Identifying differences, similarities or changes related to simple scientific ideas and processes. • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment. • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Setting up simple practical enquiries, comparative and fair tests. • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Using straightforward scientific evidence to answer questions or to support their findings. 	<u>Movement and Feeding</u> <ol style="list-style-type: none"> 1. Understanding what makes a balanced diet and sorting foods into different groups. 2. Investigating diets of different animals. 3. Learning about the three types of animals – herbivores, omnivores and carnivores. 4. Preparing a healthy meal. 5. Learning how some animals, including humans, have skeletons and muscles for support, protection and movement.
	2. Movement and Feeding	<ul style="list-style-type: none"> • 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. • Learning how some animals, including humans, have skeletons and muscles for support, protection and movement. 	
RE	1. Understand beliefs and	<ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. 	Is a Jewish child free to choose how to live?

	teachings		<ol style="list-style-type: none"> 1. What are the rules at home and at school? 2. What rules do Jewish families have? 3. What is the mezuzah? 4. What is the significance of the Seder plate? 5. What is special about Shabbat? 6. What are the similarities between Jewish rules and your rules at home?
	7. Understand practices and lifestyles	<ul style="list-style-type: none"> • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. 	
	8. Understand how beliefs are conveyed	<ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts. 	
	9. Reflect	<ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. 	
	10. Understand values	<ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas. 	
Computing	1. Code	<ul style="list-style-type: none"> • Use specified screen coordinates to control movement. • Set the appearance of objects and create sequences of changes. • Create and edit sounds. Control when they are heard, their volume, duration and rests. • Control the shade of pens. • Specify conditions to trigger events. • Use IF THEN conditions to control events or objects. • Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified 	<ol style="list-style-type: none"> 1. Hour of Code course 2 - Bee Debugging lesson 10 2. Hour of Code course 2- Artist debugging lesson 11 3. Hour of Code course 2- Bee Conditionals lesson 13 4. Hour of Code course 2- Flappy lesson 16 5. Typing skills- Dance mat typing level 1

		<p>colour or a line or responses to questions).</p> <ul style="list-style-type: none"> • Use variables to store a value. • Use the functions define, set, change, show and hide to control the variables. 	6. Typing skills- Dance mat typing level 2
	2. Connect	<ul style="list-style-type: none"> • Give examples of the risks posed by online communications. • Understand the term 'copyright'. • Understand that comments made online that are hurtful or offensive are the same as bullying. • Understand how online services work. 	
	3. Communicate	<ul style="list-style-type: none"> • Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. 	
	4. Collect	<ul style="list-style-type: none"> • 	
Music	1. Perform	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<p>Three Little Birds</p> <p>1. Listen and appraise- Three Little Birds by Bob Marley, warm up games, performance.</p> <p>2. Listen and appraise- Jammin' by Bob Marley, warm up games, performance</p> <p>3. Listen and appraise- Small People by Ziggy Marley. Warm up games, performance.</p> <p>4. Listen and appraise- 54-46 was my number by Toots and the Maytals, warm up games, performance.</p> <p>5. Listen and appraise- Ram Goat Liver by Pluto Shervington, warm up games, performance.</p>
	7. Compose	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	
	8. Transcribe	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. 	

		<ul style="list-style-type: none"> • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	6. Listen and appraise-Our Day Will Come by Amy Winehouse, warm up games, performance.
	9. Describe music	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. 	
French	1. Read fluently	<ul style="list-style-type: none"> • Read and understand the main points in short written texts. • Read short texts independently. • 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 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
	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. 	
	3. Speak confidently	<ul style="list-style-type: none"> • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • 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"> • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country. 	

			discuss the diversity of these lands.
PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<p>Games</p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. <p>Gymnastics</p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands). 	<p>1. Gymnastics- movement</p> <ul style="list-style-type: none"> • Jumps and Leaps <p>Develop flexibility, strength, technique, control and balance by learning and performing a range of different jumps and leaps.</p> <p>To perform a range of jumps and leaps</p> <ul style="list-style-type: none"> • Rolls <p>Develop flexibility, strength, technique, control and balance by learning and performing a range of rolls.</p> <p>To perform a straddle forward roll and a backward roll to straddle correctly.</p> <ul style="list-style-type: none"> • Vaulting <p>Develop flexibility, strength, technique, control and balance by learning and performing different vaulting movements.</p> <p>To perform a straddle on vault correctly.</p> <ul style="list-style-type: none"> • Round-Offs <p>Develop flexibility, strength, technique, control and balance by learning and performing a lunge into cartwheel. To</p>

			<p>perform a lunge into cartwheel correctly.</p> <ul style="list-style-type: none">• Linking Movements Develop flexibility, strength, technique, control and balance by choosing effective linking moves to create sequences of movement. To link movements together by performing a straight jump full turn, a cat leap half turn and a pivot.• Performance Compare their performance with previous ones and demonstrate improvement to achieve their personal best by adapting, improving and performing a movement sequence. To work in a small group to create and perform a gymnastics sequence with a theme. <p>2. Football</p> <ul style="list-style-type: none">• Dribbling Keeping control of the ball Finding a space Keeping moving with the ball• Passing Passing the ball Receiving the ball Teamwork Using the width of the field
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PSHE	1. Try new things	<ul style="list-style-type: none"> • Try new things when encouraged. • Enjoy new experiences. • Join clubs or groups. • Talk about new experiences with others. 	<u>Scarf- Valuing Difference</u> <u>Week 1</u> Lesson 6- Zeb Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is. <u>Keeping Myself Safe</u> <u>Week 2</u> Lesson 1- Safe or Unsafe? Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies
	2. Work hard	<ul style="list-style-type: none"> • Enjoy working hard in a range of activities. • Reflect on how effort leads to success. • Begin to encourage others to work hard. 	
	3. Concentrate	<ul style="list-style-type: none"> • Focus on activities. • ‘Tune out’ some distractions. • Search for methods to help with concentration. • Develop areas of deep interest. 	
	4. Push oneself	<ul style="list-style-type: none"> • Begin to understand why some activities feel uncomfortable. • Show a willingness to overcome fears. • Push past fears and reflect upon the emotions felt afterwards. • Begin to take encouragement and advice from others. • Keep trying after a first attempt. 	

	5. Imagine	<ul style="list-style-type: none"> • Begin to enjoy having new ideas. • Show some enthusiasm for the ideas of others. • Ask some questions in order to develop ideas. • Show enjoyment in trying out some ideas. 	for keeping safe.
	6. Improve	<ul style="list-style-type: none"> • Share with others a number of positive features of own efforts. • Identify a few areas for improvement. • Attempt to make improvements. 	<u>Week 3</u>
	7. Understand others	<ul style="list-style-type: none"> • Listen to others, showing attention. • Think of the effect of behaviour on others before acting. • Describe the points of view of others. 	Lesson 2- Danger or Risk Define the words danger and risk and explain the difference between the two; Demonstrate strategies for dealing with a risky situation.
	8. Not give up	<ul style="list-style-type: none"> • Find alternative ways if the first attempt does not work. • Bounce back after a disappointment or failure. • Show the ability to stick at an activity (or a club or interest). • See oneself as lucky. 	<u>Week 4</u> Lesson 3- The Risk Robot Identify risk factors in given situations; Suggest ways of reducing or managing those risks. <u>Week 5</u> Lesson 4- Alcohol and Cigarettes, the facts Identify some key risks from and effects of cigarettes and alcohol; Know that most people choose not to smoke cigarettes; (Social Norms message) <u>Week 6</u> Lesson 5- Super Searcher. Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online.

For English and maths plan see separate long term plans.