



**Medium Term Plan – Summer 1**

**Around the World - India**

**Ibis**

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	A. Investigate and interpret the past	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past. (3.1)</li> <li>• Select suitable sources of evidence, giving reasons for choices. (3.2)</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past. (3.6)</li> </ul>	<b>Week 1:</b> KWL grid. Introduction to India. <b>Week 2:</b> Climate in India <b>Week 3:</b> Physical geography of India <b>Week 4:</b> Human geography of India (history of settlement) <b>Week 5:</b> Food <b>Week 6:</b> Religion
	C. Understand chronology	<ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). (3.1)</li> <li>• Use dates and terms accurately in describing events. (3.4)</li> </ul>	
	D. Communicate historically	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. (2.1)</li> <li>• Use literacy, numeracy and computing skills to a good standard, in order to communicate information about the past. (2.2)</li> </ul>	
Geography	A. Investigate places	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location. (2.1)</li> <li>• Explain own views about locations, giving reasons. (2.2)</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. (2.3)</li> <li>• Use a range of resources to identify the key physical and human features of a location. (2.5)</li> </ul>	
	B. Investigate patterns	<ul style="list-style-type: none"> <li>• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and</li> </ul>	

		Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. (2.1) • Describe geographical similarities and differences between countries. (2.2)	
	C. Communicate geographically	• Human geography, including: settlements and land use. (2.1) • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. (2.2)	
Art & Design	A. 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.	<b>India</b> <b>Week 1.</b> The Bengal Tiger by Dean Russo <b>Week 2.</b> Mandela dot painting based on Pointillism - George Seurat <b>Week 3.</b> India map patterns <b>Week 4.</b> Elephant collages <b>Week 5.</b> Textiles – Creating a potli bag <b>Week 6.</b> Tie Dye Indian henna <b>Week 7.</b> Rangoli printing
	B. Master Techniques	<b>Painting</b> B2.1 Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. B2.2 Mix colours effectively. B2.3 Use watercolour paint to produce washes for backgrounds then add detail. B2.4 Experiment with creating mood with colour. B3.3 Use the qualities of watercolour and acrylic paints to create visually interesting pieces.	
		<b>Collage</b> B2.5 Select and arrange materials for a striking effect. B2.6 Ensure work is precise. B2.7 Use overlapping, tessellation, mosaic and montage.	
		<b>Sculpture</b> B.2.8. Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). B.2.9. Include texture that conveys feelings, expression or movement. B.2.11. Add materials to provide interesting detail.	

		<p><b>Drawing</b></p> <p>B.2.12. Use different hardness 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><b>Print</b></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> <p><b>Textiles</b></p> <p>B.2.21. Shape and stitch materials.</p> <p>B.2.22. Use basic cross stitch and back stitch.</p> <p>B.2.23. Colour fabric.</p> <p>B.2.24. Create weavings.</p> <p>B.2.25. Gather fabric.</p>	
		<p><b>Digital Media</b></p> <p>B2.26. Create video and sound recordings and explain why they were created.</p>	Covered in Computing.
	C. 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	A. Master practical skills	<p><b>Food</b></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 ingredients</p> <p><b>Materials</b></p> <p>A.2.5 Cut materials accurately and safely by selecting appropriate</p>	Food – Covered in science.

		<p>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><b>Textiles</b></p> <p>A.2.9 Understand the need for a seam allowance.</p> <p>A.2.10 Join textiles with appropriate stitching.</p> <p>A.2.11 Select the most appropriate techniques to decorate textiles.</p> <p>Materials</p> <p>A.2.8</p>	<p><u>Designing and making a Money container.</u></p> <p>Plan, design and make a money container fit for purpose. Use a variety of materials measuring, art skills and decorating techniques. (4/5 lessons/hours)</p>
	B. Design, make, evaluate and improve.	<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>	
	C. Take inspiration from design throughout history.	<p>C.2.1 Explore objects and designs to identify likes and dislikes of the designs.</p> <p>C.2.2. Improve upon existing designs, giving reasons for choices.</p>	
Enrichment Opportunities	Helping others		

	Key Skills	Milestones Covered	Lesson Outline
Science	A. Work scientifically	<p>A2.1 Ask relevant questions.</p> <p>A2.2 Set up simple, practical enquiries and comparative and fair tests.</p>	<p><u>Human Nutrition</u></p> <p><b>Week 1.</b> Elicitation of knowledge of</p>

		<p>A2.3 Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>A2.4 Record findings using simple scientific language, drawings, labelled diagrams.</p> <p>A2.5 Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>A2.7 Identify differences, similarities or changes related to simple, scientific ideas and processes.</p> <p>A2.8 Use straightforward, scientific evidence to answer questions or to support their findings.</p>	<p>the human digestive system.</p> <p><b>Week 2.</b> To describe the human digestive system.</p> <p><b>Week 3.</b> To name the main types of human teeth.</p> <p><b>Week 4.</b> Learning how to keep teeth healthy.</p> <p><b>Week 5.</b> To consider evidence from the tooth decay experiment.</p> <p><b>Week 6.</b> To learn about the effectiveness of toothpaste.</p>
	B. Biology	<p><b>Understand animals and humans</b></p> <p>B2.14 Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.</p> <p>B2.16 Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p> <p>B2.17 Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>B2.18 Identify the different types of teeth in humans and their simple functions.</p>	
RE	1. Understand how beliefs are conveyed	<ul style="list-style-type: none"> <li>• Present key teachings and beliefs of a religion</li> <li>• Refer to religious figures and holy books to explain answers.</li> </ul>	<p><b><u>Did Jesus really do miracles?</u></b></p> <p><b>Week 1.</b> To explore the concept of a miracle.</p> <p><b>Week 2.</b> To learn about some of the miracles that Jesus performed.</p> <p><b>Week 3.</b> Were Jesus' miracles real?</p> <p><b>Week 4.</b> How did Jesus' miracles affect witnesses?</p>
	3. Understand how beliefs are conveyed	<ul style="list-style-type: none"> <li>• Identify religious symbolism in literature and the arts.</li> </ul>	
	4. Reflect	<ul style="list-style-type: none"> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> <li>• Give some reasons why religious figures may have acted as they did.</li> </ul>	

		<ul style="list-style-type: none"> <li>Ask questions that have no universally agreed answers.</li> </ul>	<p><b>Week 5.</b> Is Jesus still performing miracles today?</p> <p><b>Week 6.</b> Consolidation and assessment of weeks 1 to 5</p>
	5. Understand values	<ul style="list-style-type: none"> <li>Explain how beliefs about right and wrong affect people's behaviour.</li> <li>Describe how some of the values held by communities or individuals affect behaviour and actions.</li> <li>Discuss and give opinions on stories involving moral dilemmas.</li> </ul>	
Computing	B. Connect	<p>B2.1 Contribute to blogs that are moderated by teachers.  B2.2 Give examples of the risks posed by online communications.  B2.3 Understand the term 'copyright'.  Contribute to blogs that are moderated by teachers.</p> <ul style="list-style-type: none"> <li>Understand that comments made online that are hurtful or offensive are the same as bullying.</li> <li>Understand how online services work.</li> </ul>	<p><u>Creating Media – Audio Editing</u>  <b>Week 1.</b> Touch Typing  <b>Week 2.</b> More on Touch Typing  <b>Week 3.</b> Editing digital images  <b>Week 4.</b> More on editing digital images  <b>Week 5.</b> What is the internet?  <b>Week 6.</b> Internet safety – Can I believe what I read.</p>
	C. Communicate	C2.1 Use a range of applications and devices in order to communicate ideas, work and messages.	
Music	A. Perform	<p>A1.3 Maintain a simple part within a group.  A1.6 Play notes on an instrument with care so that they are clear.  A1.7 Perform with control and awareness of others.</p>	<p><u>Musical notation and Djembe lessons.</u>  <b>Week 1.</b> Crochets and quavers – Djembe lesson 1.  <b>Week 2.</b> Crochets and quavers – Djembe lesson 2.  <b>Week 3.</b> Minims and Semi-breves – Djembe lesson 3.  <b>Week 4.</b> Djembe lesson 4.  <b>Week 5.</b> Djembe lesson 5.  <b>Week 6.</b> Djembe lesson 6.</p>
	B. Compose	<p>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.  B2.5 Use drones as accompaniments.  B2.6 Choose, order, combine and control sounds to create an effect.  B2.7 Use digital technologies to compose pieces of music (covered in computing)</p>	

	C. Transcribe Music	<p>E 2.1. Devise non-standard symbols to indicate when to play and rest.</p> <p>E 2.2. Recognise the notes EGBDF and FACE on the musical staff.</p> <p>E 2.3 Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p>	
	D. Describe Music	<p>D2.1 Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>D2.2 Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>D2.3 Understand layers of sounds and discuss their effect on mood and feelings.</p>	
French	1. Read fluently	<ul style="list-style-type: none"> <li>• Use a translation dictionary or glossary to look up new words.</li> <li>• Show confidence in reading aloud</li> </ul>	<p><u>Cave Languages – Stage 2 Lessons 1-6</u></p> <p><u>Week 1</u> – Develop understanding about manipulating sentences Context: Who is it? It is Success Criteria: Repeat qui est-ce? And 'est ; Explain the use of the apostrophe for elision ; Respond to question qui est-ce ?</p> <p><u>Week 2</u> – Develop understanding of position of negatives and sentence building Context: C'est/Ce n'est pas Success Criteria: Ask question and respond to qui est-ce?; Identify and pronounce the words which make a sentence negative ; Create negative sentences(some)</p> <p><u>Week 3</u> - Develop understanding of position of negatives in a sentence Context: C'est; Ce n'est pas Success Criteria: Identify position of negative words in a sentence(some) ; Use c'est and ce n'est pas in a sentence; Use c'est to make a question; Read and</p>
	2. Write imaginatively	<ul style="list-style-type: none"> <li>• Write a few short sentences using familiar expressions.</li> <li>• Use knowledge of grammar to enhance or change the meaning of phrases.</li> <li>• Use dictionaries or glossaries to check words.</li> </ul>	
	3. Speak confidently	<ul style="list-style-type: none"> <li>• Understand the main points and opinions in spoken passages.</li> <li>• Take part in conversations to seek and give information.</li> <li>• Ask and answer simple questions and talk about interests.</li> <li>• Demonstrate a growing vocabulary.</li> <li>• Be understood with little difficulty.</li> </ul>	
	4. Understand the culture of the countries in which the language is spoken	<ul style="list-style-type: none"> <li>• Make comparisons between life in countries or communities where the language is spoken and this country.</li> <li>• Describe, with some interesting detail, some similarities and differences between countries and communities where the language is spoken.</li> </ul>	

			<p>identify a sentence with c'est...; Write a sentence with c'est and ce n'est pas using a model</p> <p><u>Week 4</u> - Develop accurate reading and writing skills Context: C'est; Ce n'est pas Success Criteria: Write a sentence with c'est; Write a sentence with ce n'est pas</p> <p><u>Week 5</u> - Assessing progress; Develop cultural understanding about French speaking countries Context: Sentence building; French speaking countries of Europe Success Criteria: Self-assess progress using the traffic light system; Locate on a map French speaking countries of Europe without support (some); Discuss geographical characteristics of the countries</p> <p><u>Week 6</u> - Develop understanding of position of colour adjectives and sentence building; Develop understanding of elision Context: 2 masculine animal nouns; Colour adjectives; Song Success Criteria: Name 4 colours – bleu, rouge, vert, jaune ; Repeat 2 animal nouns – un lion, un chat ; Identify the gender of the nouns (some ) ; Identify position of colour adjectives ; Repeat a noun and colour ; Produce a noun and colour(some) ; Join in with the actions for the song</p>
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PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<p><u>Games:</u></p> <ul style="list-style-type: none"> <li>• Throw and catch with control and accuracy.</li> <li>• Strike a ball and field with control.</li> <li>• Choose appropriate tactics to cause problems for the opposition.</li> <li>• Follow the rules of the game and play fairly.</li> <li>• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>• Pass to team mates at appropriate times.</li> <li>• Lead others and act as a respectful team member.</li> </ul> <p><u>Atheletics:</u></p> <ul style="list-style-type: none"> <li>• Sprint over a short distance up to 60 metres.</li> <li>• Run over a longer distance, conserving energy in order to sustain performance.</li> <li>• Use a range of throwing techniques (such as under arm, over arm).</li> <li>• Throw with accuracy to hit a target or cover a distance.</li> <li>• Jump in a number of ways, using a run up where appropriate.</li> <li>• Compete with others and aim to improve personal best performances.</li> </ul> <p><u>Swimming:</u></p> <ul style="list-style-type: none"> <li>• Swim up to 25m metres unaided.</li> <li>• Use more than one stroke and coordinate breathing as appropriate for the stroke being used.</li> <li>• Coordinate leg and arm movements.</li> <li>• Swim at the surface and below the water.</li> </ul>	<p><u>Games – Invasion games</u></p> <p><u>Week 1.</u> Universal skills  <u>Week 2.</u> Dribbling skills and drills  <u>Week 3.</u> Passing skills and drills  <u>Week 4.</u> Attacking skills and drills  <u>Week 5.</u> Defending skills and strategies  <u>Week 6.</u> Goal keeping skills and drills.</p> <p><u>Swimming and Athletics</u></p> <p><u>Week 1.</u> Breathing techniques, swimming strokes and endurance.  <u>Week 2.</u> Water games  <u>Week 3.</u> Athletics – The fundamentals  <u>Week 4.</u> Athletics - Running, jumping, throwing and catching in isolation and in combination.  <u>Week 5.</u> – Relay running  <u>Week 6.</u> - Standing triple jump</p>
PSHE	7. Understanding Others	<ul style="list-style-type: none"> <li>• Listen first to others before trying to be understood.</li> <li>• Change behaviours to suit different situations.</li> <li>• Describe and understand others’ points of view.</li> </ul>	<p><b><u>Keeping myself safe.</u></b></p> <p><b>Week 1.</b></p> <ul style="list-style-type: none"> <li>• Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</li> <li>• Identify situations which are either dangerous, risky or hazardous;</li> <li>• Suggest simple strategies for managing risk.</li> </ul>

			<p><b>Week 2.</b></p> <ul style="list-style-type: none"><li>• Identify images that are safe/unsafe to share online;</li><li>• Know and explain strategies for safe online sharing;</li><li>• Understand and explain the implications of sharing images online without consent.</li></ul> <p><b>Week 3.</b></p> <ul style="list-style-type: none"><li>• Define what is meant by the word 'dare';</li><li>• Identify from given scenarios which are dares and which are not;</li><li>• Suggest strategies for managing dares.</li></ul> <p><b>Week 4.</b></p> <ul style="list-style-type: none"><li>• Understand that medicines are drugs;</li><li>• Explain safety issues for medicine use;</li><li>• Suggest alternatives to taking a medicine when unwell;</li><li>• Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</li></ul> <p><b>Week 5.</b></p> <ul style="list-style-type: none"><li>• Understand some of the key risks and effects of smoking and drinking alcohol;</li><li>• Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</li></ul> <p><b>Week 6.</b></p>
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For English and maths plan see separate long term plans.