



Medium Term Plan – Summer 1

Around the World- Mexico and Mayans

Robins

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	1. Investigate and interpret the past	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	<p><u>Mexico and Mayans</u></p> <p><u>Week 4-</u> Introduction to the Mayans</p> <p><u>Week 5-</u> Mayan Religion and Gods</p> <p><u>Week 6-</u> Everyday Life</p> <p><u>Week 7-</u> Numbers and Writing</p>
	2. Build an overview of world history	<ul style="list-style-type: none"> • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	

	3. Understand chronology	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	
	4. Communicate historically	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	
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 fieldwork to observe and record the human and physical 	<p><u>Week 1</u>- Introduction to Mexico, maps and atlases.</p> <p><u>Week 2</u>- Mexican culture and food</p> <p><u>Week 3</u>- Day of the Dead festival</p>

		<p>features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <ul style="list-style-type: none"> • Use a range of resources to identify the key physical and human features of a location. 	
	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. 	
	3. Communicate geographically	<ul style="list-style-type: none"> • Describe key aspects of: <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • 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. 	
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>- Mexican Mirrors collage</p> <p><u>Week 2</u>- Card Mexican birds sculpture</p> <p><u>Week 3</u>- Day of the Dead Sugar Skulls</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, 	<p><u>Week 4</u>- Mayan Masks mosaics</p>

		<p>patterns and lines.</p> <ul style="list-style-type: none"> • 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. • Use hatching and cross hatching to show tone and texture. <p>Print</p> <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. 	<p><u>Week 5-</u> Jade jewellery</p> <p><u>Week 6-</u> Decorative clay pots</p> <p><u>Week 7-</u> God's eyes weaving</p>
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	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	<p>Food</p> <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). <p>Materials</p> <ul style="list-style-type: none"> Cut materials accurately and safely by selecting appropriate tools. Measure and mark out to the nearest millimetre. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). Select appropriate joining techniques. <p>Construction</p> <ul style="list-style-type: none"> Choose suitable techniques to construct products or to repair items. Strengthen materials using suitable techniques. 	<p><u>Mexican Food</u> Design and plan Mexican themed food for a celebration.</p> <p><u>Moving Monsters</u> Lesson 1- Show a range of familiar objects which use air to make them work (recorder, whistle, bicycle pump, balloon, inflatable swimming aids, foot pump, coiled party blowers) Paired discussion – how do these things work? Understand that it is the flow of air that makes them work. Lesson 2- Construct a simple pneumatic system by joining a balloon (using an elastic band) to 5mm tubing and then to a washing up liquid bottle: What happens to the air when you squeeze the bottle? What happens when you let go? What happens if you put fabric over the balloon then squeeze the bottle? Can you lift a book with the balloon? Lesson 3/4- Create a moving</p>
	2. 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. 	

		<ul style="list-style-type: none"> • Use software to design and represent product designs. 	<p>monster/creature,</p> <ul style="list-style-type: none"> • Show model or videos of models again. Discuss mechanism needed to move it and how it could work. Discuss materials that would be needed • Sketch design for monster, labelling materials needed both for decoration and moving mechanism. Experiment with various materials including reclaimed items such as egg boxes, margarine tubs, bottles etc. • Produce final labelled design with a list of materials needed. <p>Lesson 5- Complete assembly and decorate.</p> <p>Lesson 6- Discuss problems encountered and how you solved them – list on flip chart with problem/solution headings?</p> <ul style="list-style-type: none"> • Evidence of this in evaluation? • What went well? • Say 2 things you have learned from
	<p>3. Take inspiration from design throughout history.</p>	<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. 	

			the project.
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. 	<p>Parts of Plants</p> <ol style="list-style-type: none"> 1. Draw and label a plant, explaining what each part does to help it live and grow. 2. Discuss how plants need water; how the roots absorb water and nutrients; and how the stem is used to help move the water to different areas of the plant. 3. Learn how plants make their own food using photosynthesis. 4. Learn about pollination. 5. Learn about the life cycle of a flowering plant including different types of seed dispersal. 6. Recap knowledge learnt during topic.
	2. Parts of Plants	<ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. • Investigate the way in which water is transported within plants. • Explore the part that flowers play in the life cycle of flowering 	

		plants, including pollination, seed formation and seed dispersal.	
RE	1. Understand beliefs and teachings	<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. 	<p>When Jesus left what was the impact of Pentecost?</p> <p>Lesson 1- Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Lesson 2- What is the story of Pentecost?</p> <p>Lesson 3- Can you draw the rest of the picture of Pentecost from the Bible story?</p> <p>Lesson 4- Who or what do Christians think the Holy Spirit is?</p> <p>Lesson 5- What might the Kingdom of God look like?</p> <p>Lesson 6- What symbols would you include in a banner to celebrate the festival of Pentecost?</p> <p>Lesson 7- Assessment</p>
	2. 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. 	
	3. Understand how beliefs are conveyed	<ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts. 	
	4. 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. 	
	5. 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. 	

Computing	1. Code	<ul style="list-style-type: none"> • Discuss and give opinions on stories involving moral dilemmas. <p>Motion</p> <ul style="list-style-type: none"> • Use specified screen coordinates to control movement. <p>Looks</p> <ul style="list-style-type: none"> • Set the appearance of objects and create sequences of changes. <p>Sound</p> <ul style="list-style-type: none"> • Create and edit sounds. Control when they are heard, their volume, duration and rests. <p>Draw</p> <ul style="list-style-type: none"> • Control the shade of pens. <p>Events</p> <ul style="list-style-type: none"> • Specify conditions to trigger events. <p>Control</p> <ul style="list-style-type: none"> • Use IF THEN conditions to control events or objects. <p>Sensing</p> <ul style="list-style-type: none"> • Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions). <p>Variables and lists</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. <p>Operators</p> <ul style="list-style-type: none"> • Use the Reporter operators <p>() + () () - () () * () () / () to perform calculations.</p>	<p>Hour of Code</p> <p>Lesson 1- Course 2 lesson 17 Play lab- create a story, making characters speak and move.</p> <p>Lesson 2- Course 2 lesson 18 Nested loops- using repeat blocks.</p> <p>Lesson 3- Course 3 lesson 2 Maze- moving using directions and repeat loops.</p> <p>Lesson 4- Course 3 lesson 3 Artist- drawing using code, angles and changing pen colour.</p> <p>Lesson 5- Course 3 lesson 5 Artist functions- drawing using functions and repeat loops.</p> <p>Lesson 6- Course 3 lesson 6 Bee functions- moving a character using functions and repeat loops.</p>
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	1. 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. 	
	2. 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. 	
	3. 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>Bringing us together- Disco Lesson 1- Bringing us together. Warm-up Games. Flexible Games. Start to learn the song Bringing Us Together. Lesson 2- Good Times by Nile Rodgers, Bringing Us Together. Warm-up Games. Flexible Games. Sing the song Bringing Us Together. Play instrumental parts. Lesson 3- Ain't Nobody by Chaka Khan Bringing Us Together. Warm-up Games. Flexible Games (optional). Sing the song Bringing Us Together. Play instrumental parts. Improvise. Lesson 4- We Are Family by</p>
	2. Compose	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. 	

		<ul style="list-style-type: none"> • 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. 	<p>Sister Sledge. Bringing Us Together. Warm-up Games. Flexible Games. Sing the song Bringing Us Together. Play instrumental parts. Improvise. Compose.</p> <p>Lesson 5- Ain't No Stopping Us Now by McFadden and Whitehead Bringing Us Together. Warm-up Games. Flexible Games. Sing the song Bringing Us Together. Play instrumental parts. Improvise. Play your composition(s) within the song.</p> <p>Lesson 6- Car Wash by Rose Royce Bringing Us Together. Warm-up Games. Flexible Games. Sing the song Bringing Us Together. Prepare for the end-of-unit performance.</p>
	3. 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. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	
	4. 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. 	<p>Stage 1 lessons 19- 24</p> <p>1. Lesson 19- Say the words for consonants and vowels .Recognise a word from a vowel and consonant pattern. Identify role of a verb. Identify verbs in French. Listen and identify 2 new verbs – marchez, sautez, dansez.</p>
	2. Write imaginatively	<ul style="list-style-type: none"> • Write a few short sentences using familiar expressions. 	

		<ul style="list-style-type: none"> • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. 	<p>2. Lesson 20- Listen and respond to commands with a variety of verbs. Join in with the actions of a rhyme. Identify some verbs (some). Repeat a modelled sentence with 1st person and verb and 2nd person and a verb in a question. Ask a question using a verb and 2nd person (some).</p> <p>3. Lesson 21- Identify verbs in a rhyme. Read aloud sentences using 1st and 2nd person pronoun and verb. Repeat sentences and questions using a verb and an adverb. Join in with the song and actions. Identify the role of an adverb. Ask and answer a question using a verb, adverb and pronoun (some).</p> <p>4. Lesson 22- Say a sentence with a verb and adverb. Join in with the actions of the song. Identify a word in a song. Identify sounds in numbers 0-6. Identify the letter strings for the sounds in the numbers 0-6.</p> <p>5. Lesson 23- Sing the words of the song. Identify a word in the song. Predict the spelling of the numbers 0-6 (some). Read and recognise the numbers 0-6.</p> <p>6. Lesson 24- Pronounce the numbers 7-10 correctly by blending sounds.</p>
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. 		

			Identify ways to recall the new numbers. Listen and identify the numbers 1-10. Join in with the numbers song.
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>Outdoor and Adventurous activities</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 	<p><u>Health and Fitness</u></p> <p>Lesson 1- Joe Wicks inspired Active 8 workout 1. Lesson 2- Joe Wicks inspired Active 8 workout 2. Lesson 3- Joe Wicks inspired Active 8 workout 3. Lesson 4- Joe Wicks inspired Active 8 workout 4. Lesson 5- Joe Wicks inspired Active 8 workout 5. Lesson 6- Circuits using different activities learnt from previous lessons.</p> <p><u>Rounders</u></p> <p><u>Lesson 1- Careful Catching</u></p> <p>I can create a 'cup' shape with my hands. I can catch with my body behind the ball. I can keep my eyes on the ball at all times.</p> <p><u>Lesson 2- Target Practice</u></p> <p>I can stand sideways, looking at the target, with my throwing arm behind my head. I can swing my throwing arm forward and release the ball with my chest facing forward. I can swing my</p>

		<p>dictates.</p> <ul style="list-style-type: none"> • 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>throwing arm over my body, behind my opposite hip.</p> <p><u>Lesson 3- Successful Striking</u> I can stand sideways with my knees bent and shoulder-width apart, looking at the ball. I can lift the bat behind my body to hip height. I can swing the bat in front, twisting at my hips, and move the weight from my back leg onto my front leg.</p> <p><u>Lesson 4- Fantastic Fielding</u> I can keep my eye on the ball at all times. I can react to the ball, using the most effective stopping technique. I can communicate with my team and select the most appropriate throw.</p> <p><u>Lesson 5- Game Play</u> I can demonstrate successful striking skills by striking a ball in an intended direction. I can demonstrate fantastic fielding skills by catching and stopping balls travelling from different heights and different speeds. I can adapt to the rules of different games.</p> <p><u>Lesson 6- Inventing Games</u> I can explain how my group's game uses striking skills. I can explain how my group's game uses fielding skills. I can select appropriate striking and fielding equipment for my group's game.</p>
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PSHE	1. Try new things	<p>Try new things when encouraged.</p> <ul style="list-style-type: none"> • Enjoy new experiences. • Join clubs or groups. • Talk about new experiences with others. 	<p><u>Scarf- Rights and Responsibilities</u> <u>Lesson 1-</u> Harold’s environmental project</p> <ul style="list-style-type: none"> • Define what is meant by the environment; • Evaluate and explain different methods of looking after the school environment; • Devise methods of promoting their priority method. <p><u>Lesson 2-</u> Can Harold afford it?</p> <ul style="list-style-type: none"> • Understand the terms 'income', 'saving' and 'spending'; • Recognise that there are times we can buy items we want and times when we need to save for items; • Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) <p><u>Lesson 3-</u> Earning Money</p> <ul style="list-style-type: none"> • Explain that people earn their income through their jobs; • Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.) <p><u>Being my Best</u></p>
	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. 	

		<ul style="list-style-type: none"> • Show some enthusiasm for the ideas of others. • Ask some questions in order to develop ideas. • Show enjoyment in trying out some ideas. 	<p><u>Lesson 4-</u> Derek cooks dinner!</p> <ul style="list-style-type: none"> • Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; • Explain what is meant by the term 'balanced diet'; • Give examples what foods might make up a healthy balanced meal. <p><u>Lesson 5-</u> Poorly Harold</p> <ul style="list-style-type: none"> • Explain how some infectious illnesses are spread from one person to another; • Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; • Suggest medical and non-medical ways of treating an illness. <p><u>Lesson 6-</u> For or against?</p> <ul style="list-style-type: none"> • Develop skills in discussion and debating an issue; • Demonstrate their understanding of health and wellbeing issues that are relevant to them; • Empathise with different viewpoints;
	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. 	
	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. 	
	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. 	

			<ul style="list-style-type: none">• Make recommendations, based on their research. <p><u>Lesson 7-</u> I am fantastic!</p> <ul style="list-style-type: none">• Identify their achievements and areas of development;• Recognise that people may say kind things to help us feel good about ourselves;• Explain why some groups of people are not represented as much on television/in the media.
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For English and maths plan see separate long term plans.