



Medium Term Plan – Spring 1

Extreme Earth – Natural Disasters

Nightingale

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	1. Investigate and interpret the past	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. 	<u>Extreme Earth</u> Week 3: Historical data on volcanoes. Week 4: Historical data on earthquakes. Week 5: Historical data on waves and tsunamis.
	3. Understand chronology	<ul style="list-style-type: none"> • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. • Use dates and terms accurately in describing events. 	
	4. Communicate historically	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 	
Geography	1. Investigate places	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. 	<u>Extreme Earth</u> Week 1: What is Geography? Human and physical features of Goring. Week 2: To describe how the Earth is moving beneath our feet. Week 3: What are volcanoes and how
	2. Investigate patterns	<ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and 	

		<p>Antarctic Circle, and time zones (including day and night).</p> <ul style="list-style-type: none"> • Understand some of the reasons for geographical similarities and differences between countries • Describe how locations around the world are changing and explain some of the reasons for change. • Describe how countries and geographical regions are interconnected and interdependent. 	<p>they are formed?</p> <p>Week 4: What are earthquakes and how they are caused?</p> <p>Week 5: What are tsunamis and how they are caused?</p>
	3. Communicate geographically	<ul style="list-style-type: none"> • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 	
Art & Design	1. Develop ideas	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. 	<ol style="list-style-type: none"> 1. Create a watercolour image of storms and flooding. 2. Sketch earthquake images. 3. Investigate the artwork of a tsunami by Katsushika Hokusai. 4. Sketch and shade tornado images using lines to show movement.
	5. Master techniques	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations). • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Use lines to represent movement. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. 	

	6. Take inspiration from the greats	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Create original pieces that show a range of influences and styles. 	
Design & Technology	1. Master practical skills	<p>Construction:</p> <ul style="list-style-type: none"> • Develop a range of practical skills to create products 	Design, make and evaluate an earthquake proof building.
	2. Design, make, evaluate and improve.	<ul style="list-style-type: none"> • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs. 	
	3. Take inspiration from design throughout history.	<ul style="list-style-type: none"> • Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience. 	
Enrichment Opportunities			

	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	<ul style="list-style-type: none"> • Present findings in written form, displays and other presentations. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. 	<p><u>Types of Change – reversible or irreversible changes</u></p> <p>1. Dissolving</p>

	6. Investigating materials	<ul style="list-style-type: none"> • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<ol style="list-style-type: none"> 2. Solubility and separating 3. Melting 4. Burning 5. Reaction rates – bicarbonate of soda and acid
RE	1. Understand beliefs and teachings	<ul style="list-style-type: none"> • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities. 	<p><u>Does the community of the Mosque help Muslims lead better lives?</u></p> <ol style="list-style-type: none"> 1. Explore the concept of a community. 2. What is a Mosque? 3. How does worship in the Mosques help Muslims to live good lives? 4. To compare places of worship. 5. To explore how Muslims worship and how this helps them to lead better lives. 6. Does the community of a Mosque help Muslims to lead better lives?
	7. Understand practices and lifestyles	<ul style="list-style-type: none"> • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader. 	
	8. Understand how beliefs are conveyed	<ul style="list-style-type: none"> • Explain some of the different ways that individuals show their beliefs. 	
	9. Reflect	<ul style="list-style-type: none"> • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others. 	
	10. Understand values	<ul style="list-style-type: none"> • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules 	

		(i.e. wanting to act in a certain way despite rules). <ul style="list-style-type: none"> Express their own values and remain respectful of those with different values. 	
Computing	1. Communicate	<ul style="list-style-type: none"> Choose the most suitable applications and devices for the purposes of communication. Use many of the advanced features in order to create high quality, professional or efficient communications. 	<u>Programming B – Selection in quizzes</u> 1. E-safety – digital footprints 2. Exploring conditions & selecting outcomes 3. Asking questions 4. Designing a quiz 5. Testing and evaluating a quiz
	6. Collect	<ul style="list-style-type: none"> Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner. 	
Music	1. Perform	<ul style="list-style-type: none"> Sing or play from memory with confidence. Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Perform with controlled breathing (voice) and skillful playing (instrument). 	<u>Make You Feel My Love</u> Week 1: To identify and move to the pulse with ease. Talk about the music and how it makes you feel. Week 2: To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Week 3: Create and copy rhythms based on the words of the main song, that include syncopation/off beat. Week 4: To sing in unison and to sing backing vocals. Week 5: Play a musical instrument with the correct technique within the context of the Unit song and improvise by making up your own tunes on the spot
	2. Compose	<ul style="list-style-type: none"> Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinati (based on the pentatonic scale). Convey the relationship between the lyrics and the melody. 	

	3. Transcribe	<ul style="list-style-type: none"> • Read and create notes on the musical stave. 	
	4. Describe music	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music • Describe how lyrics often reflect the cultural context of music and have social meaning. 	
French	1. Read fluently	<ul style="list-style-type: none"> • Read and understand the main points and some of the detail in short written texts. • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • Show confidence in reading aloud, and in using reference materials. 	<p>Week 1: Etre – 1st/2nd/3rd person singular and 3rd person plural</p> <p>Week 2: Ce sont des</p>
	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. • Use knowledge of grammar to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words. • Include imaginative and adventurous word choices. • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). 	<p>Week 3: Plural nouns</p> <p>Week 4: Petit/grand</p> <p>Week 5: Je suis and Je ne suis pas</p>
	3. Speak confidently	<ul style="list-style-type: none"> • Take part in conversations to seek and give information. • 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"> • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • 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>Athletics:</p> <ul style="list-style-type: none"> • Throw accurately and refine performance by analysing technique and body shape. • Show control in take-off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement. <p>Games (netball):</p> <ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	<p><u>Indoor: Dance</u></p> <p>Compose creative and imaginative dance sequences.</p> <p>Week 1: Perform expressively and hold a precise and strong body posture.</p> <p>Week 2: Perform and create complex sequences.</p> <p>Week 3: Express an idea in original and imaginative ways.</p> <p>Week 4: Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</p> <p>Week 5: Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</p> <p><u>Outdoor: Multi-sports</u></p> <p>Week 1: Agility, Balance, Coordination and Speed</p> <p>Week 2: Agility, Balance, Coordination and Speed</p> <p>Week 3: Running, Jumping, Throwing</p> <p>Week 4: Running, Jumping, Throwing</p> <p>Week 5: Catching, Kicking, Striking with an implement</p> <p>Week 6: Catching, Kicking, Striking with an implement</p>
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PSHE	<u>Keeping Myself Safe</u> Week 1: Exploring habits and why and how a habit can be hard to change. Week 2: The positive and negatives of risk taking. Week 3: Managing risks and making decisions. Week 4: Identifying risks online including knowing how to protect personal information online. Week 5: Understand how drugs and medicines can be helpful or harmful Week 6: Exploring facts and norms about smoking and associated risks
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For English and maths plan see separate long-term plans.