



Medium Term Plan – Spring 2

Creatures Great and Small

Greenfinch – The Smallest and the Largest

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
Geography	A Investigate places	<p>1.1 Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)</p> <p>1.2 Identify key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>1.3 Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied.</p> <p>1.4. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>1.6. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>1.7 Name and locate the world’s continents and oceans.</p>	<p>Week 1: To learn about the largest animals in the world and where they live.</p> <p>Week 2 – To learn about the smallest animals in the world and where they live.</p> <p>Week 3- To investigate animals that live in our local area.</p> <p>Week 4 – to learn about the country of Madagascar</p> <p>Week 5:- to learn about the animals of Madagascar.</p> <p>Week 6:to write a fact file about Madagascar.</p>
	B. Investigate patterns	<p>1.1. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p>	

		<p>1.2. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>1.3. Identify land use around the school.</p>	
	C. Communicate geographically	<p>1.1. Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. <p>1.2. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <p>1.3. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p>	
Art & Design	A. Develop ideas	<p>1.1 Respond to ideas and starting points.</p> <p>1.2 Explore ideas and collect visual information.</p> <p>1.3 Explore different methods and materials as ideas develop.</p>	<p>Week 1: to learn about different animal footprints.</p> <p>Week 2: to print different animal footprints using potatoes.</p> <p>Week 3: to make an animal footprint on a clay tile.</p> <p>Week 4: to make a clay animal from Madagascar</p> <p>Week 5: to paint a clay tile and clay animal</p>
	B. Master techniques	<p>1.1. Use thick and thin brushes.</p> <p>1.2. Mix primary colours to make secondary.</p> <p>1.3. Add white to colours to make tints and black to colours to make tones.</p> <p>1.4. Create colour wheels.</p>	

	<p>Sculpture</p> <p>Print</p>	<p>1.8. Use a combination of shapes.</p> <p>1.9. Include lines and texture.</p> <p>1.10. Use rolled up paper, straws, paper, card and clay as materials.</p> <p>1.11. Use techniques such as rolling, cutting, moulding and carving.</p> <p>1.18. Use objects to create prints (e.g. fruit, vegetables or sponges).</p> <p>1.19. Press, roll, rub and stamp to make prints.</p>	
Design & Technology	<p>A. Master practical skills</p> <p>Food</p>	<p>1.1. Cut, peel or grate ingredients safely and hygienically.</p> <p>1.2. Measure or weigh using measuring cups or electronic scales.</p> <p>1.3. Assemble or cook ingredients.</p>	Week 6: to make food for a Gruffalo

	Key Skills	Milestones Covered	Lesson Outline
Science	A. Work scientifically	<p>1.1. Ask simple questions.</p> <p>1.2. Observe closely, using simple equipment.</p> <p>1.4. Identify and classify.</p> <p>1.5. Use observations and ideas to suggest answers to questions.</p> <p>1.6. Gather and record data to help in answering questions.</p>	<p><u>Types of Animals</u></p> <p>Week 1: What do animals need to survive?</p> <p>Week 2: Favourite pets</p> <p>Week 3: Comparing animals</p>

	C. Understand animals and humans	<p>1.1. Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</p> <p>1.2. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>1.5. Notice that animals, including humans, have offspring which grow into adults.</p> <p>1.6. Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).</p>	<p>Week 4: Animal groups</p> <p>Week 5: What do animals eat?</p> <p>Week 6: Planning a zoo</p>
RE	A. Understand beliefs and teachings	<p>1.1 Describe some of the teachings of a religion.</p> <p>1.2 Describe some of the main festivals or celebrations of a religion.</p>	<p><u>Should Everyone Follow Jesus?</u></p> <p>Week 1: Children will think about the characteristics of a good leader.</p> <p>Week 2: Children will learn about the disciples and why they followed Jesus.</p> <p>Week 3: Children will explore Christian beliefs about Easter.</p> <p>Week 4: Children will learn to understand Christian beliefs about Easter.</p> <p>Week 5: Children will think about the reasons people follow Jesus.</p> <p>Week 6: Children will think about their own ideas about whether people should follow Jesus.</p>
	B. Understand practices and lifestyles	<p>1.1 Recognise and name some religious artefacts, places and practices.</p>	
	C. Understand how beliefs are conveyed	<p>1.1 Name some religious symbols.</p> <p>1.2 Explain the meaning of some religious symbols.</p>	
	D. Reflect	<p>1.1 Identify the things that are important in their own lives and compare these to religious beliefs.</p> <p>1.2 Relate emotions to some of the experiences of religious figures studied.</p> <p>1.3 Ask questions about puzzling aspects of life.</p>	
	E. Understand values	<p>1.1 Identify how they have to make their own choices in life.</p>	

		<p>1.2 Explain how actions affect others.</p> <p>1.3 Show an understanding of the term 'morals'.</p>	
Computing	Grouping Data	<ul style="list-style-type: none"> -I can describe objects using labels - I can identify the label for a group of objects - I can match objects to groups -I can count a group of objects - I can count objects - I can group objects -I can describe an object - I can describe a property of an object - I can find objects with similar properties -I can count how many objects share a property - I can group objects in more than one way - I can group similar objects -I can choose how to group objects - I can describe groups of objects - I can record how many objects are in a group -I can compare groups of objects - I can decide how to group objects to answer a question - I can record and share what I have found 	<p><u>Grouping data</u></p> <p>Week 1: Label and match</p> <p>Week 2: Group and count</p> <p>Week 3: Describe an object</p> <p>Week 4: Making different groups</p> <p>Week 5: Comparing groups</p> <p>Week 6: Answering questions</p>
Music	A. Perform	<p>1.1. Take part in singing, accurately following the melody.</p> <p>1.2. Follow instructions on how and when to sing or play an instrument.</p> <p>1.3. Make and control long and short sounds, using voice and instruments.</p> <p>1.4. Imitate changes in pitch.</p>	<p><u>Round and Round</u></p> <p>Listen to, appraise and compare songs in Bossa Nova Latin style.</p> <p>Learn to sing the song Round and Round.</p> <p>Musical games.</p>

	B. Compose	1.1 Create a sequence of long and short sounds. 1.2 Clap rhythms. 1.3 Create a mixture of different sounds (long and short, loud and quiet, high and low). 1.4 Choose sounds to create an effect. 1.5 Sequence sounds to create an overall effect. 1.6 Create short, musical patterns. 1.7 Create short, rhythmic phrases	Play instruments. Performance.
	D. Describe music	1.1. Identify the beat of a tune. 1.2. Recognise changes in timbre, dynamics and pitch.	
PE	A. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	1.1. Use the terms 'opponent' and 'team-mate'. 1.2. Use rolling, hitting, running, jumping, catching and kicking skills in combination. 1.3. Develop tactics. 1.4. Lead others when appropriate. 1.9. Copy and remember actions. 1.10. Move with some control and awareness of space. 1.11. Link two or more actions to make a sequence. 1.12. Show contrasts (such as small/tall, straight/curved and wide/narrow). 1.13. Travel by rolling forwards, backwards and sideways. 1.14. Hold a position whilst balancing on different points of the body. 1.15. Climb safely on equipment. 1.16. Stretch and curl to develop flexibility. 1.17. Jump in a variety of ways and land with increasing control and balance.	<u>Gymnastics</u> Week 1: To move on, off and over apparatus safely and use the 'Magic chair' landing. Week 2: To rock on different parts of our body and rock using shapes. Week 3: To perform specific one-foot balances such as h and y balances. Week 4: To perform actions at the same time as others (unison). Week 5: To perform actions one person after the other (canon). Week 6: To turn and jump a quarter and half. <u>Attack, Defend, Shoot</u> Week 1: To find our pulse. Week 2: To move side to side to defend the goal. Week 3: To bounce a ball with control to ourselves. Week 4: To aim at different targets. Week 5: To adapt to a game with

			changing rules. Week 6: To play in the best defensive position in a game.
PSHE	Rights and Respect	<ul style="list-style-type: none"> • I can wash my hands correctly. • I can name ways to look after my home and school. • I can look after a special person or thing. • I can tell you some things that money is spent on. • I can get help if someone has hurt themselves. 	<p>1: To identify ways of taking care of their health.</p> <p>2: To identify how others take care of their environment.</p> <p>3: To take care of something or someone else.</p> <p>4: To talk about the importance of looking after money.</p> <p>5: To learn what to do when someone is injured.</p>

For English and maths plan see separate long term plans.