



Medium Term Plan – Spring 1

Extreme Earth

Owls

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	2. Build an overview of world history	<ul style="list-style-type: none"> Describe significant people from the past. 	Week 2: Polar explorers
Geography	1. Investigate places	<ul style="list-style-type: none"> 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?) Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name and locate the world's continents and oceans. 	<u>Climates</u> Week 1: What is the difference between weather and climate? Locations of the continents, the equator, north and south poles. Week 2: Polar climate Week 3: Temperate climate Week 4: Mediterranean climate Week 5: Arid climate Week 6: Tropical climate
	2. Investigate patterns	<ul style="list-style-type: none"> 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. 	
	3. Communicate geographically	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. 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. 	

Art & Design	1. Develop ideas	<ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. 	Week 1: Penguin drawing Week 2: Northern lights scene Week 3: Monet's water lilies Week 4: Van Gogh seascape Week 5: Desert collage
	2. Master techniques	<ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. 	
	3. Take inspiration from the greats	<ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. 	
Design & Technology	1. Master practical skills	<ul style="list-style-type: none"> Cut materials safely using tools provided. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). 	Week 6: Parrots
Enrichment Opportunities			

	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	<ul style="list-style-type: none"> Ask simple questions. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. 	<u>Parts of Animals</u> Week 1: Identify parts of the human body by creating a life size body map. Week 2: What can our bodies do?

		<ul style="list-style-type: none"> ● Gather and record data to help in answering questions. 	Look at the functions of different body parts.
	3. Understand animals and humans	<ul style="list-style-type: none"> ● Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. ● Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). ● Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<p>Week 3: Understanding senses and the parts of the body used for the five senses. Children do experiments with smell and taste.</p> <p>Week 4: Investigating the senses of touch and hearing. Children use feely bags to identify objects and go on a listening walk.</p> <p>Week 5: Identifying distinguishing features of animals and group animals according to certain characteristics.</p> <p>Week 6: What are the similarities and differences between human and animal body parts?</p>
RE	1. Understand beliefs and teachings	<ul style="list-style-type: none"> ● Describe some of the teachings of a religion. ● Describe some of the main festivals or celebrations of a religion. 	<p><u>Is it important to celebrate the New Year?</u></p> <p>Week 1: How did you celebrate the New Year?</p> <p>Week 2: Rosh Hashanah</p> <p>Week 3: The story of Adam and Eve</p> <p>Week 4: Baisakhi</p> <p>Week 5: Islamic New Year</p> <p>Week 6: Is it necessary to celebrate New Year?</p> <p>Week 7: Is it important to celebrate New Year?</p>
	2. Understand practices and lifestyles	<ul style="list-style-type: none"> ● Recognise, name and describe some religious artefacts, places and practices. 	
	4. Reflect	<ul style="list-style-type: none"> ● Identify the things that are important in their own lives and compare these to religious beliefs. ● Relate emotions to some of the experiences of religious figures studied. ● Ask questions about puzzling aspects of life. 	
	5. Understand values	<ul style="list-style-type: none"> ● Identify how they have to make their own choices in life. ● Explain how actions affect others. ● Show an understanding of the term 'morals'. 	

Computing	1. Code	<ul style="list-style-type: none"> Control motion by specifying the number of steps to travel, direction and turn. Add text strings, show and hide objects and change the features of an object. Control when drawings appear and set the pen colour, size and shape. Specify user inputs (such as clicks) to control events. Specify the nature of events (such as a single event or a loop). 	Week 1: E-safety Week 2: Hour of code course 1 Week 3: Hour of code course 1 Week 4: Hour of code course 1 and 2 Week 5: Hour of code course 1 and 2 Week 6: Hour of code course 1 and 2
	2. Connect	<ul style="list-style-type: none"> Understand online risks and the age rules for sites. 	
	3. Communicate	<ul style="list-style-type: none"> Use a range of applications and devices in order to communicate ideas, work and messages. 	
Music	1. Perform	<ul style="list-style-type: none"> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. 	<u>I Wanna Play in a Band</u> Listen and appraise different rock songs. Learn to sing the song I Wanna Play in a Band. Musical games. Play instruments. Performance.
	2. Compose	<ul style="list-style-type: none"> Clap rhythms Create a mixture of different sounds. Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases. 	
	4. Describe music	<ul style="list-style-type: none"> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. 	
PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<ul style="list-style-type: none"> Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate. 	<u>Gymnastics – Under the Sea</u> Week 1: Balancing using different parts of the body. Week 2: Using a partner to create balances.

		<ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. <p>Jump in a variety of ways and land with increasing control and balance.</p>	<p>Week 3: Performing different types of rolling.</p> <p>Week 4: Using control to jump off apparatus, making clear shapes.</p> <p>Week 5: Linking movements together to create a sequence that flows.</p> <p>Week 6: Planning and performing a sequence with a partner.</p> <p><u>Invasion games</u></p> <p>Week 1: Moving and dodging with a ball in a game</p> <p>Week 2: Using space when passing a ball in a game</p> <p>Week 3: Throwing and catching in a game</p> <p>Week 4: Dodging and marking in a game</p> <p>Week 5: Shooting at and protecting a target in a game</p> <p>Week 6: Teamwork in games</p>
PSHE	4. Push themselves	<ul style="list-style-type: none"> • Express doubts and fears. • Explain feelings in uncomfortable situations. • Begin to push past fears (with encouragement). • Listen to people who try to help. • Begin to try to do something more than once. 	<p><u>Keeping Myself Safe</u></p> <p>Week 1: Harold's picnic</p> <p>Week 2: How safe would you feel?</p> <p>Week 3: What should Harold say?</p> <p>Week 4: I don't like that!</p> <p>Week 5: Fun or not?</p> <p>Week 6: Should I tell?</p> <p>Week 7: Some secrets should never be kept.</p>
	7. Understand others	<ul style="list-style-type: none"> • Show an awareness of someone who is talking. • Show an understanding that one's own behaviour affects other people. • Listen to other people's point of view. 	

	8. Not give up	<ul style="list-style-type: none">• Try again with the help of others.• Try to carry on even if a failure causes upset.	
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For English and maths plan see separate long term plans.