



Medium Term Plan – Summer 1

A journey through time – Olympics

Ibis

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	A. Investigate and interpret the past	A.2.1. Use sources of evidence to deduce information about the past. A. 2.2. Select suitable sources of evidence, giving reasons for choices. A.2.3. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. A.2.4. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • A.2.5. Suggest causes and consequences of some of the main events and changes in history.	Week 1: Ancient Olympics Week 2: Comparing ancient and modern day Olympics Week 3: Host cities around the world Week 4: Paris – physical and human geography Week 5: Olympic events Week 6: Famous Olympians – Mo Farrah , Simone Biles, Usain Bolt
	B. Build an overview of world history	B.2.4. Describe the social, ethnic, cultural or religious diversity of past society. B.2.5. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	
	C. Understand chronology	C.2.1. Place events, artefacts and historical figures on a time line using dates. C.2.2. Understand the concept of change over time, representing this, along with evidence, on a time line. • C.2.3. Use dates and terms to describe events.	
	D. Communicate historically	D.2.1. Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • D.2.2. Use literacy, numeracy and computing skills to a good standard, in order to communicate information about the past.	
Geography	A. Investigate places	A.2.1. Ask and answer geographical questions about the physical and human characteristics of a location. A.2.2. Explain own views about locations, giving reasons. A.2.3. Use maps, atlases, globes and digital/computer mapping to locate	

		<p>countries and describe features.</p> <p>A.2.5. use a range of resources to identify the key physical and human features of a location.</p> <p>A.2.6. Name and locate the countries of Europe and identify their main physical and human characteristics.</p>	
	B. Investigate patterns	<p>B.2.1. 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.</p> <p>B.2.2. Describe geographical similarities and differences between countries.</p>	
	C. Communicate geographically	<p>C.2.1. Describe key aspects of Physical and Human geography, including: settlements and land use.</p> <p>C.2.2. 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.</p>	
Art & Design	A. Develop ideas	<p>A2.1 Develop ideas from starting points throughout the curriculum.</p> <p>A2.2 Collect information, sketches and resources.</p> <p>A2.3 Adapt and refine ideas as they progress.</p> <p>A2.4 Explore ideas in a variety of ways.</p> <p>A2.5 Comment on artworks using visual language.</p>	<p><u>The Olympics and Olympians</u></p> <p>Week 1. Creating Olympic tessellations – Digital art</p> <p>Week 2. Creating Olympic tessellations – Digital art</p> <p>Week 3. Clay - Olympic medals</p> <p>Week 4. Collage – Olympic figures</p> <p>Week 5. Olympic Swimming paintings</p> <p>Week 6. Olympic Swimming paintings</p>
	B. Master Techniques	<p>Painting</p> <p>B2.1 Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>B2.2 Mix colours effectively.</p> <p>B2.3 Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>B2.4 Experiment with creating mood with colour.</p> <p>B3.3 Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Collage</p> <p>B2.5 Select and arrange materials for a striking effect.</p> <p>B2.6 Ensure work is precise.</p> <p>B2.7 Use overlapping, tessellation, mosaic and montage.</p>	

		<p>Sculpture</p> <p>B.2.8. Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p> <p>B.2.9. Include texture that conveys feelings, expression or movement.</p> <p>B.2.11. Add materials to provide interesting detail.</p>	
		<p>Drawing</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>Print</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>Textiles</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>	
	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>	

	Key Skills	Milestones Covered	Lesson Outline
Science	A. Work scientifically	<p>A.2.1. Ask relevant questions.</p> <p>A.2.2. Set up simple, practical enquiries and comparative and fair tests.</p> <p>A.2.3. Make accurate measurements using standard units, using a range</p>	<p>Grouping Living Things</p> <p><i>A short term due to the early May Bank Holiday.</i></p>

		<p>of equipment, e.g. thermometers and data loggers.</p> <p>A.2.4. Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>A.2.5. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</p> <p>A.2.6. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>A.2.7. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</p> <p>A.2.8. Identify differences, similarities or changes related to simple, scientific ideas and processes.</p> <p>A.2.9. Use straightforward, scientific evidence to answer questions or to support their findings.</p>	<p>Week 1 Sharing prior knowledge and investigating the importance of grouping living things.</p> <p>Week 2 Sorting animals into categories and classifying them.</p> <p>Week 3 Creating a classification key.</p> <p>Week 4 Continuing work with classification keys and comparing animals found locally with those elsewhere in the British Isles and in other places round the world.</p> <p>Week 5 Creating a fact sheet or poster about classification of living things.</p>
	C. Understand animals and humans	C.2.3. Identify that humans and some animals have skeletons and muscles for support, protection and movement.	
	D. Investigate living things	<p>D.2.1. Recognise that living things can be grouped in a variety of ways.</p> <p>D.2.2. Explore and use classification keys.</p> <p>D.2.3. Recognise that environments can change and that this can sometimes pose dangers to specific habitats.</p>	
RE	A. Understand beliefs and teachings	<p>A.2.1. Present key teachings and beliefs of a religion</p> <p>A.2.2. Refer to religious figures and holy books to explain answers.</p> <p>A.3.2. Explain how religious beliefs shape the lives of individuals and communities.</p>	<p><u>How and why has Christian practice changed over time?</u></p> <p>Week 1. Learning about Ascension Day, Pentecost and the early church.</p> <p>Week 2. Learning about the Medieval Church in Britain including the life of a monk.</p> <p>Week 3. Martin Luther and the Reformation.</p> <p>Week 4. Our local churches in Goring.</p> <p>Week 5. Churches today, including the Missionary Church and what should the Church look like in the 21st Century?</p>
	B. Understand practices and lifestyles	<p>B.3.1. Explain the practices and lifestyles involved in belonging to a faith community.</p> <p>B.3.3. Show an understanding of the role of a spiritual leader.</p>	
	C. Understand how beliefs are conveyed	<p>C.2.1. Identify religious symbolism in literature and the arts.</p> <p>C.3.1. Explain some of the different ways that individuals show their beliefs.</p>	
	D. Reflect	<p>D.2.1. Show an understanding that personal experiences and feelings influence attitudes and actions.</p> <p>D.2.2. Give some reasons why religious figures may have acted as they did.</p> <p>D.2.3. Ask questions that have no universally agreed answers.</p>	

		<p>D.3.1. Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</p> <p>D.3.2. Explain their own ideas about the answers to ultimate questions.</p> <p>D.3.3. Explain why their own answers to ultimate questions may differ from those of others.</p>	<p>Week 6. Revision of the work we have covered this term.</p>
	E. Understand values	<p>E.2.1. Explain how beliefs about right and wrong affect people's behaviour.</p> <p>E.2.2. Describe how some of the values held by communities or individuals affect behaviour and actions.</p> <p>E.3.1. Explain why different religious communities or individuals may have a different view of what is right and wrong.</p>	
Computing	Data and Information - Data Logging	<ul style="list-style-type: none"> ● I can choose a data set to answer a given question ● I can suggest questions that can be answered using a given data set ● I can identify data that can be gathered over time ● I can explain what data can be collected using sensors ● I can use data from a sensor to answer a given question ● I can identify that data from sensors can be recorded ● I can recognise that a data logger collects data at given points ● I can identify the intervals used to collect data ● I can talk about the data that I have captured ● I can view data at different levels of detail ● I can sort data to find information ● I can explain that there are different ways to view data ● I can propose a question that can be answered using logged data ● I can plan how to collect data using a data logger ● I can use a data logger to collect data ● I can interpret data that has been collected using a data logger ● I can draw conclusions from the data that I have collected ● I can explain the benefits of using a data logger 	<p>Week 1. To explain that data gathered over time can be used to answer questions</p> <p>Week 2. To use a digital device to collect data automatically</p> <p>Week 3. To explain that a data logger collects 'data points' from sensors over time.</p> <p>Week 4. To recognise how a computer can help us analyse data</p> <p>Week 5. To identify the data needed to answer questions</p> <p>Week 6. To use data from sensors to answer questions</p>

Music	A. Perform	<p>A.2.1. Sing from memory with accurate pitch.</p> <p>A.2.2. Sing in tune.</p> <p>A.2.3. Maintain a simple part within a group.</p> <p>A.2.4. Pronounce words within a song clearly.</p> <p>A.2.5. Show control of voice.</p> <p>A.2.6. Play notes on an instrument with care so that they are clear.</p> <p>A.2.7. Perform with control and awareness of others.</p>	<p><u>Feelings through music</u></p> <p>Week 1. Catch-up from before Easter. Learning the song <i>Dance with me</i> and about waltzes.</p> <p>Week 2. <i>Let your spirit fly</i> and listening to Beethoven's 5th symphony (movements 1 and 4)</p> <p>Week 3. Frere Jacques – learning to sing and play on the recorder (Year 4).</p> <p>Week 4. Pink Floyd – <i>On the dark side of the moon</i> and <i>Wish you were here</i>.</p> <p>Week 5. An introduction to choral speaking.</p> <p>Week 6. Revising the work covered this term.</p> <p>Alongside the work above, we will be continuing to learn to play the recorder – with notes D, E, F#, G, A, B, C, C# and D' and a variety of tunes (Year 4). We also learn a little music theory at the start of each lesson.</p>
	B. Compose	<p>B.2.1. Compose and perform melodic songs.</p> <p>B.2.2. Use sound to create abstract effects.</p> <p>B.2.3. Create repeated patterns with a range of instruments.</p> <p>B.2.4. Create accompaniments for tunes.</p> <p>B.2.5. Use drones as accompaniments.</p> <p>B.2.6. Choose, order, combine and control sounds to create an effect.</p>	
	C. Transcribe	<p>C.2.2. Recognise the notes EGBDF and FACE on the musical stave.</p> <p>C.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	A. Read fluently	<p>A.1.1. Read out loud everyday words and phrases.</p> <p>A.1.2. Use phonic knowledge to read words.</p> <p>A.1.3. Read and understand short written phrases.</p> <p>A.1.4. Read out loud familiar words and phrases.</p> <p>A.1.5. Use books or glossaries to find out the meanings of new words.</p> <p>A.2.1. Read and understand the main points in short written texts.</p> <p>A.2.2. Read short texts independently.</p> <p>A.2.3. Use a translation dictionary or glossary to look up new words.</p>	<p><u>Year 3: See Robin Year 3 plans</u></p> <p><u>Year 4: Cave Languages – Stage 2 Lessons 1-5</u></p> <p>Week 1 – Revision of words covered so far this year.</p> <p>Week 2 – Using games to help learn 'Qui-</p>

	B. Write imaginatively	B.1.1. Write of copy everyday words correctly. B.1.2. Label items and choose appropriate words to complete short sentences. B.1.3. Write one or two short sentences. B.1.4. Write short phrases used in everyday conversations correctly.	<p>est-ce?’ (who is it?) and ‘C’est’ (it is). Identifying and pronouncing the words which made a sentence negative – ‘Ce n’est pas’.</p> <p>Week 3 – Continue to practise saying, reading and writing ‘Qui-est-ce?’, ‘C’est’ and ‘Ce n’est pas’.</p> <p>Week 4 – Revision of colours rouge, vert, bleu, jaune et gris.</p> <p>Week 5 – Continue learning colours – noir, blanc, marron, brun, orange et rose.</p> <p>Week 6 – Develop cultural understanding about French speaking countries in Europe.</p> <p>We will also revise the words we have learnt earlier this year – items found in a pencil case, items of clothing, days of the week and numbers 0 to 20.</p>
	C. Speak confidently	C.1.1. Understand a range of spoken phrases. C.1.2. Understand standard language (sometimes asking for words or phrases to be repeated). C.1.3. Answer simple questions and give basic information. C.1.4. Give responses to questions about everyday events. C.1.5. Pronounce words showing a knowledge of sound patterns. C.2.1. Understand the main points from spoken passages. C.2.5. Demonstrate a growing vocabulary.	
	D. Understand the culture of the countries in which the language is spoken	D.1.1. Identify countries and communities where the language is spoken. D.2.1. Describe with some interesting details some aspects of countries or communities where the language is spoken. D.2.2. Make comparisons between life in countries or communities where the language is spoken and this country.	
PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<p><u>Games:</u></p> <p>B.1.1. Throw and catch with control and accuracy. B.1.2. Strike a ball and field with control. B.1.3. Choose appropriate tactics to cause problems for the opposition. B.1.4. Follow the rules of the game and play fairly. B.1.5. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). B.1.6. Pass to team mates at appropriate times. B.1.7. Lead others and act as a respectful team member.</p>	<p><u>Games – Rounders</u></p> <p><u>Week 1.</u> Hit the ball in direction directions <u>Week 2.</u> Run between the posts and avoid getting stumped out <u>Week 3.</u> Intercept the ball using one hand <u>Week 4.</u> Underarm bowl, abiding by the rules of bowling <u>Week 5.</u> Play the role of backstop in a small game <u>Week 6.</u> Rounders scoring system and using it in a game</p> <p><u>Games - Cricket</u></p> <p><u>Week 1.</u> Hit the ball in different directions <u>Week 2.</u> Anticipate when to run to score</p>

			<p>singles</p> <p><u>Week 3.</u> Intercept a moving ball with one hand</p> <p><u>Week 4.</u> Bowl overarm</p> <p><u>Week 5.</u> Pull shot and attempting it in a game</p> <p><u>Week 6.</u> Field a bouncing ball effectively</p>
PSHE	Being My Best	<ul style="list-style-type: none"> ● Identify ways in which everyone is unique; ● Appreciate their own uniqueness; ● Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. ● Give examples of choices they make for themselves and choices others make for them; ● Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. ● Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; ● Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). ● Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); ● Suggest ways the Seven Rs recycling methods can be applied to different scenarios. ● Define what is meant by the word 'community'; ● Suggest ways in which different people support the school community; ● Identify qualities and attributes of people who support the school community. 	<p><u>Week 1:</u> What makes me ME!</p> <p><u>Week 2:</u> Making choices</p> <p><u>Week 3:</u> SCARF hotel</p> <p><u>Week 4:</u> Harold's Seven Rs</p> <p><u>Week 5:</u> My school community (1)</p> <p><u>Week 6:</u> Basic first aid</p>

For English and maths plan see separate long term plans.