



## Medium Term Plan – Spring 2

### Animals and Creatures- Dangerous Animals

#### Robins

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	1. Investigate and interpret the past	•	
	2. Build an overview of world history	•	
	3. Understand chronology	•	
	4. Communicate historically	•	
Geography	1. Investigate places	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> </ul>	<u>Dangerous Animals</u> <u>Week 1 Europe</u> Eurasian Wolf- find facts and place habitats on a world map. <u>Week 2 Asia</u> Komodo Dragon- find facts and make a Komodo dragon bookmark.

		<ul style="list-style-type: none"> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul>	<p><u>Week 3 Africa</u> Mosquito- find facts and learn about malaria.</p> <p><u>Week 4 North and South America</u> Poison dart frog- animal fact file, research and writing.</p> <p><u>Week 5 Antarctica</u> Orca- animal fact file.</p> <p><u>Week 6 Australia</u> Box Jellyfish- find facts and make a 3D jelly fish model.</p> <p>In every lesson add animals to a world map and compare different habitats.</p>
	2. Investigate patterns	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Describe geographical similarities and differences between countries.</li> </ul>	
	3. Communicate geographically	<ul style="list-style-type: none"> <li>• Describe key aspects of: <ul style="list-style-type: none"> <li>• physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• human geography, including: settlements and land use.</li> </ul> </li> </ul>	
Art & Design	1. Develop ideas	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>	<p><u>Dangerous Animals</u></p> <p><u>Week 1</u> Watercolour tigers. Oil pastel resist and watercolour wash.</p> <p><u>Week 2</u> Dangerous animal sketches. Draw half the picture using sketching and shading techniques.</p> <p><u>Week 3</u> Animal print collages. Use</p>
	2. Master techniques	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour.</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns.</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• Shape and stitch materials.</li> <li>• Use basic cross stitch and back stitch.</li> <li>• Colour fabric.</li> <li>• Create weavings.</li> <li>• Quilt, pad and gather fabric.</li> </ul>	<p>different paper and fabric to create animal print collages.</p> <p><u>Week 4</u> Animal head drawing tutorials. Follow the tutorial to draw the animal head.</p> <p><u>Week 5</u> Clay animal sculptures. Use clay to create animal sculptures.</p> <p><u>Week 6</u> Jellyfish mobiles. Make a jellyfish out of a plastic bottle and plastic bag/paper.</p> <p>PresPrint animal prints. Use mono printing techniques to create animal fur prints.</p>
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	3. Take inspiration from the greats	<ul style="list-style-type: none"><li>Replicate some of the techniques used by notable artists, artisans and designers.</li><li>Create original pieces that are influenced by studies of others.</li></ul>	
Design & Technology	1. Master practical skills	<ul style="list-style-type: none"><li>Prepare ingredients hygienically using appropriate utensils.</li><li>Measure ingredients to the nearest gram accurately.</li><li>Follow a recipe.</li><li>Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</li><li>Choose suitable techniques to construct products or to repair items.</li><li>Strengthen materials using suitable techniques.</li></ul>	The Great Bread Bake Off Design, create and evaluate different bread products. <ul style="list-style-type: none"><li>Evaluate existing products</li><li>Design and practise different shapes of bread using salt dough as a prototype</li><li>Design and make final bread design</li><li>Evaluate finished product.</li></ul>
	2. Design, make, evaluate and improve.	<ul style="list-style-type: none"><li>Design with purpose by identifying opportunities to design.</li><li>Make products by working efficiently (such as by carefully selecting materials).</li><li>Refine work and techniques as work progresses, continually evaluating the product design.</li><li>Use software to design and represent product designs.</li></ul>	
	3. Take inspiration from design throughout history.	<ul style="list-style-type: none"><li>Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</li><li>Improve upon existing designs, giving reasons for choices.</li><li>Disassemble products to understand how they work.</li></ul>	
Enrichment Opportunities			

	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	<ul style="list-style-type: none"> <li>Asking relevant questions and using different types of scientific enquiries to answer them.</li> <li>Gathering, recording, classifying and presenting data in a variety</li> </ul>	<p>Amazing Magnets</p> <p>Week 1: May the force be with you!</p> <p>To understand that forces are pushes</p>

		<p>of ways to help in answering questions.</p> <ul style="list-style-type: none"> <li>• Identifying differences, similarities or changes related to simple scientific ideas and processes.</li> <li>• Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment.</li> <li>• Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>• Setting up simple practical enquiries, comparative and fair tests.</li> <li>• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>• Using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>	<p>and pulls which can make things move, stop or change shape.</p> <p>Week 2: Acting forces. To explore forces and discover that gravity and magnetism can act without contact.</p> <p>Week 3: Magnetic attraction. Discuss theories about magnetism. Turn theories into questions. Use questions to design experiments to test theories.</p> <p>Week 4: Poles apart. Revise knowledge of magnets, their poles and how they attract and repel other magnets.</p> <p>Week 5: Magnetic fun time. Some fun experiments with magnets.</p> <p>Week 6: All the fun of the fair! Recapping what we have learnt and what we enjoyed best this term, including a quiz.</p>
	2. Magnets	<ul style="list-style-type: none"> <li>• Compare how things move on different surfaces</li> <li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>• Describe magnets as having two poles</li> <li>• Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others</li> <li>• Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> </ul>	
RE	1. Understand beliefs and teachings	<ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Refer to religious figures and holy books to explain answers.</li> </ul>	<p><u>Why do Christians call the day Jesus died Good Friday?</u></p>

	2. Understand practices and lifestyles	<ul style="list-style-type: none"> <li>• Identify religious artefacts and explain how and why they are used.</li> <li>• Describe religious buildings and explain how they are used.</li> <li>• Explain some of the religious practices of both clerics and individuals.</li> </ul>	<p><u>Week 1</u> Why do Christians call the day Jesus died Good Friday? Think of questions to ask about what happened to Jesus. Make origami crosses.</p>
	3. Understand how beliefs are conveyed	<ul style="list-style-type: none"> <li>• Identify religious symbolism in literature and the arts.</li> </ul>	<p><u>Week 2</u> What are the important events of Palm Sunday and Maundy Thursday? Make the first two pages of a Holy Week book.</p>
	4. Reflect	<ul style="list-style-type: none"> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> <li>• Give some reasons why religious figures may have acted as they did.</li> <li>• Ask questions that have no universally agreed answers.</li> </ul>	<p><u>Week 3</u> What are the important events of Good Friday and Easter Sunday? Make the next two pages of the Holy Week book.</p>
	5. Understand values	<ul style="list-style-type: none"> <li>• Explain how beliefs about right and wrong affect people's behaviour.</li> <li>• Describe how some of the values held by communities or individuals affect behaviour and actions.</li> <li>• Discuss and give opinions on stories involving moral dilemmas.</li> </ul>	<p><u>Week 4</u> How do Christians feel during Holy Week? Make notes about different aspects of the video about Holy Week.</p> <p><u>Week 5</u> What is the importance of Holy Week? Split into three groups and create posters Why is Palm Sunday so important to Christians? • Why do Christians call the day Jesus died Good Friday? • What do Christians believe happened on Easter Sunday? Use different crosses and information about each part of Easter.</p>

			<u>Week 6</u> What can we be hopeful about? Create a triptych with the central frame showing hope, the left frame showing sadness and the right frame showing joy.
Computing	1. Code	•	Creating Media- Desktop Publishing 1. Words and Pictures- To recognise how text and images convey information 2. Can you edit it? - To recognise that text and layout can be edited 3. Great template- To choose appropriate page settings 4. Can you add content? - To add content to a desktop publishing publication 5. Lay it out- To consider how different layouts can suit different purposes 6. Why desktop publishing? - To consider the benefits of desktop publishing
	1. Connect	<ul style="list-style-type: none"> <li>• Give examples of the risks posed by online communications.</li> <li>• Understand the term 'copyright'.</li> <li>• Understand that comments made online that are hurtful or offensive are the same as bullying.</li> <li>• Understand how online services work.</li> </ul>	
	2. Communicate	<ul style="list-style-type: none"> <li>• Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</li> </ul>	
	3. Collect	<ul style="list-style-type: none"> <li>• Devise and construct databases using applications designed for this purpose in areas across the curriculum.</li> </ul>	
Music	1. Perform	<ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly.</li> <li>• Show control of voice.</li> </ul>	<u>How Does Music Help Us Get to Know Our Community?</u> <u>Week 1</u> The Friendship song part 1- listen and respond to the song, learn to sing it and perform it.

		<ul style="list-style-type: none"> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Perform with control and awareness of others.</li> </ul>	<p><u>Week 2</u> The Friendship song part 2- listen to 'A Night on the Bare Mountain', learn to sing 'The Friendship song', perform it.</p> <p><u>Week 3</u> Family part 1- listen and respond to the song, learn to sing it and perform it.</p> <p><u>Week 4</u> Family part 2- listen and respond to the song, learn to sing it and perform it.</p> <p><u>Week 5</u> Come on Over- listen and respond to the song, learn to sing it and perform it.</p> <p><u>Week 6</u> Assessment.</p>
	2. Compose	<ul style="list-style-type: none"> <li>• Compose and perform melodic songs.</li> <li>• Use sound to create abstract effects.</li> <li>• Create repeated patterns with a range of instruments.</li> <li>• Create accompaniments for tunes.</li> <li>• Use drones as accompaniments.</li> <li>• Choose, order, combine and control sounds to create an effect.</li> <li>• Use digital technologies to compose pieces of music.</li> </ul>	
	3. Transcribe	<ul style="list-style-type: none"> <li>• Devise non-standard symbols to indicate when to play and rest.</li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>	
	4. Describe music	<ul style="list-style-type: none"> <li>• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>• Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul>	
French	1. Read fluently	<ul style="list-style-type: none"> <li>• Read and understand the main points in short written texts.</li> <li>• Read short texts independently.</li> <li>• Use a translation dictionary or glossary to look up new words.</li> </ul>	<p>Stage 1 lessons 12- 18</p> <p>1. Lesson 12- Name countries where French is spoken and find on map. Write 'je m'appelle' copying a model. Join in with the actions of the rhyme and say some words (some). Pronounce the sounds in the numbers with accompanying actions.</p> <p>2. Lesson 13- Join in with the actions of the rhyme. Say some of the words of</p>
	2. Write imaginatively	<ul style="list-style-type: none"> <li>• Write a few short sentences using familiar expressions.</li> <li>• Express personal experiences and responses.</li> <li>• Write short phrases from memory with spelling that is readily understandable.</li> </ul>	
	3. Speak confidently	<ul style="list-style-type: none"> <li>• Understand the main points from spoken passages.</li> <li>• Ask others to repeat words or phrases if necessary.</li> <li>• Ask and answer simple questions and talk about interests.</li> </ul>	



		<ul style="list-style-type: none"> <li>• Take part in discussions and tasks.</li> <li>• Demonstrate a growing vocabulary.</li> </ul>	<p>the rhyme without support (some). Repeat the number words. Discuss how to remember the words. Listen and identify the numbers. Pronounce the numbers 0-6 with phonic image support. Listen and recognise the numbers 0-6.</p> <p>3. Lesson 14- Join in with the actions for the story and rhyme. Say the rhyme from memory (some). Listen and recognise the numbers 0-6. Self-assess progress and identify ways to improve if appropriate</p> <p>4. Lesson 15- Say a sentence using voici/et. Predict the spelling of the colour words (some). Read aloud the colour words. Identify the spellings of the colour words</p> <p>5. Lesson 16- Match sound to letter string. Read and identify colour words</p> <p>6. Lesson 17- Put the colour words in alphabetical order with support. Find the meanings of French words in a bilingual dictionary</p> <p>7. Lesson 18- Write colour words from memory (some). Self-assess progress. Identify knowledge about language</p>
	4. Understand the culture of the countries in which the language is spoken	<ul style="list-style-type: none"> <li>• Describe with some interesting details some aspects of countries or communities where the language is spoken.</li> <li>• Make comparisons between life in countries or communities where the language is spoken and this country.</li> </ul>	

PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Throw and catch with control and accuracy.</li> <li>• Strike a ball and field with control.</li> <li>• Choose appropriate tactics to cause problems for the opposition.</li> <li>• Follow the rules of the game and play fairly.</li> <li>• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>• Pass to team mates at appropriate times.</li> <li>• Lead others and act as a respectful team member.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements into sequences.</li> <li>• Show changes of direction, speed and level during a performance.</li> <li>• Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</li> <li>• Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</li> <li>• Swing and hang from equipment safely (using hands).</li> </ul> <p><b>Outdoor and adventurous activities</b></p> <ul style="list-style-type: none"> <li>• Arrive properly equipped for outdoor and adventurous activity.</li> <li>• Understand the need to show accomplishment in managing risks.</li> <li>• Show an ability to both lead and form part of a team.</li> <li>• Support others and seek support if required when the situation dictates.</li> <li>• Show resilience when plans do not work and initiative to try new ways of working.</li> <li>• Use maps, compasses and digital devices to orientate themselves.</li> </ul>	<p><u><b>Gymnastics</b></u></p> <ol style="list-style-type: none"> <li>1. Balancing- To develop balance, agility and co-ordination when balancing on different parts of the body.</li> <li>2. Partner Balances- To develop balance, agility and co-ordination by performing balances with a partner.</li> <li>3. Rolling- To develop balance, agility and co-ordination when rolling.</li> <li>4. Jumping- To develop balance, agility and co-ordination when jumping.</li> <li>5. Building Sequences- To develop balance, agility and co-ordination by combining movements to create a sequence.</li> <li>6. Building Sequences- To develop balance, agility and co-ordination by working with a partner to create a sequence.</li> </ol> <p><u><b>Outdoor and Adventurous Activities</b></u></p> <ol style="list-style-type: none"> <li>1. Terrific Teamwork <ul style="list-style-type: none"> <li>-To take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>- To work effectively with others to complete a task.</li> <li>- To communicate effectively.</li> </ul> </li> <li>2. Following Instructions <ul style="list-style-type: none"> <li>-To take part in outdoor and</li> </ul> </li> </ol>
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		<ul style="list-style-type: none"> <li>• Remain aware of changing conditions and change plans if necessary.</li> </ul>	<p>adventurous activity challenges both individually and within a team.</p> <p>-To follow multi-step instructions.</p> <p>3. Problem Solving</p> <p>-To take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>-To solve a range of problems when working with others.</p> <p>4. Which Direction?</p> <p>-To take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>-To follow a set of directions correctly.</p> <p>- To give clear and precise directions for someone else to follow.</p> <p>5. Magnificent Maps</p> <p>-To take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>-To follow simple maps.</p> <p>6. Introduction To Orienteering</p> <p>- To take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>- To know what orienteering is.</p> <p>- To know and understand a range of map symbols.</p>
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PSHE	1. Try new things	<ul style="list-style-type: none"> <li>• Try new things when encouraged.</li> <li>• Enjoy new experiences.</li> <li>• Join clubs or groups.</li> <li>• Talk about new experiences with others.</li> </ul>	<u>Scarf – Keeping Myself Safe</u> <u>1. My Body My Choice</u> to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. <u>2. Fit as a Fiddle</u> about the elements of a balanced, healthy lifestyle. <u>3. Good Night Good Day</u> how to make informed decisions about health. <u>4. Cough Splutter Sneeze</u> about what good physical health means; how to recognise early signs of physical illness. <u>5. Drugs: Healing or Harmful?</u> about why people choose to use or not use drugs. <u>6. Choices Everywhere</u> about choices that support a healthy lifestyle, and recognise what might influence these.
	2. Work hard	<ul style="list-style-type: none"> <li>• Enjoy working hard in a range of activities.</li> <li>• Reflect on how effort leads to success.</li> <li>• Begin to encourage others to work hard.</li> </ul>	
	3. Concentrate	<ul style="list-style-type: none"> <li>• Focus on activities.</li> <li>• ‘Tune out’ some distractions.</li> <li>• Search for methods to help with concentration.</li> <li>• Develop areas of deep interest.</li> </ul>	
	4. Push oneself	<ul style="list-style-type: none"> <li>• Begin to understand why some activities feel uncomfortable.</li> <li>• Show a willingness to overcome fears.</li> <li>• Push past fears and reflect upon the emotions felt afterwards.</li> <li>• Begin to take encouragement and advice from others.</li> <li>• Keep trying after a first attempt.</li> </ul>	
	5. Imagine	<ul style="list-style-type: none"> <li>• Begin to enjoy having new ideas.</li> <li>• Show some enthusiasm for the ideas of others.</li> <li>• Ask some questions in order to develop ideas.</li> <li>• Show enjoyment in trying out some ideas.</li> </ul>	
	6. Improve	<ul style="list-style-type: none"> <li>• Share with others a number of positive features of own efforts.</li> <li>• Identify a few areas for improvement.</li> <li>• Attempt to make improvements.</li> </ul>	
	7. Understand others	<ul style="list-style-type: none"> <li>• Listen to others, showing attention.</li> <li>• Think of the effect of behaviour on others before acting.</li> <li>• Describe the points of view of others.</li> </ul>	
	8. Not give up	<ul style="list-style-type: none"> <li>• Find alternative ways if the first attempt does not work.</li> <li>• Bounce back after a disappointment or failure.</li> <li>• Show the ability to stick at an activity (or a club or interest).</li> <li>• See oneself as lucky.</li> </ul>	

For English and maths plan see separate long term plans.