



Medium Term Plan – Spring 2

Creatures Big and Small affected by Climate Change

Goldcrest

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
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. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. 	<p>Ocean Creatures Great and Small: How to revive our oceans.</p> <p>Week 1 – What is climate change? To understand and describe the main aspects of climate change and how it affects the planet and endangers animal species.</p> <p>Week 2 – What is global warming? Global warming facts and discussion leading to ideas on how to tackle global warming and improve the situation</p> <p>Week 3 – Taking advice from Sir David Attenborough - How can we protect our blue planet (plant and animal species) and what can we do to decrease our use of single use plastics?</p> <p>Week 4 – Taking advice from Sir David</p>

	2. Investigate patterns	<ul style="list-style-type: none"> • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. 	<p>Attenborough - How we can revive our oceans, eliminate waste and protect living things.</p> <p>Week 5 – Residential Trip – Osmington Bay</p>
	3. Communicate geographically	<ul style="list-style-type: none"> • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 	<p>Week 6 – Taking advice from Sir David Attenborough - How we can reduce our carbon footprint, go carbon net zero and consider renewable energy resources.</p>
Art	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. 	<p>Week 1 – Plan a 3d animal sculpture made from repurposed and recycled materials gathered from home and school.</p> <p>Week 2 – Create the 3d animal planned in the previous week using gathered materials.</p> <p>Week 3 – The children will repurpose an old book from home to create something new using cutting, folding, painting using the theme of transformation.</p> <p>Week 4 – The children will reuse plastic bottles and other plastic items or old tins to create something new and useful to use in their garden or in their home.</p> <p>Week 5 – Residential Trip – Osmington Bay</p>
	2. Master techniques	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. 	

		<ul style="list-style-type: none"> • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • 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. 	<p>Week 6 – Further to all of the studies completed in topic regarding climate change and the blue planet the class will use graphic techniques to create eye-catching anchor charts that can be shared with younger children in the school.</p>
	<p>3. Take inspiration from the greats</p>	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other 	

		<p>artists.</p> <ul style="list-style-type: none"> • Create original pieces that show a range of influences and styles. 	
Enrichment Opportunities	<ul style="list-style-type: none"> • Visit to Osmington Bay in Dorset to learn new skills and discover the Jurassic coast, with a visit to Lulworth Cove included. 		

	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	<ul style="list-style-type: none"> • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. 	<p>Classifying Living Things - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Week 1 – Children will have identified simple and more complex ways to classify living things.</p> <p>Week 2 – Children will have recognised that micro-organisms form part of the living things classification system.</p> <p>Week 3 – Children will have used the results from their investigation to draw conclusions about what helps mould grow well.</p>
	2. Investigating materials	<p><u>Understand evolution and inheritance</u></p> <p>This concept involves understanding that organisms come into</p>	<p>Week 4 – Children will have recognised that scientists use agreed classification systems to identify animals.</p>

		<p>existence, adapt, change and evolve and become extinct.</p> <ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p>Week 5 – Residential Trip – Osmington Bay</p> <p>Week 6 – Two classification activities: Children will have identified the physical characteristics of locally grown buttercups and will have classified different species of earthworm living in their local environment.</p>
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>Why is the resurrection important to Christians?</p> <p>Week 1 – Acknowledging the diversity of faiths and religious practice worldwide. Explain the place of Salvation within the ‘big story’ of the Bible.</p> <p>Week 2 – What is resurrection? Can it be proved and how do Christians respond to it? Explain the difference between resurrection and reincarnation. Plot on a continuum line between the two. Read the extracts from Luke chapter 24, find evidence from all the readings and be ready to discuss their findings. Look at artists paintings of the eye witness accounts described in the Bible.</p> <p>Week 3 – Share videos from REQuest with Christians sharing their views on why the resurrection is important to</p>
	2. 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. 	
	3. Understand how beliefs are conveyed	<ul style="list-style-type: none"> • Explain some of the different ways that individuals show their beliefs. 	
	4. 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.	<p>them. Let the children discuss what they have heard.</p> <p>Week 4 – Give children an Easter worship song, get them to read through the lyrics and pick out aspects which point to the Easter story. Can they decide which songs would be sung on Good Friday and which ones on Easter Sunday?</p> <p>Week 5 – Residential Trip – Osmington Bay</p> <p>Week 6 – Preparations for the Easter Service focused on Jesus' I AM statements.</p>
	5. 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). • Express their own values and remain respectful of those with different values. 	
Computing	1. Code	<ul style="list-style-type: none"> • Change the position of objects between screen layers (send to back, bring to front). • Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. • Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. 	<p>Data information – Spreadsheets</p> <p>This unit introduces learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by</p>
	1. Connect	<ul style="list-style-type: none"> • Collaborate with others online on sites approved and moderated by teachers. • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without 	

		<p>express written permission, from the copyright holder.</p> <ul style="list-style-type: none"> • Understand the effect of online comments and show responsibility and sensitivity when online. • Understand how simple networks are set up and used. 	<p>duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create charts, and evaluate their results in comparison to questions.</p> <p>Week 1 – Collecting data</p> <p>Week 2 – Formatting a spreadsheet</p> <p>Week 3 – What’s the formula? Calculate and duplicate</p> <p>Week 4 – Event planning</p> <p>Week 5 – Residential Trip – Osmington Bay</p> <p>Week 6 – Presenting Data</p>
	2. 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. 	
	3. 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"> • 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. 	<p>Week 1. Listen and Appraise - over the six steps/weeks you will listen to a selection of music from the four featured artists.</p> <p>Week 2. Getting to know the artists, a video that introduces Anna, Shiva, Eska and Afrodeutsche.</p> <p>Week 3 Anna Meredith Video 1 Music and Anna - Who is Anna? Video 2 Music and Anna - Anna the Composer. Video 3 Music and Anna - Anna’s Music. Video 4 Music and Anna - Anna’s Way Into Writing Music.</p> <p>Week 4 Shiva Feshareki Video 1 Music and Shiva - Who is Shiva? Video 2 Music and Shiva - Confidence and Believing in Yourself</p>
	2. Compose	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. 	

		<ul style="list-style-type: none"> • Create short, rhythmic phrases. 	Video 3 Music and Shiva - Shiva's Work and her Role Models.
	3. Transcribe	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	Week 5. Eska. Video 1 Music and Eska - Who is Eska? Video 2 Music and Eska - My Purpose in the World.
	4. Describe music	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	Week 6. Afrodeutsche. Video 1 Music and Afrodeutsche - Who is Afrodeutsche? Video 2 Music and Afrodeutsche - Music is Powerful.
French	1. Read fluently	<ul style="list-style-type: none"> • Read out loud everyday words and phrases. • Use phonic (or logographic in Mandarin) knowledge to read words. • Read and understand short written phrases. • Read out loud familiar words and phrases. • Use books or glossaries to find out the meanings of new words. 	Week 1 Use of first and second person singular with high frequency verbs Week 2 Use of first and second person singular with high frequency verbs. Develop understanding of negative sentences.
	2. Write imaginatively	<ul style="list-style-type: none"> • Write or copy everyday words correctly. • Label items and choose appropriate words to complete short sentences. • Write one or two short sentences. • Write short phrases used in everyday conversations correctly. 	Week 3 Use of first and second person singular with high frequency verbs. Develop understanding of questions. Develop understanding of pronouns.
	3. Speak confidently	<ul style="list-style-type: none"> • Understand a range of spoken phrases. • Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give basic information. • Give responses to questions about everyday events. • Pronounce words showing a knowledge of sound patterns. 	Week 4. Write and say questions and answers about themselves. Write in French handwriting style.
	4. Understand the culture of the countries	<ul style="list-style-type: none"> • Identify countries and communities where the language is spoken. • Demonstrate some knowledge and understanding of the customs 	Week 5. Use of first person singular with high frequency verbs. Develop use of dictionaries. Week 6. Use of first and second person singular with high frequency verb – to have. Use adjectives in plural agreement.

	in which the language is spoken	<p>and features of the countries or communities where the language is spoken.</p> <ul style="list-style-type: none"> Show awareness of the social conventions when speaking to someone. 	
PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<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. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Combine sprinting with low hurdles over 60 metres. Choose the best place for running over a variety of distances. 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><u>Weeks 1-6</u></p> <p><u>1. Invasion Games</u></p> <ul style="list-style-type: none"> Yoshi (Territorial running game) Jail Break Tag Rugby Netball Bench Ball Hockey <p><u>2. Athletics and Adventure Activities</u></p> <ul style="list-style-type: none"> Sprinting Long distance running Long jump Hop, skip, jump Hurdles Throwing Osmington Bay Adventure Activities
PSHE	1. Work hard	<ul style="list-style-type: none"> Have fun working hard. Understand the benefits of effort and commitment. Continue to practise even when accomplished. Encourage others by pointing out how their efforts gain results. 	<p>Week 1 – It's OK to be different, to recognise that bullying and discriminatory behaviour can result from disrespect of people's differences.</p> <p>Week 2- We have more in common than not. Know that all people are unique but that we have far more in common with each other than what is</p>
	2. Concentrate	<ul style="list-style-type: none"> Give full concentration. 'Tune out' most distractions. 	

		<ul style="list-style-type: none"> • Understand techniques and methods that aid concentration. • Develop expertise and deep interest in some things. 	different about us. Week 3- Respecting differences, Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
	3. Not give up	<ul style="list-style-type: none"> • Show a determination to keep going, despite failures or setbacks. • Reflect upon the reasons for failures and find ways to bounce back. • Stick at an activity even in the most challenging of circumstances. • See possibilities and opportunities even after a disappointment. 	Week 4 - Tolerance and respect for others Week 5- Residential Trip - Osmington Bay. Week 6 - Explain the difference between a friend and an acquaintance. Describe qualities of a strong, positive friendship. Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).

For English and maths plan see separate long term plans.