



## Medium Term Plan – Spring 2

### Investigating Places

#### Owls

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
Geography	A. Investigate places	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?) 1.2. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. 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. 1.5. Use aerial images and plan perspectives to recognise landmarks and basic physical features. 1.7. Name and locate the world's continents and oceans.	<u>Maps</u> Week 1: What is a map? Why do we use them? Week 2: Physical and human geographical features Week 3: Compass directions and locations Week 4: Grid references and map symbols Week 5: Maps of Goring Week 6: Maps of school
	B. Investigate patterns	1.3. Identify land use around the school.	
	C. Communicate geographically	1.1. Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>key human features, including: city, town, village, factory, farm, house, office and shop.</li> </ul> 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.	

		1.3. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).	
Art & Design	A. Develop ideas	1.1. Respond to ideas and starting points. 1.2. Explore ideas and collect visual information. 1.3. Explore different methods and materials as ideas develop.	Week 1: Exploring printing Week 2: Printing Week 3: What is sculpture? Sculpture inspired by Yinka Shonibare Week 4: Clay sculpture inspired by Anthony Gormley Week 5: Sugar cube sculpture inspired by Brendan Jamison Week 6: Easter art
	B. Master techniques	1.8. Use a combination of shapes. 1.9. Include lines and texture. 1.10. Use rolled up paper, straws, paper, card and clay as materials. 1.11. Use techniques such as rolling, cutting, moulding and carving. 1.16. Use repeating or overlapping shapes. 1.17. Mimic print from the environment (e.g. wallpapers). 1.18. Use objects to create prints (e.g. fruit, vegetables or sponges). 1.19. Press, roll, rub and stamp to make prints.	
Design & Technology	A. Master practical skills	1.2. Measure or weigh using measuring cups or electronic scales. 1.3. Assemble or cook ingredients	Week 6: Easter nests

	Key Skills	Milestones Covered	Lesson Outline
Science	A. Work scientifically	1.1. Ask simple questions. 1.2. Observe closely, using simple equipment. 1.3. Perform simple tests 1.5. Use observations and ideas to suggest answers to questions. 1.6. Gather and record data to help in answering questions.	<u>Growing Plants</u> Week 1: Observing seeds and investigating bulbs Week 2: Keeping plants healthy Week 3: Measuring plant growth Week 4: Planting seeds Week 5: Finding seeds Week 6: Dissecting beans
	B. Understand Plants	1.3. Observe and describe how seeds and bulbs grow into mature plants. 1.4. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	

RE	A. Understand beliefs and teachings	1.1. Describe some of the teachings of a religion.	<u>What are the best reasons for following a leader?</u> Week 1: What is a leader? Week 2: Who was Joshua and why was he an important leader? Week 3: What makes a leader a good leader? Week 4: Who are the leaders in our lives? Week 5: Do we need to follow leaders? Week 6: What gives people the right to be leaders?
	D. Reflect	1.1. Identify the things that are important in their own lives and compare these to religious beliefs. 1.2. Relate emotions to some of the experiences of religious figures studied. 1.3. Ask questions about puzzling aspects of life.	
	E. Understand values	1.1. Identify how they have to make their own choices in life. 1.2. Explain how actions affect others. 1.3. Show an understanding of the term 'morals'.	
Computing	Data and Information	<p>I can compare totals in a tally chart  I can record data in a tally chart  I can represent a tally count as a total  I can enter data onto a computer  I can use a computer to view data in a different format  I can use pictograms to answer simple questions about objects  I can explain what the pictogram shows  I can organise data in a tally chart  I can use a tally chart to create a pictogram  I can answer 'more than'/'less than' and 'most/least' questions about an attribute  I can create a pictogram to arrange objects by an attribute  I can tally objects using a common attribute  I can choose a suitable attribute to compare people  I can collect the data I need  I can create a pictogram and draw conclusions from it  I can give simple examples of why information should not be shared  I can share what I have found out using a computer  I can use a computer program to present information in different ways</p>	<u>Pictograms</u> Week 1: To recognise that we can count and compare objects using tally charts. Week 2: To recognise that objects can be represented as pictures. Week 3: To create a pictogram. Week 4: To select objects by attribute and make comparisons. Week 5: To recognise that people can be described by attributes. Week 6: To explain that we can present information using a computer.
Music	A. Perform	1.1. Take part in singing, accurately following the melody. 1.2. Follow instructions on how and when to sing or play an instrument.	<u>Zootime</u> Listen and appraise Reggae songs. Learn the song Zootime.

		1.3. Make and control long and short sounds, using voice and instruments. 1.4. Imitate changes in pitch.	Improvise with percussion instruments. Performance
	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	
	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 use a relevé walk in a sequence. Week 2: To perform a dish and arch shape moving smoothly from one to the other. Week 3: To develop our strength in a back support and crab. Week 4: To frog jump and leap frog. Week 5: To hold an L-sit with a straight back. Week 6: To bring rhythm and flow to our sequence.  <u>Attack Defend Shoot</u> Week 1: To throw different types of equipment Week 2: To move to space after passing a ball.

			<p>Week 3: To pass and move forwards to a target with a partner.</p> <p>Week 4: To position ourselves as a goalkeeper.</p> <p>Week 5: To intercept a ball from a person on the other team.</p> <p>Week 6: To use the skills we have developed in a competition.</p>
PSHE	Rights and Responsibilities	<ul style="list-style-type: none"> <li>• I can make choices that help me play and work well with others.</li> <li>• I can use some strategies when I feel upset or angry.</li> <li>• I can ask for help from a trusted adult.</li> <li>• I can name some ways I can look after my environment.</li> <li>• I can make choices with money.</li> </ul>	<ol style="list-style-type: none"> <li>1. To identify strategies in cooperation.</li> <li>2. To identify strategies in self-regulation.</li> <li>3. To name ways to stay safe when using the internet.</li> <li>4. To recognise that they have a responsibility to help care for their immediate and broader environment.</li> <li>5. To learn about saving and spending money.</li> </ol>

For English and maths plan see separate long term plans.