



Medium Term Plan – Summer 2

Around the World - India

Ibis

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
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 countries and describe features. A.2.5. use a range of resources to identify the key physical and human features of a location.	<u>Around the World - India</u> Week 1: To explore India and where it is in the world. Week 2: To explore the mountain ranges found in India. Week 3: To explore some of the major rivers in India. Week 4: To explore the human and physical features of cities in India. Week 5: To explore India's culture and its influence on other countries. Week 6: To be able to compare India to the United Kingdom.
	B. Investigate patterns	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. B.2.2. Describe geographical similarities and differences between countries.	
	C. Communicate geographically	C.2.1. Describe key aspects of Physical and Human geography, including: settlements and land use. 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.	
Art & Design	A. Develop ideas	A2.1 Develop ideas from starting points throughout the curriculum. A2.2 Collect information, sketches and resources. A2.3 Adapt and refine ideas as they progress. A2.4 Explore ideas in a variety of ways. A2.5 Comment on artworks using visual language.	<u>India</u> Week 1. The Bengal Tiger by Dean Russo Week 2. Mandela dot painting based on Pointillism - George Seurat

	B. Master Techniques	Painting B2.1 Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. B2.2 Mix colours effectively. B2.3 Use watercolour paint to produce washes for backgrounds then add detail. B2.4 Experiment with creating mood with colour. B3.3 Use the qualities of watercolour and acrylic paints to create visually interesting pieces.	Week 3. India map patterns Week 4. Elephant collages Week 5. Textiles – Creating a potli bag Week 6. Tie Dye Indian henna Week 7. Rangoli printing
		Collage B2.5 Select and arrange materials for a striking effect. B2.6 Ensure work is precise. B2.7 Use overlapping, tessellation, mosaic and montage.	
		Sculpture B.2.8. Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). B.2.9. Include texture that conveys feelings, expression or movement. B.2.11. Add materials to provide interesting detail.	

		Drawing B.2.12. Use different hardness of pencils to show line, tone and texture. B.2.13. Annotate sketches to explain and elaborate ideas. B.2.14. Sketch lightly (no need to use a rubber to correct mistakes). B.2.15. Use shading to show light and shadow. B.2.16. Use hatching and cross hatching to show tone and texture. Print B.2.17. Use layers of two or more colours. B.2.18. Replicate patterns observed in natural or built environments. B.2.19. Make printing blocks (e.g. from coiled string glued to a block). B.2.20. Make precise repeating patterns. Textiles B.2.21. Shape and stitch materials. B.2.22. Use basic cross stitch and back stitch. B.2.23. Colour fabric. B.2.24. Create weavings. B.2.25. Gather fabric.	
	C. Take inspiration from the greats.	C.2.1. Replicate some of the techniques used by notable artists, artisans and designers. C.2.2. Create original pieces that are influenced by studies of others.	
Design & Technology	A. Master practical skills	Food A.2.1 Prepare ingredients hygienically using appropriate utensils. A.2.2 Measure ingredients to the nearest gram accurately. A.2.3 Follow a recipe. A.2.4 Assemble ingredients Materials A.2.5 Cut materials accurately and safely by selecting appropriate tools. A.2.6 Measure and mark out to the nearest millimetre. A.2.7 Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). A.2.8 Select appropriate joining techniques. Textiles A.2.9 Understand the need for a seam allowance.	Food – Covered in science. <u>Designing and making a Money container.</u> Plan, design and make a money container fit for purpose. Use a variety of materials measuring, art skills and decorating techniques. (4/5 lessons/hours)

		A.2.10 Join textiles with appropriate stitching. A.2.11 Select the most appropriate techniques to decorate textiles. Materials A.2.8	
	B. Design, make, evaluate and improve.	B.2.1. Design with purpose by identifying opportunities to design. B.2.2. Make products by working efficiently (such as by carefully selecting materials). B.2.3 Refine work and techniques as work progresses, continually evaluating the product design.	
	C. Take inspiration from design throughout history.	C.2.1 Explore objects and designs to identify likes and dislikes of the designs. C.2.2. Improve upon existing designs, giving reasons for choices.	

	Key Skills	Milestones Covered	Lesson Outline
Science	A. Work scientifically	A.2.1. Ask relevant questions. A.2.2. Set up simple, practical enquiries and comparative and fair tests. A.2.3. Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. A.2.4. Gather, record, classify and present data in a variety of ways to help in answering questions. A.2.5. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. A.2.6. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. A.2.7. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. A.2.8. Identify differences, similarities or changes related to simple, scientific ideas and processes. A.2.9. Use straightforward, scientific evidence to answer questions or to support their findings.	<u>Changes of States.</u> Week 1. Grouping solids and liquids Week 2. To explore and model the 3 states of matter and the effects of temperature. Week 3. Exploring melting and freezing water. Week 4. Exploring melting and freezing different materials. Week 5. Investigating evaporation and condensation. Week 6. Investigating the water cycle. Week 7&8. Free for extra experiments or a review of the year.

	F. Chemistry - Investigate materials	F. Investigate materials. States of Matter F.2.5. Compare and group materials together, according to whether they are solids, liquids or gases. F.2.6. Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. F.2.7. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	
RE	A. Understand beliefs and teachings	A.2.1. Present key teachings and beliefs of a religion A.2.2. Refer to religious figures and holy books to explain answers. A.3.1. Explain how some teachings and beliefs are shared between religions. A.3.2. Explain how religious beliefs shape the lives of individuals and communities.	<u>Does Prayer Change Things?</u> Week 1. What is prayer – How do people pray? Week 2. The Lord’s Prayer Week 3. Identifying different types of prayer. Week 4. Trip to St Thomas’ Church – looking at the main features of a church. Week 5. Prayer in the Bible and in modern day. Week 6. Comparing Christian and Hindu prayer. Week 7&8. Consolidation and review of the work covered throughout the year.
	B. Understand practices and lifestyles	B.2.1. Identify religious artefacts and explain how and why they are used. B.2.2. Describe religious buildings and explain how they are used. B.2.3. Explain some of the religious practices of both clerics and individuals. B.3.1. Explain the practices and lifestyles involved in belonging to a faith community. B.3.1. Explain the practices and lifestyles involved in belonging to a faith community. B.3.2. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. B.3.3. Show an understanding of the role of a spiritual leader.	
	C. Understand how beliefs are conveyed	C.2.1. Identify religious symbolism in literature and the arts. C.3.1. Explain some of the different ways that individuals show their beliefs.	
	D. Reflect	D.2.1. Show an understanding that personal experiences and feelings influence attitudes and actions. D.2.2. Give some reasons why religious figures may have acted as they did. D.2.3. Ask questions that have no universally agreed answers. D.3.1. Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.	

		<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>	
	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.2.3. Discuss and give opinions on stories involving moral dilemmas.</p>	
Computing	Creating media – Audio production	<p>I can identify the input and output devices used to record and play sound</p> <p>I can use a computer to record audio</p> <p>I can explain that the person who records the sound can say who is allowed to use it</p> <p>I can re-record my voice to improve my recording</p> <p>I can inspect the soundwave view to know where to trim my recording</p> <p>I can discuss what sounds can be added to a podcast</p> <p>I can explain how sounds can be combined to make a podcast more engaging</p> <p>I can save my project so the different parts remain editable</p> <p>I can plan appropriate content for a podcast</p> <p>I can record content following my plan</p> <p>I can review the quality of my recordings</p> <p>I can improve my voice recordings</p> <p>I can open my project to continue working on it</p> <p>I can arrange multiple sounds to create the effect I want</p> <p>I can explain the difference between saving a project and exporting an audio file</p> <p>I can listen to an audio recording to identify its strengths</p> <p>I can suggest improvements to an audio recording</p>	<p>Week 1. To identify that sound can be recorded</p> <p>Week 2. To explain that audio recordings can be edited</p> <p>Week 3. To recognise the different parts of creating a podcast project</p> <p>Week 4. To apply audio editing skills independently</p> <p>Week 5. To combine audio to enhance my podcast project</p> <p>Week 6. To evaluate the effective use of audio</p>

		I can choose appropriate edits to improve my podcast	
Music	A. Perform	A.2.1. Sing from memory with accurate pitch. A.2.2. Sing in tune. A.2.3. Maintain a simple part within a group. A.2.4. Pronounce words within a song clearly. A.2.5. Show control of voice. A.2.6. Play notes on an instrument with care so that they are clear. A.2.7. Perform with control and awareness of others.	<u>Expression and Improvisation</u> Week 1. Train is a-comin'. Sur le pont and Frere Jacques on the recorder. Week 2. O Euchari by Hildegard of Bingen (1098-1179). Train is a-comin'. Sur le pont and Frere Jacques on the recorder. Week 3. O Happy Day! Train is a-comin'. Sur le pont and Frere Jacques on the recorder. Week 4. Romeo and Juliet Overture by Tchaikovsky (1840-1893). O Happy Day! Train is a-comin'. Sur le pont and Frere Jacques on the recorder. Week 5. A world full of sound. O Happy Day! Train is a-comin'. Sur le pont and Frere Jacques on the recorder.
	B. Compose	B.2.1. Compose and perform melodic songs. B.2.2. Use sound to create abstract effects. B.2.3. Create repeated patterns with a range of instruments. B.2.4. Create accompaniments for tunes. B.2.5. Use drones as accompaniments. B.2.6. Choose, order, combine and control sounds to create an effect. B.2.7. Use digital technologies to compose pieces of music.	
	C. Transcribe	C.2.2. Recognise the notes EGBDF and FACE on the musical stave. C.2.3. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	

	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>	<p>Week 6. Revise work covered this term.</p> <p>Week 7&8 Revision of songs and theory learnt during this academic year.</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. We also learn a little music theory at the start of each lesson.</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>Cave Languages – Stage 2 Lessons 5-12</u></p> <p>Week 1 - Develop cultural understanding about French speaking countries in Europe.</p> <p>Week 2 – Revision of nouns and adjectives through animals (chat et lion) and colours (rouge, bleu, vert, jeune) and learning the French nursery rhyme <i>Une souris verte</i>.</p> <p>Week 3 – Using games to help revise colours and silent letters in French.</p> <p>Week 4 – Learning new colours – marron, noir, blanc, rose, brun, violet. De quelle couleur est-ce?</p> <p>Week 5 – Revision of colours through learning a song.</p> <p>Week 6 – Saying, reading and writing the names of the colours.</p> <p>Week 7 – Revision of colours through playing games.</p> <p>Week 8 – revision of French learnt over</p>
	B. Write imaginatively	<p>B.1.1. Write of copy everyday words correctly.</p> <p>B.1.2. Label items and choose appropriate words to complete short sentences.</p> <p>B.1.3. Write one or two short sentences.</p> <p>B.1.4. Write short phrases used in everyday conversations correctly.</p>	
	C. Speak confidently	<p>C.1.1. Understand a range of spoken phrases.</p> <p>C.1.2. Understand standard language (sometimes asking for words or phrases to be repeated).</p> <p>C.1.3. Answer simple questions and give basic information.</p> <p>C.1.4. Give responses to questions about everyday events.</p> <p>C.1.5. Pronounce words showing a knowledge of sound patterns.</p> <p>C.2.1. Understand the main points from spoken passages.</p> <p>C.2.5. Demonstrate a growing vocabulary.</p>	

	D. Understand the culture of the countries in which the language is spoken	<p>D.1.1. Identify countries and communities where the language is spoken.</p> <p>D.2.1. Describe with some interesting details some aspects of countries or communities where the language is spoken.</p> <p>D.2.2. Make comparisons between life in countries or communities where the language is spoken and this country.</p>	<p>the last 12 months.</p> <p>Items found in a pencil case, items of clothing, days of the week, numbers 0 to 20 and colours.</p>
PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. <p><u>Outdoor Adventurous activities (OAA)</u></p> <p>Arrive properly equipped for outdoor and adventurous activity.</p> <ul style="list-style-type: none"> • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary. 	<p><u>Athletics</u></p> <p><u>Week 1.</u> Running, jumping, throwing and catching in isolation and in combination.</p> <p><u>Week 2.</u> Improving running technique for sprinting including the sprint finish.</p> <p><u>Week 3.</u> Relay running.</p> <p><u>Week 4.</u> Standing triple jump.</p> <p><u>Week 5.</u> Pull throw technique.</p> <p><u>Week 6.</u> Pentathlon.</p> <p><u>OAA</u></p> <p><u>Week 1.</u> Scavenger Hunts.</p> <p><u>Week 2.</u> Teamwork and problem solving</p> <p><u>Week 3.</u> Following directions.</p> <p><u>Week 4.</u> Map Reading</p> <p><u>Week 5.</u> Mapping the stars</p> <p><u>Week 6.</u> Outstanding Orienteering</p>

PSHE	Growing and Changing	<ul style="list-style-type: none"> • Describe some of the changes that happen to people during their lives; • Explain how the Learning Line can be used as a tool to help them manage change more easily; • Suggest people who may be able to help them deal with change. • Name some positive and negative feelings; • Understand how the onset of puberty can have emotional as well as physical impact • Suggest reasons why young people sometimes fall out with their parents; • Take part in a role play practising how to compromise. • Identify parts of the body that males and females have in common and those that are different; • Know the correct terminology for their genitalia; • Understand and explain why puberty happens. • Know the key facts of the menstrual cycle; • Understand that periods are a normal part of puberty for girls; • Identify some of the ways to cope better with periods. • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • Understand that marriage is a commitment to be entered into freely and not against someone's will; • Recognise that marriage includes same sex and opposite sex partners; • Know the legal age for marriage in England or Scotland; • Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony 	<p>Week 1. Moving house</p> <p>Week 2. My feelings are all over the place!</p> <p>Week 3. All change</p> <p>Week 4. Preparing for changes at puberty</p> <p>Week 5. Secret or surprise?</p> <p>Week 6. Together</p>
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For English and maths plan see separate long term plans.