



Medium Term Plan – Spring 1

Extreme Earth

Owls

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	A. Investigate and interpret the past	1.2. Ask questions such as: What was it like for people? What happened? How long ago? 1.3. Use artefacts, pictures, stories, online sources and databases to find out about the past.	<u>Mountains</u> Week 1: What is a mountain? Locations of the continents, the equator, north and south poles. Week 2: Features of Mountains Week 3: People and Mountains Week 4: Mount Everest Week 5: Mount Kilimanjaro Week 6: Mountaineers
	B. Build an overview of world history	1.1. Describe historical events. 1.2. Describe significant people from the past.	
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?) 1.3. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. 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.	
	C. Communicate geographically	1.1. Use basic geographical vocabulary to refer to: <ul style="list-style-type: none">• Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. 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.	

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: Zentangle mountain art Week 2: Mountain paper collage Week 3: Paper weaving Week 4: Hokusai mountain painting
	B. Master techniques	1.1. Use thick and thin brushes. 1.5. Use a combination of materials that are cut, torn and glued. 1.6. Sort and arrange materials. 1.7. Mix materials to create texture. 1.12. Draw lines of different sizes and thickness. 1.13. Colour (own work) neatly following the lines. 1.14. Show pattern and texture by adding dots and lines. 1.20. Use weaving to create a pattern.	
Design & Technology	A. Master practical skills	1.4. Cut materials safely using tools provided. 1.8. Shape textiles using templates. 1.9. Join textiles using running stitch. 1.10. Colour and decorate textiles using a number of techniques.	Week 5 & 6: Finger puppets
	B. Design, make, evaluate and improve	1.1. Design products that have a clear purpose and an intended user. 1.2. Make products, refining the design as work progresses.	
	C. Take inspiration from design throughout history	1.1. Explore objects and designs to identify likes and dislikes of the designs. 1.2. Suggest improvements to existing designs. 1.3. Explore how products have been created.	

	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 1.4. Identify and classify.	<u>Comparing Materials</u> Week 1: Describing and comparing materials Week 2: Exploring soft materials

		1.5. Use observations and ideas to suggest answers to questions. 1.6. Gather and record data to help in answering questions.	Week 3: Classifying materials Week 4: Exploring slime Week 5: Floating and sinking Week 6: Testing transparency
	F. Investigate materials	1.1. Distinguish between an object and the material from which it is made. 1.2. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. 1.3. Describe the simple physical properties of a variety of everyday materials. 1.4. Compare and group together a variety of everyday materials on the basis of their simple physical properties. 1.5. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 1.6. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.	
RE	A. Understand beliefs and teachings	1.1. Describe some of the teachings of a religion.	<u>What do different Jewish people believe about God?</u> Week 1: How do people describe God? Week 2: Exploring what we know about Judaism. Week 3: Investigate why Abraham is important. Week 4: Investigate the Shema. Week 5: Consider whether promises are useful to people. Week 6: Reflect on Jewish understanding of God.
	B. Understand practices and lifestyles	1.1. Recognise, name and describe some religious artefacts, places and practices.	
	C. Understand how beliefs are conveyed	1.1. Name some religious symbols. 1.2. Explain the meaning of some religious symbols.	
	D. Reflect	1.1. Identify the things that are important in their own lives and compare these to religious beliefs. 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.	
Computing	Programming	I can match a command to an outcome I can predict the outcome of a command on a device I can run a command on a device I can follow an instruction	<u>Moving a Robot</u> Week 1: To explain what a given command will do Week 2: To act out a given word

		<p>I can give directions</p> <p>I can recall words that can be acted out</p> <p>I can compare forwards and backwards movements</p> <p>I can predict the outcome of a sequence involving forwards and backwards commands</p> <p>I can start a sequence from the same place</p> <p>I can compare left and right turns</p> <p>I can experiment with turn and move commands to move a robot</p> <p>I can predict the outcome of a sequence involving up to four commands</p> <p>I can choose the order of commands in a sequence</p> <p>I can debug my program</p> <p>I can explain what my program should do</p> <p>I can identify several possible solutions</p> <p>I can plan two programs</p> <p>I can use two different programs to get to the same place</p>	<p>Week 3: To combine forwards and backwards commands to make a sequence</p> <p>Week 4: To combine four direction commands to make sequences</p> <p>Week 5: To plan a simple program</p> <p>Week 6: To find more than one solution to a problem</p>
Music	A. Perform	<p>1.1. Take part in singing, accurately following the melody.</p> <p>1.2. Follow instructions on how and when to sing or play an instrument.</p> <p>1.3. Make and control long and short sounds, using voice and instruments.</p> <p>1.4. Imitate changes in pitch.</p>	<u>In the Groove</u> Listen to, appraise and compare songs in different styles, including Blues, Baroque, Latin, Bhangra, Folk and Funk. Learn to sing the song In the Groove. Musical games. Play instruments. Performance.
	B. Compose	<p>1.1 Create a sequence of long and short sounds.</p> <p>1.2 Clap rhythms.</p> <p>1.3 Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>1.4 Choose sounds to create an effect.</p> <p>1.5 Sequence sounds to create an overall effect.</p> <p>1.6 Create short, musical patterns.</p> <p>1.7 Create short, rhythmic phrases</p>	
	D. Describe music	<p>1.1. Identify the beat of a tune.</p> <p>1.2. Recognise changes in timbre, dynamics and pitch.</p>	
PE	A. Develop practical skills in order to	<p>1.1. Use the terms 'opponent' and 'team-mate'.</p> <p>1.2. Use rolling, hitting, running, jumping, catching and kicking skills in combination.</p>	<u>Dance</u> Week 1: To perform actions to well-known nursery rhymes.

	participate, compete and lead a healthy lifestyle.	<p>1.3. Develop tactics.</p> <p>1.4. Lead others when appropriate.</p> <p>1.5. Copy and remember moves and positions.</p> <p>1.6. Move with careful control and coordination.</p> <p>1.7. Link two or more actions to perform a sequence.</p> <p>1.8. Choose movements to communicate a mood, feeling or idea.</p>	<p>Week 2: To march in time to the beat and to turn while marching.</p> <p>Week 3: To march in time as a group.</p> <p>Week 4: To perform actions in canon.</p> <p>Week 5: To perform a short dance using canon.</p> <p>Week 6: To perform in rounds in different groups.</p> <p><u>Attack Defend Shoot</u></p> <p>Week 1: To hit a target.</p> <p>Week 2: To defend a target.</p> <p>Week 3: To roll and slide balls and beanbags.</p> <p>Week 4: To shoot in a game to get points.</p> <p>Week 5: To work with a partner to score points.</p> <p>Week 6: To use our attacking and defending skills in a game.</p>
PSHE	Keeping Safe	<ul style="list-style-type: none"> • I can talk about the things my body needs to stay well (exercise, sleep, healthy foods) • I can say what I can do if I have strong, but not so good feelings, to help me stay safe • I can say 'no' to unwanted touch and ask for help from a trusted adult. • I can say when medicines can be helpful or might be harmful. • I can tell you how to stay safe around medicine. 	<p>1. To know that our bodies need healthy foods, exercise, oxygen and sleep for energy.</p> <p>2. To recognise emotions and physical feelings associated with feeling unsafe.</p> <p>3. To learn the PANTS rule and which parts of my body are private.</p> <p>4. To understand that medicines can sometimes make people feel better when they're ill.</p> <p>5. To talk about safety and responsibility around medicines.</p>

			5. To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch.
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For English and maths plan see separate long term plans.