



Medium Term Plan – Summer 1

Around the World - India

Ibis

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	A. Investigate and interpret the past	<ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. (3.1) Select suitable sources of evidence, giving reasons for choices. (3.2) Understand that no single source of evidence gives the full answer to questions about the past. (3.6) 	<u>Around the World - India</u> Week 1: KWL grid. Introduction to India. Week 2: Climate in India Week 3: Physical geography of India Week 4: Human geography of India (history of settlement) Week 5: Food Week 6: Religion
	C. Understand chronology	<ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). (3.1) Use dates and terms accurately in describing events. (3.4) 	
	D. Communicate historically	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. (2.1) Use literacy, numeracy and computing skills to a good standard, in order to communicate information about the past. (2.2) 	
Geography	A. Investigate places	<ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. (2.1) Explain own views about locations, giving reasons. (2.2) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. (2.3) Use a range of resources to identify the key physical and human features of a location. (2.5) 	
	B. Investigate patterns	<ul style="list-style-type: none"> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and 	

		<p>Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. (2.1)</p> <ul style="list-style-type: none"> Describe geographical similarities and differences between countries. (2.2) 	
	C. Communicate geographically	<ul style="list-style-type: none"> Human geography, including: settlements and land use. (2.1) 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. (2.2) 	
Art & Design	A. Develop ideas	<p>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.</p>	<p>India Week 1. The Bengal Tiger by Dean Russo Week 2. Mandela dot painting based on Pointillism - George Seurat 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</p>
	B. Master Techniques	<p>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.</p>	
		<p>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.</p>	
		<p>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.</p>	

		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.	
		Digital Media B2.26. Create video and sound recordings and explain why they were created.	Covered in Computing.
	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	Food – Covered in science.

		<p>tools.</p> <p>A.2.6 Measure and mark out to the nearest millimetre.</p> <p>A.2.7 Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p> <p>A.2.8 Select appropriate joining techniques.</p> <p>Textiles</p> <p>A.2.9 Understand the need for a seam allowance.</p> <p>A.2.10 Join textiles with appropriate stitching.</p> <p>A.2.11 Select the most appropriate techniques to decorate textiles.</p> <p>Materials</p> <p>A.2.8</p>	<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)
	B. Design, make, evaluate and improve.	<p>B.2.1. Design with purpose by identifying opportunities to design.</p> <p>B.2.2. Make products by working efficiently (such as by carefully selecting materials).</p> <p>B.2.3 Refine work and techniques as work progresses, continually evaluating the product design.</p>	
	C. Take inspiration from design throughout history.	<p>C.2.1 Explore objects and designs to identify likes and dislikes of the designs.</p> <p>C.2.2. Improve upon existing designs, giving reasons for choices.</p>	
Enrichment Opportunities	Helping others		

	Key Skills	Milestones Covered	Lesson Outline
Science	A. Work scientifically	<p>A2.1 Ask relevant questions.</p> <p>A2.2 Set up simple, practical enquiries and comparative and fair tests.</p> <p>A2.3 Gather, record, classify and present data in a variety of ways to help in answering questions.</p>	<p><u>Human Nutrition</u></p> <p>Week 1. Elicitation of knowledge of the human digestive system.</p>

		<p>A2.4 Record findings using simple scientific language, drawings, labelled diagrams.</p> <p>A2.5 Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>A2.7 Identify differences, similarities or changes related to simple, scientific ideas and processes.</p> <p>A2.8 Use straightforward, scientific evidence to answer questions or to support their findings.</p>	<p>Week 2. To describe the human digestive system.</p> <p>Week 3. To name the main types of human teeth.</p> <p>Week 4. Learning how to keep teeth healthy.</p> <p>Week 5. To consider evidence from the tooth decay experiment.</p> <p>Week 6. To learn about the effectiveness of toothpaste.</p>
	B. Biology	<p>Understand animals and humans</p> <p>B2.14 Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.</p> <p>B2.16 Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p> <p>B2.17 Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>B2.18 Identify the different types of teeth in humans and their simple functions.</p>	
RE	1. Understand how beliefs are conveyed	<ul style="list-style-type: none"> • Present key teachings and beliefs of a religion • Refer to religious figures and holy books to explain answers. 	<p><u>Did Jesus really do miracles?</u></p> <p>Week 1. To explore the concept of a miracle.</p> <p>Week 2. To learn about some of the miracles that Jesus performed.</p> <p>Week 3. Were Jesus' miracles real?</p> <p>Week 4. How did Jesus' miracles affect witnesses?</p> <p>Week 5. Is Jesus still performing miracles today?</p> <p>Week 6. Consolidation and assessment of weeks 1 to 5</p>
	3. Understand how beliefs are conveyed	<ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts. 	
	4. Reflect	<ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. 	
	5. Understand values	<ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas. 	

Computing	B. Connect	B2.3 Understand the term 'copyright'. B2.5 Understand how online services work.	<u>Creating Media – Photo Editing</u> Week 1. Changing digital images Week 2. Changing the composition of images Week 3. Sharing information Week 4. Retouching images Week 5. Internet Safety - Fake images Week 6. Making and evaluating a publication.
	C. Communicate	C2.1 Use a range of applications and devices in order to communicate ideas, work and messages.	
	D. Collect	D2.1 This concept involves developing an understanding of databases and their uses.	
Music	A. Perform	A2.1 Sing from memory with accurate pitch A2.2 Sing in tune. A2.3 Maintain a simple part within a group. A2.4 Pronounce words within a song clearly. A2.6 Play notes on an instrument with care so that they are clear. A2.7 Perform with control and awareness of others.	<u>How Does Music Teach Us About Our Community?</u> Creating Simple Melodies Together Week 1. Let your Spirit Fly – Listening and appraising: Time Signature, Key Signature Copy back patterns using: Minims, dotted crotchets, crotchets, quavers and semiquavers. Week 2. Let your Spirit Fly – Listening and responding – Learn the song. Week 3. Let your Spirit fly – Learning and singing 2 parts. Week 4. Let your Spirit fly – Playing instruments. Week 5. Let your Spirit Fly – improvising and composing. Week 6. Perform the song.
	B. Compose	B2.1 Compose and perform melodic songs. B2.2 Use sound to create abstract effects. B2.3 Create repeated patterns with a range of instruments. B2.4 Create accompaniments for tunes. B2.5 Use drones as accompaniments. B2.6 Choose, order, combine and control sounds to create an effect.	
	C. Transcribe Music	E 2.1. Devise non-standard symbols to indicate when to play and rest. E 2.2. Recognise the notes EGBDF and FACE on the musical stave. E 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>	
French	1. Read fluently	<ul style="list-style-type: none"> • Use a translation dictionary or glossary to look up new words. • Show confidence in reading aloud 	<p><u>Cave Languages – Stage 2 Lessons 1-6</u> <u>Week 1</u> – Develop understanding about manipulating sentences Context: Who is it? It is Success Criteria: Repeat qui est-ce? And 'est ; Explain the use of the apostrophe for elision ; Respond to question qui est-ce ? <u>Week 2</u> – Develop understanding of position of negatives and sentence building Context: C'est/Ce n'est pas Success Criteria: Ask question and respond to qui est-ce?; Identify and pronounce the words which make a sentence negative ; Create negative sentences(some) <u>Week 3</u> - Develop understanding of position of negatives in a sentence Context: C'est; Ce n'est pas Success Criteria: Identify position of negative words in a sentence(some) ; Use c'est and ce n'est pas in a sentence; Use c'est to make a question; Read and identify a sentence with c'est...; Write a sentence with c'est and ce n'est pas using a model <u>Week 4</u> - Develop accurate reading and writing skills Context: C'est; Ce n'est pas</p>
	2. Write imaginatively	<ul style="list-style-type: none"> • Write a few short sentences using familiar expressions. • Use knowledge of grammar to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words. 	
	3. Speak confidently	<ul style="list-style-type: none"> • Understand the main points and opinions in spoken passages. • Take part in conversations to seek and give information. • Ask and answer simple questions and talk about interests. • Demonstrate a growing vocabulary. • Be understood with little difficulty. 	
	4. Understand the culture of the countries in which the language is spoken	<ul style="list-style-type: none"> • Make comparisons between life in countries or communities where the language is spoken and this country. • Describe, with some interesting detail, some similarities and differences between countries and communities where the language is spoken. 	

			<p>Success Criteria: Write a sentence with c'est; Write a sentence with ce n'est pas</p> <p><u>Week 5</u> - Assessing progress; Develop cultural understanding about French speaking countries</p> <p>Context: Sentence building; French speaking countries of Europe</p> <p>Success Criteria: Self-assess progress using the traffic light system; Locate on a map French speaking countries of Europe without support (some); Discuss geographical characteristics of the countries</p> <p><u>Week 6</u> - Develop understanding of position of colour adjectives and sentence building; Develop understanding of elision</p> <p>Context: 2 masculine animal nouns; Colour adjectives; Song</p> <p>Success Criteria: Name 4 colours – bleu, rouge, vert, jaune ; Repeat 2 animal nouns – un lion, un chat ; Identify the gender of the nouns (some) ; Identify position of colour adjectives ; Repeat a noun and colour ; Produce a noun and colour(some) ; Join in with the actions for the song</p>
PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<p><u>Games:</u></p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 	<p><u>Games – Striking and fielding</u></p> <p><u>Week 1.</u> Throwing and catching skills</p> <p><u>Week 2.</u> Batting skills with cricket and rounders bats</p> <p><u>Week 3.</u> Combining and applying throwing, batting, catching and fielding skills</p> <p><u>Week 4.</u> Develop skills in a game of</p>

		<p><u>Indoor Athletics:</u></p> <ul style="list-style-type: none"> • Sprint over short distances of 60m • 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>rounders and kwik cricket</p> <p><u>Week 5.</u> Develop skills in a game of rounders and kwik cricket</p> <p><u>Week 6.</u> Develop skills in a game of rounders and kwik cricket</p> <p><u>Indoor Athletics</u></p> <p><u>Week 1.</u> Running for speed.</p> <p><u>Week 2.</u> Running over obstacles.</p> <p><u>Week 3.</u> Running for distance.</p> <p><u>Week 4.</u> Throwing – Pull throw.</p> <p><u>Week 5.</u> Throwing – Push throw.</p> <p><u>Week 6.</u> Throwing – Heave throw.</p>
PSHE	7. Understanding Others	<ul style="list-style-type: none"> • Listen first to others before trying to be understood. • Change behaviours to suit different situations. • Describe and understand others' points of view. 	<p><u>Rights and Respect</u></p> <p>Week 1. Who helps us to stay healthy and safe?</p> <ul style="list-style-type: none"> • How different people in the school and local community help them stay healthy and safe; • Define what is meant by 'being responsible'; • Describe the various responsibilities of those who help them stay healthy and safe; • Suggest ways they can help the people who keep them healthy and safe. <p>Week 2. It's your right.</p> <ul style="list-style-type: none"> • Understand that humans have rights and also responsibilities; • Identify some rights and also responsibilities that come with these. <p>Week 3. How do we make a difference?</p> <ul style="list-style-type: none"> • Understand the reason we have

			<p>rules;</p> <ul style="list-style-type: none"> • Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); • Recognise that everyone can make a difference within a democratic process. <p>Week 4. In the news</p> <ul style="list-style-type: none"> • Define the word <i>influence</i>; • Recognise that reports in the media can influence the way they think about a topic; • Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. <p>Week 5. Safety in numbers.</p> <ul style="list-style-type: none"> • Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; • Recognise that they can play a role in influencing outcomes of situations by their actions. <p>Week 6. Why pay taxes?</p> <ul style="list-style-type: none"> • Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; • Understand how a payslip is laid out showing both pay and deductions; • Prioritise public services from most essential to least essential.
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For English and maths plan see separate long term plans.