



Medium Term Plan – Spring 2

Creatures Great and Small

Owls

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
Geography	1. Investigate places	<ul style="list-style-type: none"> 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?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. 	<p><u>Nocturnal Animals</u> Week 1: What is the difference between nocturnal and diurnal? Week 2: Adaptations – Eyesight Week 3: Adaptations – Hearing Week 4: Adaptations – Echolocation Week 5: Adaptations – Smell Week 6: What diurnal and nocturnal animals live around school?</p>
	2. Investigate patterns	<ul style="list-style-type: none"> Identify land use around the school. 	
	3. Communicate geographically	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. Key human features, including: city, town, village, factory, farm, house, office and shop. 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. Devise a simple map; and construct basic symbols in a key. Use simple grid references (A1, B1). 	

Art & Design	1. Develop ideas	<ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. 	Week 1: Hedgehog drawing Week 2: Animal silhouette Week 3: Complete an animal picture Week 4: Easter cross drawings Week 6: Animal collage
	2. Master techniques	<ul style="list-style-type: none"> Use thick and thin brushes. Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. Use weaving to create a pattern. 	
Design & Technology	1. Master practical skills	<ul style="list-style-type: none"> Measure or weight using measuring cups or electronic scales. Assemble or cook ingredients. Shape textiles using templates. Join textiles using running stitch. Colour and decorate textiles using a number of techniques. 	Week 4 & 5: Finger puppets Week 6: Easter nests
	2. Design, make, evaluate and improve	<ul style="list-style-type: none"> Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses. 	
	3. Take inspiration from design throughout history.	<ul style="list-style-type: none"> Explore objects and designs to identify likes and dislikes of the designs. Explore how products have been created. 	
Enrichment Opportunities			

	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	<ul style="list-style-type: none"> Ask simple questions. Observe closely, using simple equipment. 	<u>Plants - Growing Things</u> Week 1: What's growing outside?

		<ul style="list-style-type: none"> • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. 	<p>Week 2: Spuds. Week 3: Beans in bags. Week 4: Grow some cress! Week 5: Bean update. Week 6: Cress sandwiches.</p>
	2. Understand plants	<ul style="list-style-type: none"> • Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. • Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	
RE	1. Understand beliefs and teachings	<ul style="list-style-type: none"> • Describe some of the teachings of a religion. • Describe some of the main festivals or celebrations of a religion. 	<p><u>Why Does Easter Matter to Christians?</u> Week 1: Signs of Spring Week 2: Easter experience Week 3: Easter story Week 4: Crosses Week 5: How do Easter traditions help Christians to remember the Easter story? Week 6: Is the story of Easter happy or sad?</p>
	2. Understand practices and lifestyles	<ul style="list-style-type: none"> • Recognise, name and describe some religious artefacts, places and practices. 	
	3. Understand how beliefs are conveyed	<ul style="list-style-type: none"> • Name some religious symbols. • Explain the meaning of some religious symbols. 	
	4. Reflect	<ul style="list-style-type: none"> • Identify the things that are important in their own lives and compare these to religious beliefs. • Relate emotions to some of the experiences of religious figures studied. • Ask questions about puzzling aspects of life. 	
	5. Understand values	<ul style="list-style-type: none"> • Identify how they have to make their own choices in life. • Explain how actions affect others. • Show an understanding of the term 'morals'. 	
Computing	1. Code	<ul style="list-style-type: none"> • Specify user inputs to control events 	<u>Data and Information – Grouping Data</u>

	2. Connect	<ul style="list-style-type: none"> Understand online risks and the age rules for sites. 	<p>Week 1: Label and Match</p> <p>Week 2: Group and Count</p> <p>Week 3: Describe an Object</p> <p>Week 4: Making Different Groups</p> <p>Week 5: Comparing Groups</p> <p>Week 6: Answering Questions</p>
	4. Communicate	<ul style="list-style-type: none"> Use a range of applications and devices in order to communicate ideas, work and messages. 	
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><u>Combining Pulse, Rhythm and Pitch</u></p> <p>Week 1: Days of the Week</p> <p>Week 2: Name Song</p> <p>Week 3: Cuckoo</p> <p>Week 4: Upside Down</p> <p>Week 5: Hush Little Baby</p> <p>Week 6: Perform and play</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. Choose sounds to create an effect. Sequence sounds to create an overall effect. 	
	4. Describe music	<ul style="list-style-type: none"> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. 	
PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<ul style="list-style-type: none"> Use rolling, hitting, running, jumping, catching and kicking skills in combination. Lead others when appropriate. Copy and remember actions Move with some control and awareness of space Link two or more actions to make a sequence Show contrasts (such as small/tall, straight/curved and wide/narrow) Travel by rolling forwards and sideways Hold a position while balancing on different points of the body Climb safely on equipment Stretch and curl to develop flexibility 	<p><u>Gymnastics</u></p> <p>Week 1: Travelling in a space</p> <p>Week 2: Travelling and still shapes</p> <p>Week 3: Keep your balance!</p> <p>Week 4: Travelling and balancing</p> <p>Week 5: Forward rolls</p> <p>Week 6: Simple sequences</p> <p>Week 7: Sequences on apparatus.</p> <p><u>Skipping</u></p> <p>Week 1: Two-foot jumping with single and double bounce</p> <p>Week 2: Alternate foot jumping</p>

		<ul style="list-style-type: none"> • Jump in a variety of ways and land with increasing control and balance. 	<p>Week 3: Skipping on the move and ski skipping</p> <p>Week 4: Backwards skipping</p> <p>Week 5: Cross-over skipping</p> <p>Week 6: Paired skipping</p>
PSHE	2. Work hard	<ul style="list-style-type: none"> • Work hard with the help of others. • Enjoy the results of effort in areas of interest. • Take encouragement from others in areas of interest. 	<p><u>Rights and Responsibilities</u></p> <p>Week 1: What do we need to do our best in school?</p> <p>Week 2: My mouth is not a volcano.</p> <p>Week 3: Who can help me?</p> <p>Week 4: Staying safe online.</p> <p>Week 5: Saving and spending.</p> <p>Week 6: Looking after our school environment.</p>
	3. Concentrate	<ul style="list-style-type: none"> • Give attention to areas of interest. • Begin to 'tune out' distractions. • Begin to show signs of concentration. • Begin to seek help when needed. 	
	4. Push themselves	<ul style="list-style-type: none"> • Express doubts and fears. • Explain feelings in uncomfortable situations. • Listen to people who try to help. 	
	7. Understand others	<ul style="list-style-type: none"> • Show an awareness of someone who is talking. • Show an understanding that one's own behaviour affects other people. • Listen to other people's point of view. 	
	8. Not give up	<ul style="list-style-type: none"> • Try again with the help of others. • Try to carry on even if a failure causes upset. • Keep going in activities of interest. • Try to think of oneself as lucky. 	

For English and maths plan see separate long term plans.