



Medium Term Plan – Summer 1

Around the World – South America

Nightingale

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
Geography	1. Investigate places	<ul style="list-style-type: none"> Collect and analyse statistics and other information in order to draw clear conclusions about locations. 	<p><u>South America</u></p> <p>Week 1: To find out about the location and countries of South America.</p> <p>Week 2: To find out about the climate in South America.</p> <p>Week 3: To find out about the major mountain ranges of South America.</p> <p>Week 4: To find out about the human geography of South America.</p> <p>Week 5: To find out about trade and industry in South America.</p> <p>Week 6: To be able to carry out an in-depth study of a South American country.</p>
	2. Investigate patterns	<ul style="list-style-type: none"> Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries Describe how locations around the world are changing and explain some of the reasons for change. Describe how countries and geographical regions are interconnected and interdependent. 	
	3. Communicate geographically	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 	
Art & Design	1. Develop ideas	<ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas 	1. To learn about great artists, architects and designers in the context of Romero Britto.

		<p>imaginatively in a sketch book.</p> <ul style="list-style-type: none"> • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. 	<ol style="list-style-type: none"> 2. To learn about great artists, architects and designers in the context of Frida Kahlo. 3. To improve the mastery of art and design techniques in the context of clay. 4. To improve the mastery of art and design techniques in the context of printing.
	1. Master techniques	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations). • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Use lines to represent movement. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. 	
	2. Take inspiration from the greats	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Create original pieces that show a range of influences and styles. 	
Design & Technology	1. Master practical skills	<p>Construction:</p> <ul style="list-style-type: none"> • Develop a range of practical skills to create products 	<ol style="list-style-type: none"> 1. To learn about great artists, architects and designers in the context of Romero Britto.
	2. Design, make, evaluate and improve.	<ul style="list-style-type: none"> • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs. 	

	3. Take inspiration from design throughout history.	<ul style="list-style-type: none"> • Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience. 	
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	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	<ul style="list-style-type: none"> • Present findings in written form, displays and other presentations. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. 	<u>Forces</u> <ol style="list-style-type: none"> 1. To describe how gravity effects how things move. 2. To explore what is meant by the term friction. 3. To study the effects of opposite forces by looking at air resistance and gravity. 4. To investigate and collect data. 5. To learn that water resistance is another type of friction and carry out an investigation to find out the best shape for a boat's hull.
	7. Understand movement, forces and magnets	Forces and magnets <ul style="list-style-type: none"> • Look at contact and distant forces, attraction and repulsion, comparing and grouping materials. • Look at poles, attraction and repulsion. • Look at the effect of gravity and drag forces. • Look at transference of forces in gears, pulleys, levers and springs 	
RE	6. Understand beliefs and teachings	<ul style="list-style-type: none"> • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities. 	<u>Are you inspired?</u> <ol style="list-style-type: none"> 1. To identify who inspires you the most. 2. Who or what inspired the disciples? 3. Are Christians today inspired by the Holy Spirit?
	1. Understand practices and lifestyles	<ul style="list-style-type: none"> • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups 	

		<p>and give reasons why some within the same faith may adopt different lifestyles.</p> <ul style="list-style-type: none"> • Show an understanding of the role of a spiritual leader. 	<p>4. To consider the seven gifts of the Holy Spirit.</p> <p>5. To consider the impact that believing in Jesus will have on a Christian's life.</p>
	2. Understand how beliefs are conveyed	<ul style="list-style-type: none"> • Explain some of the different ways that individuals show their beliefs. 	
	3. Reflect	<ul style="list-style-type: none"> • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others. 	
	4. Understand values	<ul style="list-style-type: none"> • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values. 	
Computing	6. Connect	<ul style="list-style-type: none"> • Collaborate with others online on sites approved and moderated by teachers. • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand the effect of online comments and show responsibility and sensitivity when online. • Understand how simple networks are set up and used. 	<p><u>Vector Drawing</u></p> <p>Week 1: The drawing tools</p> <p>Week 2: Creating images</p> <p>Week 3: Making effective drawings</p> <p>Week 4: Layers and objects</p> <p>Week 5: Manipulating objects</p> <p>Week 6: Create a vector drawing</p>

	1. Code	<ul style="list-style-type: none"> • Draw • Control when drawings appear and set the pen colour, size and shape. • Control the shade of pens. • Combine the use of pens with movement to create interesting effects. 	
	4. Collect	<ul style="list-style-type: none"> • Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner. 	
Music	1. Perform	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Perform with controlled breathing (voice) and skillful playing (instrument). 	<p><u>Dancing in the Street:</u></p> <p>Week 1: Listen and appraise 'Dancing in the Street'. Learn about what Motown music is like. Recap how to read music notation.</p> <p>Week 2: To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Week 3: Create and copy rhythms based on the words and pulses of the main song, that include syncopation/off beat.</p> <p>Week 4: To sing in unison and to sing backing vocals.</p> <p>Week 5: Play a musical instrument to accompany song.</p> <p>Week 6: Improvise by making up your own tunes on the spot</p>
	2. Compose	<ul style="list-style-type: none"> • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. 	

	3. Transcribe	<ul style="list-style-type: none"> Read and create notes on the musical stave. 	
	4. Describe music	<ul style="list-style-type: none"> Choose from a wide range of musical vocabulary to accurately describe and appraise music Describe how lyrics often reflect the cultural context of music and have social meaning. 	
French	1. Read fluently	<ul style="list-style-type: none"> Read and understand the main points and some of the detail in short written texts. Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. Show confidence in reading aloud, and in using reference materials. 	<p>Week 1: Learn different verbs (e.g. danser, marcher, voler, nager)</p> <p>Week 2: develop use of bi-lingual dictionaries</p> <p>Week 3: learn about pets</p> <p>Week 4: ask and answer simple questions</p> <p>Week 5: express whether you do or don't have different animals as pets</p> <p>Week 6: verb endings for 1st and 2nd person singular</p>
	2. Write imaginatively	<ul style="list-style-type: none"> Write a few short sentences using familiar expressions. Express personal experiences and responses. Write short phrases from memory with spelling that is readily understandable. Use knowledge of grammar to enhance or change the meaning of phrases. Use dictionaries or glossaries to check words. Include imaginative and adventurous word choices. Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). 	
	3. Speak confidently	<ul style="list-style-type: none"> Take part in conversations to seek and give information. Ask and answer simple questions and talk about interests. Take part in discussions and tasks. Demonstrate a growing vocabulary. 	
	4. Understand the culture of the countries in which the language is spoken	<ul style="list-style-type: none"> Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country. 	

PE	<p>1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p>	<p>Games (rounders):</p> <ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	<p><u>Health & Fitness:</u></p> <p>Week 1: Initial Fitness Assessment Week 2: Cardio Fitness 1 - perform a cardio circuit developing own aerobic fitness. Week 3: Flexibility - perform a flexibility circuit developing their own flexibility. Week 4: Strength - perform a strength circuit developing their own strength. Week 5: Cardio Fitness 2 - perform a cardio circuit developing own aerobic fitness. Week 6: Fitness Assessment</p> <p><u>Rounders:</u></p> <p>Week 1: Throwing and catching Week 2: Batting Week 3: Fielding Week 4: Rules and game play Week 5: Rules and game play</p>
PSHE	<p><u>Being My Best</u></p> <p>Week 1: Getting Fit: Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. Know two harmful effects each of smoking/drinking alcohol. Week 2: It All Adds Up: Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. Week 3: Different Skills: Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements.</p>		

	<p>Week 4: My School Community: State what is meant by community; Explain what being part of a school community means to them; Suggest ways of improving the school community.</p> <p>Week 5: Independence and responsibility: Identify people who are responsible for helping them stay healthy and safe.</p> <p>Week 6: Star Qualities: Describe 'star' qualities of celebrities as portrayed by the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life.</p>
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For English and maths plan see separate long term plans.