



Medium Term Plan – Spring 2

Investigating Places- Biodiversity

Nightingale

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
Geography	A. Investigate places	<p>3.1 Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>3.2. Identify and describe how the physical features affect the human activity within a location.</p> <p>3.3. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>3.6. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>3.7. Name and locate the countries of North and South America and identify their main</p>	<p><u>Biodiversity</u></p> <p>Week 1: What is biodiversity?</p> <p>Week 2: Biodiversity of the rainforest</p> <p>Week 3: The important role birds play in biodiversity</p> <p>Week 4: Yellowstone National Park case study</p> <p>Week 5: How human populations can threaten the biodiversity of different areas.</p> <p>Week 6: How humans can help and encourage biodiversity locally and globally</p>

		physical and human characteristics.	
	B. Investigate patterns	<p>3.1. 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).</p> <p>3.2. Understand some of the reasons for geographical similarities and differences between countries.</p> <p>3.3. Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>3.4. Describe geographical diversity across the world.</p> <p>3.5. Describe how countries and geographical regions are interconnected and interdependent.</p>	
	C. Communicate geographically	<p>3.1. Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, 	

		<p>minerals, and water supplies.</p> <p>3.3. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>	
Art & Design	A. Develop ideas	<p>A.3.1. Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>A.3.2. Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>A.3.3. Use the qualities of materials to enhance ideas.</p> <p>A.3.4. Spot the potential in unexpected results as work progresses.</p> <p>A.3.5. Comment on artworks with a fluent grasp of visual language.</p>	<ol style="list-style-type: none"> 1. To learn about and evaluate paintings by Henri Rousseau. 2. Record and sketch ideas from real life. 3. To explore tonal variations in Rousseau's work. 4. Create small painted studies. 5. Sketch and create a Rousseau inspired painting
	B. Master techniques	<p>B.3.1. Sketch (lightly) before painting to combine line and colour.</p> <p>B.3.2. Create a colour palette based upon colours observed in the natural or built world.</p> <p>B.3.4. Combine colours, tones and tints to enhance the mood of a piece.</p> <p>B.3.5. Use brush techniques and the qualities of paint to create texture.</p> <p>B.3.6. Develop a personal style of painting, drawing upon ideas from other artists.</p>	
	C. Take inspiration from the greats	<p>C.3.1. Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>C.3.2. Show how the work of those studied was influential in both society and to other artists.</p> <p>C.3.3. Create original pieces that show a range of</p>	

		influences and styles.	
Design & Technology	A. Master practical skills	<p>A.3.6. Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</p> <p>A.3.7. Create objects (such as a cushion) that employ a seam allowance.</p> <p>A.3.8. Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</p> <p>A.3.9. Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).</p>	To design, create and evaluate a puppet, using sewing and appliqué techniques.
	B. Design, make, evaluate and improve.	<p>B.3.1. Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</p> <p>B.3.2. Make products through stages of prototypes, making continual refinements.</p> <p>B.3.3. Ensure products have a high quality finish, using art skills where appropriate.</p> <p>B.3.4. Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</p>	
	C. Take inspiration from design throughout history.	<p>C.3.3. Evaluate the design of products so as to suggest improvements to the user experience.</p>	

	Key Skills	Milestones Covered	Lesson Outline
Science	A. Work scientifically	<p>A.3.1. Plan enquiries, including recognising and controlling variables where necessary.</p> <p>A.3.2. Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</p> <p>A.3.4. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</p> <p>A.3.6. Present findings in written form, displays and other presentations.</p>	<ol style="list-style-type: none"> 1. What is a life cycle? 2. Similarities and differences between life cycles – Jane Goodall. 3. Complete and incomplete metamorphosis. 4. Human life cycle. 5. Looking at data and making predictions.
	D. Investigating living things	<p>D.3.1. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>D.3.2. Describe the life process of reproduction in some plants and animals.</p> <p>D.3.3. Describe how living things are classified into broad groups according to common observable characteristics.</p> <p>D.3.4. Give reasons for classifying plants and animals based on specific characteristics.</p>	
RE	1. Understand beliefs and teachings	<ul style="list-style-type: none"> • A.3.1 Explain how some teachings and beliefs are shared between religions. • A.3.2 Explain how religious beliefs shape the 	Christianity: Salvation Beliefs and Questions

		lives of individuals and communities.	<p>What do Christians believe about the death of Jesus? Explain significance of the death of Jesus. Identify key beliefs held by Christians regarding His death. Discuss impact of Jesus' death on Christian practices and worship.</p> <ol style="list-style-type: none"> 1. To explain that Jesus knew he was going to die. 2. To examine the crucifixion and its implications. 3. To consider who was responsible for the death of Jesus. 4. To explain the meaning of sacrifice. 5. To understand the impact of Jesus' death on Christians today. 6. To understand what Christians believe about the death of Jesus.
2. Understand practices and lifestyles	<ul style="list-style-type: none"> • 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. 		
3. Understand how beliefs are conveyed	<ul style="list-style-type: none"> • C.3.1 Explain some of the different ways that individuals show their beliefs. 		
4. Reflect	<ul style="list-style-type: none"> • D.3.1 Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • D.3.2 Explain their own ideas about the answers to ultimate questions. • D.3.3 Explain why their own answers to ultimate questions may differ from those of others. 		
5. Understand values	<ul style="list-style-type: none"> • E.3.1 Explain why different religious communities or individuals may have a different view of what is right and wrong. • E.3.2 Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • E.3.3 Express their own values and remain respectful of those with different values. 		

Computing	Creating media – introduction to vector graphs	<ul style="list-style-type: none"> • I can discuss how vector drawings are different from paper-based drawings. • I can experiment with the shape and line tools. • I can recognise that vector drawings are made using shapes. • I can explain that each element added to a vector drawing is an object. • I can identify the shapes used to make a vector drawing. • I can move, resize, and rotate objects I have duplicated. • I can explain how alignment grids and resize handles can be used to improve consistency. • I can modify objects to create a new image. • I can use the zoom tool to help me add detail to my drawings. • I can change the order of layers in a vector drawing. • I can identify that each added object creates a new layer in the drawing. • I can use layering to create an image. • I can copy part of a drawing by duplicating several objects. • I can recognise when I need to group and ungroup objects. • I can reuse a group of objects to further develop my vector drawing. • I can compare vector drawings to freehand paint drawings. • I can create a vector drawing for a specific 	<ol style="list-style-type: none"> 1. To identify that drawing tools can be used to produce different outcomes 2. To create a vector drawing by combining shapes 3. To use tools to achieve a desired effect 4. To recognise that vector drawings consist of layers 5. To group objects to make them easier to work with 6. To apply what I have learned about vector drawings
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		<p>purpose.</p> <ul style="list-style-type: none"> I can reflect on the skills I have used and why I have used them. 	
Music	A. Perform	<p>A.3.1. Sing or play from memory with confidence.</p> <p>A.3.2. Perform solos or as part of an ensemble.</p> <p>A.3.3. Sing or play expressively and in tune.</p> <p>A.3.7. Perform with controlled breathing (voice) and skillful playing (instrument).</p>	Learning brass instruments with Oxfordshire County Music Service.
	B. Compose	<p>B.3.3. Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>B.3.4. Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>B.3.5. Use drones and melodic ostinati (based on the pentatonic scale).</p> <p>B.3.6. Convey the relationship between the lyrics and the melody.</p>	
	C. Transcribe	<p>C.3.1. Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>C.3.2. Read and create notes on the musical</p>	

		<p>stave.</p> <p>C.3.3. Understand the purpose of the treble and bass clefs and use them in transcribing</p> <p>C.3.4. Understand and use the # (sharp) and b (flat) symbols.</p> <p>C.3.5. Use and understand simple time signatures.</p>	
	D. Describe music	<p>D.3.1. Choose from a wide range of musical vocabulary to accurately describe and appraise music.</p> <p>D.3.2. Describe how lyrics often reflect the cultural context of music and have social meaning.</p>	
French	1. Read fluently	<ul style="list-style-type: none"> • A.3.1 Read and understand the main points and some of the detail in short written texts. • A.3.2 Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • A.3.3 Show confidence in reading aloud, and in using reference materials. 	<p>Week 1: Lesson 29 - Size adjectives; sentence building</p> <p>Week 2: Lesson 30 - Plural nouns and adjectives</p> <p>Week 3: Lesson 31 - Workbook pages reviewing plural adjectives and nouns</p> <p>Week 4: Lesson 32 - Position of size and colour adjectives; je suis; pronouns and adjectives</p> <p>Week 5: Lesson 33 - Tu es?;</p>
	2. Write imaginatively	<ul style="list-style-type: none"> • B.2.1 Write a few short sentences using familiar expressions. • B.2.2 Express personal experiences and responses. • B.2.3 Write short phrases from memory with spelling that is readily understandable. • B.3.2 Use knowledge of grammar to enhance or change the meaning of phrases. • B.3.7 Use dictionaries or glossaries to check words. • B.3.5 Include imaginative and adventurous 	

		<p>word choices.</p> <ul style="list-style-type: none"> • B.3.6 Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). 	<p>Dictionaries</p> <p>Week 6: Lesson 34 - Je ne suis pas</p>
3. Speak confidently		<ul style="list-style-type: none"> • C.3.3 Take part in conversations to seek and give information. • C.2.3 Ask and answer simple questions and talk about interests. • C.2.3 Take part in discussions and tasks. • C.2.5 Demonstrate a growing vocabulary. 	
4. Understand the culture of the countries in which the language is spoken		<ul style="list-style-type: none"> • D.3.1 Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • D.3.2 Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country. 	
PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<p>Tag Rugby:</p> <p>C.3.1. Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <p>C.3.2. Work alone, or with team mates in order to gain points or possession.</p> <p>C.3.3. Strike a bowled or volleyed ball with accuracy.</p> <p>C.3.4. Use forehand and backhand when playing racket games.</p> <p>C.3.5. Field, defend and attack tactically by anticipating the direction of play.</p> <p>C.3.6. Choose the most appropriate tactics for a game.</p> <p>C.3.7. Uphold the spirit of fair play and respect in</p>	<p><u>Outdoor adventurous activities (OAA):</u></p> <ol style="list-style-type: none"> 1. To explore different ways of communicating with a blindfolded partner. 2. To follow a designated route with maximum speed and complete a task safely. 3. To use memory methods to recall different objects while

		<p>all competitive situations. C.3.8. Lead others when called upon and act as a good role model within a team.</p> <p>OAA: C.3.31. Select appropriate equipment for outdoor and adventurous activity. C.3.32. Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. C.3.33. Embrace both leadership and team roles and gain the commitment and respect of a team. C.3.34. Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. C.3.35. Remain positive even in the most challenging circumstances, rallying others if need be. C.3.36. Use a range of devices in order to orientate themselves. C.3.37. Quickly assess changing conditions and adapt plans to ensure safety comes first.</p>	<p>navigating.</p> <ol style="list-style-type: none"> 4. To use clear communication to recreate a shape from memory. 5. To use imagination and creative thinking to create the tallest marshmallow tower. 6. To send and interpret messages using morse code. <p><u>Tag Rugby:</u></p> <ol style="list-style-type: none"> 1. To use defensive positions to mark and tag an attacker. 2. To pass a ball accurately and consistently while on the move. 3. To defend as part of a team to deny space to the attacking team. 4. To use a pop pass over short distances to create an explosive run. 5. To move the ball quickly using the 'magic
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			<p>diamond' formation.</p> <p>6. To use the three step and pass rule with some confidence.</p>
PSHE	1. Decisions about lending, borrowing and spending.	<p>I can suggest ways to spend and save money responsibly.</p> <p>I can explain some things about finance and money. I can name a person who deals with money in my community.</p>	<p><u>Rights and Responsibilities</u></p> <p>1. To identify, write and discuss issues currently in the media concerning health and wellbeing.</p> <p>2. To define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community.</p> <p>3. To identify the responsibilities to my home, community and environment I might have in the future.</p> <p>4. To consider what advice to give relating to saving and borrowing money.</p> <p>5. To define financial terms and explain how others have financial responsibility for the community.</p>
	2. Rights and responsibilities relating to my health.	<p>I can give examples of barriers that can stop others following their responsibilities.</p> <p>I can give examples of some of the rights and responsibilities I have as I grow older, at home, my community and the environment. I can give real examples of each that relate to me.</p>	
	3. Rights and responsibilities.	<p>I can develop ideas and opinions based on a current issue. I can present these with a group. I can identify how the responsibilities of others impact me and my community.</p>	

For English and maths plan see separate long-term plans.