



Medium Term Plan – Spring 2

Creatures Great and Small – Endangered Animals

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) 	<p>Week 1: KWL grid. Introduction to endangered animals. Reasons why animals are endangered.</p> <p>Week 2: Habitats around the world and endangered animals. Endangered animals prevention and conservation.</p> <p>Week 3: Timeline of extinct animals and animal skeletons.</p> <p>Week 4: Endangered British animals</p> <p>Week 5: Poster informing about human causes of animal endangerment</p> <p>Week 6: Consolidation of learning. Research/fact files on endangered animals.</p>
	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 	

		Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. (2.1) • Describe geographical similarities and differences between countries. (2.2)	
	C. Communicate geographically	• 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	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.	<u>Endangered animals art.</u> Week 1. Endangered animals – Sketching a panda. Week 2. Megan Coyle – Animal collages. Week 3. Animal Pattern and silhouettes – mixed media. Week 4. Printing – Andy Warhol Endangered animals. Week 5. Textiles – Felt squares with animal patterns or sewing a blue whale from a pattern Week 6. Creating an endangered landscape collage using mixed media
	B. 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.	
	C. Collage	C2.1 Select and arrange materials for a striking effect. C2.2 Ensure work is precise. C2.3 Use overlapping	
	D. Sculpture	D2.1 Create and combine shapes to create recognisable forms (e.g. D2.2 shapes made from nets or solid materials). D2.3 Include texture that conveys feelings, expression or movement.	
	E. Drawing	E2.1 Use different hardnesses of pencils to show line, tone and texture. Sketch lightly (no need to use a rubber to correct mistakes).	
Design & Technology	1. Master practical skills	• Create series and parallel circuits	<u>Designing and making an alarm system.</u> Plan, design and make an electrical alarm system

	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 by working efficiently (such as by carefully selecting materials).• Refine work and techniques as work progresses, continually evaluating the product design.	for house security. Use cutting, mechanics, measuring, art skills and decorating techniques. (4/5 lessons/hours)
	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.• Disassemble products to understand how they work.	
Enrichment Opportunities	Helping others		

	Key Skills	Milestones Covered	Lesson Outline
Science	A. Work scientifically	A2.1 Ask relevant questions. A2.2 Set up simple, practical enquiries and comparative and fair tests. A2.3 Gather, record, classify and present data in a variety of ways to help in answering questions. A2.4 Record findings using simple scientific language, drawings, labelled diagrams. A2.5 Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. A2.7 Identify differences, similarities or changes related to simple, scientific ideas and processes. A2.8 Use straightforward, scientific evidence to answer questions or to support their findings.	<u>Grouping Living Things</u> 1. Assessment of prior knowledge and investigating the importance of grouping living things. 2. Sorting animals into categories and classifying them. 3. Creating a classification key. 4. Observing small invertebrates, plants and birds in the school grounds. 5. Classifying the invertebrates from last week into invertebrates, birds and plants and creating a key. 6. Comparing animals found in the school grounds with those found in
	B. Understanding Plants	B2.1 Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as	

		deciduous and evergreen.	the Shetland Isles and Channel Isles.
	C. Investigate living things	C2.1 Recognise that living things can be grouped in a variety of ways. C2.2 Explore and use classification keys. C2.3 Recognise that environments can change and that this can sometimes pose dangers to specific habitats.	
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>Should Believers Give Things Up?</u></p> <p>Week 1. To understand temptation and making the right decision. Week 2. To understand what Lent is in the Christian faith. Week 3. To explore the concept of sin. Week 4. Understanding why Christians might give things up Week 5. Learning about celebrations before Lent around the world. 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	B2.1 Contribute to blogs that are moderated by teachers. B2.2 Give examples of the risks posed by online communications. B2.3 Understand the term 'copyright'. Contribute to blogs that are moderated by teachers.	<p><u>Data and Information - Data Logging</u></p> <p>Week 1. Answering questions. Week 2. Data collection. Week 3. Logging. Week 4. Analysing data. Week 5. Data for answers. Week 6. Answering my question.</p>
	C. Communicate	C2.1 Use a range of applications and devices in order to communicate	

		ideas, work and messages.	
Music	A. Perform	A1.1 Sing from memory with accurate pitch. A1.2 Sing in tune. A1.3 Maintain a simple part within a group. A1.4 Pronounce words within a song clearly. A1.5 Show control of voice. A1.6 Play notes on an instrument with care so that they are clear. A1.7 Perform with control and awareness of others.	<u>Lean on Me</u> Week 1. Appraise and listen to the song. Learn about Bill Withers. Learn chorus. Week 2. Compare Bill Withers' music with Gospel music. Week 3. Adding some instruments. Learn and play some of the notes in the song Lean on Me. Week 4. Playing and singing the song Lean on Me. Week 5. Improvising the song. Week 6. Perform the song with improvisation.
	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. B2.7 Use digital technologies to compose pieces of music (covered in computing)	
	D. Describe Music	D2.1 Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. D2.2 Evaluate music using musical vocabulary to identify areas of likes and dislikes. D2.3 Understand layers of sounds and discuss their effect on mood and feelings.	
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 	<u>Cave Languages – Lessons 47-52</u> Week 1 - Say numbers in sequence 0 to 12; Join in with rhyme/song; Count nouns to 10 identifying sound changes in numbers; Identify silent letter rule(some) Week 2 - Say numbers in sequence 11 to 20
	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. 	<p><u>Week 3</u> - Say the numbers 11-20 in sequence; Listen and identify the numbers 11-20; Pronounce the sounds in the numbers 11-20; Identify the letter string which matches the sound (some); Read aloud and identify numbers 11-20</p> <p><u>Week 4</u> - Read and identify numbers 1-20; Join in with the 2 times table; Identify why some letters are silent(some)</p> <p><u>Week 5</u> - Say 2 times table; Put words in alphabetical order; Find meanings in dictionary; Listen and follow story identifying specific words, without support(some)</p> <p><u>Week 6</u> - Find meanings of words in bi-lingual dictionary; Write words for clothes, days of week and numbers from memory (some); Make letter and sound connections (some); Write words in singular and plural (some)</p>
	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. 	
PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<p>B.1.1. Throw and catch with control and accuracy.</p> <p>B.1.2. Strike a ball and field with control.</p> <p>B.1.3. Choose appropriate tactics to cause problems for the opposition.</p> <p>B.1.4. Follow the rules of the game and play fairly.</p> <p>B.1.6. Pass to team mates at appropriate times.</p> <p>B.1.7. Lead others and act as a respectful team member.</p>	<p><u>Games – Invasion games</u></p> <p><u>Week 1.</u> Universal skills</p> <p><u>Week 2.</u> Dribbling skills and drills</p> <p><u>Week 3.</u> Passing skills and drills</p> <p><u>Week 4.</u> Attacking skills and drills</p> <p><u>Week 5.</u> Defending skills and strategies</p> <p><u>Week 6.</u> Goal keeping skills and drills.</p>

		<p><u>Swimming:</u></p> <ul style="list-style-type: none"> • Swim up to 25m metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. 	<p><u>Swimming</u></p> <p><u>Week 1.</u> Assessment of current skills</p> <p><u>Week 2.</u> Basic water confidence and breathing techniques used when swimming with face in the water.</p> <p><u>Week 3.</u> Gliding, Backstroke</p> <p><u>Week 4.</u> Breast stroke techniques and treading water</p> <p><u>Week 5.</u> Front crawl and Butterfly techniques.</p> <p><u>Week 6.</u> Water Safety - lifesaving skills</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>Keeping myself safe.</u></p> <p>Week 1.</p> <ul style="list-style-type: none"> • Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; • Identify situations which are either dangerous, risky or hazardous; • Suggest simple strategies for managing risk. <p>Week 2.</p> <ul style="list-style-type: none"> • Identify images that are safe/unsafe to share online; • Know and explain strategies for safe online sharing; • Understand and explain the implications of sharing images online without consent. <p>Week 3.</p> <ul style="list-style-type: none"> • Define what is meant by the word 'dare'; • Identify from given scenarios which are dares and which are not; • Suggest strategies for managing dares.

			<p>Week 4.</p> <ul style="list-style-type: none"> • Understand that medicines are drugs; • Explain safety issues for medicine use; • Suggest alternatives to taking a medicine when unwell; • Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). <p>Week 5.</p> <ul style="list-style-type: none"> • Understand some of the key risks and effects of smoking and drinking alcohol; • Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). <p>Week 6.</p> <ul style="list-style-type: none"> • Describe stages of identifying and managing risk; • Suggest people they can ask for help in managing risk.
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For English and maths plan see separate long term plans.