



Medium Term Plan – Summer 1

Around the World – South America

Nightingale

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
Geography	A. Investigate places	<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>3.5. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</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 physical and human characteristics.</p>	<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>
	B. Investigate patterns	3.2. Understand some of the reasons for geographical similarities and differences between countries.	

		<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, minerals, and water supplies. <p>3.3. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>	
Art & Design	1. 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 great artists, architects and designers in the context of Romero Britto. 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

	1. Master techniques (sculpture and printing)	<p>B.3.10. Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>B.3.11. Use tools to carve and add shapes, texture and pattern.</p> <p>B.3.12. Combine visual and tactile qualities.</p> <p>B.3.13. Use frameworks (such as wire or moulds) to provide stability and form.</p> <p>B.3.18. Build up layers of colours.</p> <p>B.3.19. Create an accurate pattern, showing fine detail.</p> <p>B.3.20. Use a range of visual elements to reflect the purpose of the work.</p>	of printing.
	2. 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. Create original pieces that show a range of influences and styles.</p>	

	Key Skills	Milestones Covered	Lesson Outline
Science	1. 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.3.3. Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</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.3.5. Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</p> <p>A.3.7. Use test results to make predictions to set up further comparative and fair tests.</p>	<p>Forces</p> <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

		A.3.8. Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.	shape for a boat's hull.
	7. Understand movement, forces and magnets	<u>Forces</u> G.3.3. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. G.3.4. Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. G.3.5. Describe, in terms of drag forces, why moving objects that are not driven tend to slow down. G.3.6. Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. G.3.7. Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.	
RE	6. Understand beliefs and teachings	A.3.1. Explain how some teachings and beliefs are shared between religions. A.3.2. Explain how religious beliefs shape the lives of individuals and communities.	<u>What does it mean to live a good life?</u> 1. What do the words good life mean? Where do ideas about a good life come from? Who decides? Is it a universal concept or is it personal to everyone? 2. Philosophy, Philosophers, the Five Virtues and the Golden Rule. 3. Religious Food Laws. 4. To know what a good life is. 5. Understanding the Declaration of Human Rights. 6. How to live a good life.
	1. Understand practices and lifestyles	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.	
	2. Understand how beliefs are conveyed	C.3.1. Explain some of the different ways that individuals show their beliefs.	
	3. Reflect	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.	
	4. Understand values	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 - Video production	<ul style="list-style-type: none"> • I can compare features in different videos. • I can explain that video is a visual media format. • I can identify features of videos. • I can experiment with different camera angles. • I can identify and find features on a digital video recording device. • I can make use of a microphone. • I can capture video using a range of filming techniques. • I can review how effective my video is. • I can suggest filming techniques for a given purpose. • I can create and save video content. • I can decide which filming techniques I will use. • I can outline the scenes of my video. • I can explain how to improve a video by reshooting and editing. • I can select the correct tools to make edits to my video. • I can store, retrieve, and export my recording to a computer. • I can evaluate my video and share my opinions. • I can make edits to my video and improve the final outcome. • I can recognise that my choices when making a video will impact on the quality of the final outcome. 	<ol style="list-style-type: none"> 1. To explain what makes a video effective. 2. To identify digital devices that can record video. 3. To capture video using a range of techniques. 4. To create a storyboard. 5. To identify that video can be improved through reshooting and editing. <ol style="list-style-type: none"> 1. To consider the impact of the choices made when making and sharing a video.

Music	<p>1. Perform</p> <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.3.4. Hold a part within a round.</p> <p>A.3.5. Sing a harmony part confidently and accurately.</p> <p>A.3.6. Sustain a drone or a melodic ostinato to accompany singing.</p> <p>A.3.7. Perform with controlled breathing (voice) and skillful playing (instrument).</p>		Brass lessons from OCC
	<p>2. Compose</p> <p>B.3.1. Create songs with verses and a chorus.</p> <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>		

		B.3.6. Convey the relationship between the lyrics and the melody.	
	3. Transcribe	C.3.2. Read and create notes on the musical stave. C.3.4. Understand and use the # (sharp) and b (flat) symbols.	
	4. Describe music	D.3.1. Choose from a wide range of musical vocabulary to accurately describe and appraise music.	
French	1. Read fluently	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.3.4. Show confidence in reading aloud, and in using reference materials.	<p>Stage 2 – Lessons 35-44</p> <p>Week 1: Position, accurate use of adjectives and nouns and determiners.</p> <p>Week 2: Sentence building.</p> <p>Week 3: Sentence building including size and colour.</p> <p>Week 4: Asking and answering questions.</p> <p>Week 5: Asking and answering questions including position. Developing vocabulary through dictionary work.</p> <p>Week 6: Verbs – conjugating verb endings</p> <p>Week 7: Sentence building with verbs (positive and negative)</p>
	2. Write imaginatively	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.3.3. Use dictionaries or glossaries to check words. B.3.5. Include imaginative and adventurous word choices. B.3.6. Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).	
	3. Speak confidently	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.2.4. 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	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	<p>1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p>	<p><u>Games (rounders and tennis):</u></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 all competitive situations.</p> <p>C.3.8. Lead others when called upon and act as a good role model within a team.</p>	<p><u>Rounders:</u></p> <p>Week 1: To judge how far to run based on the distance of a hit.</p> <p>Week 2: To throw over short distances with power to get the batter out.</p> <p>Week 3: To follow the path of the ball and to make sure that it is fielded consistently.</p> <p>Week 4: The backwards hit rule and using it tactically as the backstop.</p> <p>Week 5: To hit the ball into gaps to maximise the chance of scoring.</p> <p><u>Tennis:</u></p> <p>Week 1: To recap and control a range of shots with accuracy and control.</p> <p>Week 2: To move quickly to the ball to perform a volley.</p> <p>Week 3: To play an overhead shot and know when you might use this.</p> <p>Week 4: To refine court movement to hit the ball before the second bounce.</p> <p>Week 5: To perform a diagonal serve.</p>
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PSHE	1. Managing difficult feelings	<ul style="list-style-type: none"> • I can begin to manage challenging emotions by building my resilience. • I can describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict. 	<u>Growing and Changing</u> <ol style="list-style-type: none"> 1. To describe the intensity of different feelings and strategies to build resilience. 2. To understand the different types of feelings and emotions associated with puberty. 3. To recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality. 4. To identify the different types of products someone might use during puberty or menstruation. 5. To explain how people might feel at times of change and loss. To consider strategies when coping with this.
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For English and maths plan see separate long term plans.