Medium Term Plan – Spring 2

Investigating Places - Cities

Robins

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
Geography	1. Investigate places	• Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics.	Research and present information about different major cities around the world; 1. New York 2. Paris 3. London 4. Rome 5. Beijing 6. Sydney Place the cities on a world map and compare the different locations' key aspects of physical and human geography.

	2. Investigate patterns	• 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. • Describe geographical similarities and differences between countries.	
	3. Communicate geographically	• Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use.	
Art & Design	1. Develop ideas	• Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language.	Week 1 - Drawing the Statue of Liberty, follow instructions on how to draw the landmark. Week 2 - Create an Eiffel Tower collage using card and paint. Week 3 - Create prints of the London Skyline using polystyrene tiles and acrylic ink Week 4 - Make a Roman mosaic using collage techniques. Week 5 - Make 3D Chinese lanterns out of card. - Make watercolour Chinese lantern pictures. Week 6 - Sydney Opera House collage. Create a picture of the Sydney Opera House using sections of
	2. Master techniques	**Painting** • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. **Collage** • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. **Sculpture** • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. **Drawing**	

		• Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. **Printing** • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns.	paper plates as the landmark.
	3. Take inspiration from the greats	• Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.	
Design & Technology	1. Master practical skills	• Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques.	The Great Bread Bake Off Design, create and evaluate different bread products. - Evaluate existing products - Design and practise different shapes of bread using salt dough as a prototype - Design and make final bread design - Evaluate finished product.
	2. Design, make, evaluate and improve.	• Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs.	
	3. Take inspiration from design throughout	• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work.	

	history.		

	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	• Asking relevant questions and using different types of scientific enquiries to answer them. • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • Identifying differences, similarities or changes related to simple scientific ideas and processes. • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment. • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Setting up simple practical enquiries, comparative and fair tests. • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Using straightforward scientific evidence to answer questions or to support their findings.	Amazing Magnets Week 1: May the force be with you! To understand that forces are pushes and pulls which can make things move, stop or change shape. Week 2: Acting forces. To explore forces and discover that gravity and magnetism can act without contact. Week 3: Magnetic attraction. Discuss theories about magnetism. Turn theories into questions. Use questions to design experiments to test theories. Week 4: Poles apart. Revise knowledge of magnets, their poles and how they attract and repel other magnets. Week 5: Magnetic fun time. Some fun experiments with magnets. Week 6: All the fun of the fair! Recapping what we have learnt and what we enjoyed best this term, including a quiz.
	2. Magnets	• Compare how things move on different surfaces • Notice that some forces need contact between two objects, but magnetic forces can act at a distance • Describe magnets as having two poles • Predict whether two magnets will attract or repel each other, depending on which poles are facing.	

		• Observe how magnets attract or repel each other and attract some materials and not others • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials	
RE	1. Understand beliefs and teachings	• Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers.	<u>Why do Christians call the day Jesus died Good Friday?</u> <u>Week 1</u> Why do Christians call the day Jesus died Good Friday? Think of questions to ask about what happened to Jesus. Make origami crosses. <u>Week 2</u> What are the important events of Palm Sunday and Maundy Thursday? Make the first two pages of a Holy Week book. <u>Week</u> 3 What are the important events of Good Friday and Easter Sunday? Make the next two pages of the Holy Week book. <u>Week 4</u> How do Christians feel during Holy Week? Make notes about different aspects of the video about Holy Week. <u>Week 5</u> What is the importance of Holy Week? Split into three groups and create posters Why is Palm Sunday so important to Christians? • Why do
	2. Understand practices and lifestyles	• Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals.	
	3. Understand how beliefs are conveyed	• Identify religious symbolism in literature and the arts.	
	4. Reflect	• 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	• 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.	

			Christians call the day Jesus died Good Friday? • What do Christians believe happened on Easter Sunday? Use different crosses and information about each part of Easter. <u>Week 6</u> What can we be hopeful about? Create a triptych with the central frame showing hope, the left frame showing sadness and the right frame showing joy.

Computing	Branching Databases	To create questions with yes/no answers ● investigate questions with yes/no answers ● make up a yes/no question about a collection of objects ● create two groups of objects separated by one attribute To identify the attributes needed to collect data about an object ● select an attribute to separate objects into groups ● create a group of objects within an existing group ● arrange objects into a tree structure To create a branching database ● select objects to arrange in a branching database ● group objects using my own yes/no questions ● test branching database to see if it works To explain why it is helpful for a database to be well structured ● create yes/no questions using given attributes ● compare two branching database structures ● explain that questions need to be ordered carefully to split objects into similarly sized groups To plan the structure of a branching database ● independently create questions to use in a branching database ● create questions that will enable objects to be uniquely identified ● create a physical version of a branching database To independently create an identification tool ● create a branching database that reflects my plan ● work with a partner to test my identification tool	Teach Computing Branching Databases Week 1 Yes or no questions Learners will start to explore questions with yes/no answers, and how these can be used to identify and compare objects. They will create their own yes/no questions, before using these to split a collection of objects into groups. Week 2 Making Groups Learners will develop their understanding of using questions with yes/no answers to group objects more than once. They will learn how to arrange objects into a tree structure and will continue to think about which attributes the questions are related to. Week 3 Creating Branching Databases Learners will continue to develop their understanding of ordering objects/images in a branching database structure. They will learn how to use an online database tool to arrange objects into a branching database, and will create their own questions with yes/no answers. Learners will show that their branching database works through testing. Week 4 Structuring a Branching Database Learners will continue to

		• suggest real-world uses for branching databases	develop their understanding of how to create a well-structured database. They will use attributes to create questions with yes/no answers, and will apply these to given objects. Learners will compare the efficiency of different branching databases, and will be able to explain why questions need to be in a specific order. Week 5 Planning a Branching Database Learners will independently plan a branching database by creating a physical representation of one that will identify different types of dinosaur. They will continue to think about the attributes of objects to write questions with yes/no answers, which will enable them to separate a group of objects effectively. Learners will then arrange the questions and objects into a tree structure, before testing the structure. Week 6 Making a dinosaur Identifier Learners will independently create a branching database to identify different types of dinosaur, based on the paper-based version that they created in Lesson 5. They will then work with a partner to test that their database works, before considering real-world applications for branching

			databases

Music	1. Perform	• Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others.	The Dragon Song 1. The Dragon song- Sing the song. 2. Birdsong – Chinese Folk Music, The Dragon Song- Sing the song and play instrumental parts within the song. 3. Vaishnava Java - A Hindu Song, The Dragon Song. Sing the song and improvise using voices and/or instruments within the song. 4. A Turkish Traditional Tune, The Dragon Song- Sing the song and perform composition(s) within the song. 5. Aitutaki Drum Dance from Polynesia The Dragon Song- Choose what you perform today. Start to prepare for the end-of-unit performance. 6. Zebaidir Song from Sudan, The Dragon Song- Prepare for the end-of-unit performance
	2. Compose	• Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music.	
	3. Transcribe	• Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	
	4. Describe music	• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings.	
French	1. Read fluently	• Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words.	Stage 1 lessons 12- 18 1. Lesson 12- Name countries where French is spoken and find on map. Write ‘je m’appelle’ copying a model. Join in with the actions of the rhyme and say some words (some).
	2. Write imaginatively	• Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily	

		understandable.	Pronounce the sounds in the numbers with accompanying actions. 2. Lesson 13- Join in with the actions of the rhyme. Say some of the words of the rhyme without support (some). Repeat the number words. Discuss how to remember the words. Listen and identify the numbers. Pronounce the numbers 0-6 with phonic image support. Listen and recognise the numbers 0-6. 3. Lesson 14- Join in with the actions for the story and rhyme. Say the rhyme from memory (some). Listen and recognise the numbers 0-6. Self-assess progress and identify ways to improve if appropriate 4. Lesson 15- Say a sentence using voici/et. Predict the spelling of the colour words (some). Read aloud the colour words. Identify the spellings of the colour words 5. Lesson 16- Match sound to letter string. Read and identify colour words 6. Lesson 17- Put the colour words in alphabetical order with support. Find the meanings of French words in a bi-lingual dictionary 7. Lesson 18- Write colour words from memory (some). Self-assess progress.
	3. Speak confidently	• Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • 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	• Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country.	

			Identify knowledge about language
PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	**Games** • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. **Outdoor and adventurous activities** • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary.	<u>Netball</u> 1. To perform quick accurate chest pass. 2. To use dodging to get free from an opponent. 3. To catch a netball. 4. To us a bounce pass to feed a goal shooter. 5. To throw for distance using a shoulder pass. 6. Round robin using basic netball skills. <u>Outdoor and Adventurous Activities</u> 1. Terrific Teamwork -To take part in outdoor and adventurous activity challenges both individually and within a team. - To work effectively with others to complete a task. - To communicate effectively. 2. Following Instructions -To take part in outdoor and adventurous activity challenges both individually and within a team. -To follow multi-step instructions. 3. Problem Solving -To take part in outdoor and

			adventurous activity challenges both individually and within a team. -To solve a range of problems when working with others. 4. Which Direction? -To take part in outdoor and adventurous activity challenges both individually and within a team. -To follow a set of directions correctly. - To give clear and precise directions for someone else to follow. 5. Magnificent Maps -To take part in outdoor and adventurous activity challenges both individually and within a team. -To follow simple maps. 6. Introduction To Orienteering - To take part in outdoor and adventurous activity challenges both individually and within a team. - To know what orienteering is. - To know and understand a range of map symbols.

PSHE	Rights and Respect Being My Best	- Identify people who are volunteers in the school community; - Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. - Understand the terms 'income', 'saving' and 'spending'; - Recognise that there are times we can buy items we want and times when we need to save for items; - Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.) - Define what is meant by the environment; - Evaluate and explain different methods of looking after the school environment - Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; - Explain what is meant by the term 'balanced diet'; - Give examples what foods might make up a healthy balanced meal. - Explain how some infectious illnesses are spread from one person to another; - Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;	<u>Scarf – Rights and Respect</u> <u>Week 1 Our Helpful Volunteers</u> Discuss with the class what they understand by the word 'volunteer'. Ask the children to draw, paint or create a picture of a volunteer that helps in school. <u>Week 2 Can Harold Afford it?</u> Ask the children if they've ever seen anything they wanted to have but couldn't afford it. Give out the 'Can Harold afford it?' activity sheet. Harold has made a list of the money he has coming in (his income) and the things he needs to spend his money on. Ask the children to work out how much money Harold has coming in and how much he has to spend on other things. <u>Week 3 Earning Money</u> What do we mean by 'earning money'? Who earns money? Can children earn money? Children can work in pairs or small groups on this 'Earning Money' activity. Each pair or small group is allocated a job. Ask them to rank the jobs in order of who should be paid most down to who should be paid least. <u>Week 4 Harold' Environmental Project</u> Explain that Harold is a member of his

			school council. The teachers have asked his school council to think of ways that they can help to look after the school environment but Harold is a bit stuck and can't think of any ideas. Ask the children to discuss in pairs or threes ideas that Harold could take to his next school council meeting. <u>Being My Best</u> <u>Week 5 Derek Cooks Dinner</u> Next, explain to the children that you have received an email/letter from Derek the penguin asking for advice. Derek loves cooking! One of his friends thinks that he should just have chips with ketchup but he knows that Harold will want to have a healthy meal. So Derek is asking the children if they can come up with a meal plan for him. He would like to make a healthy, balanced meal but that's also suitable for a party. Discuss what Derek means when he says a 'balanced meal'. Review the different food groups using the Eat Well Plate. <u>Week 6 Poorly Harold</u> Start by showing a photo of Harold poorly in bed. Use as stimulus to discuss what might be the matter with Harold. What illness might he have?

			How might he have got that illness? How would it make him feel or behave? Can you think of a time when you have been not well? Lead the discussion to thinking about how we can prevent getting ill. Wash hands before meals & after toilet, use a tissue when sneezing, put hand over mouth when coughing etc. Ask the children to work in groups make use of media to come up with their own campaign to encourage prevention of illnesses e.g. video/ simple animation/radio advert/jingle?

For English and maths plan see separate long term plans.