



Medium Term Plan – Spring 1

Extreme Earth – Natural Disasters

Nightingale

| | Key Skills Covered | Milestones Covered | Lesson Outline/ Continuous Provision Activities |
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| 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>3.5. 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>Extreme Earth</u></p> <p>Lesson 1: What is Geography? Human and physical features of Goring (using OS map).</p> <p>Lesson 2: To find out about the Earth's climate and areas of extreme temperatures.</p> <p>Lesson 3: To find out about extreme weather conditions across the world.</p> <p>Lesson 4: To find out about earthquakes and what causes them.</p> <p>Lesson 5: To find out about tsunamis and how they are formed.</p> <p>Lesson 6: To find out about volcanoes and how they are formed.</p> |

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| | 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> | |
| | 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. | |
| Art & Design | A. Develop ideas | <p>3.1. Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>3.2. Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>3.3. Use the qualities of materials to enhance ideas.</p> <p>3.4. Spot the potential in unexpected results as work progresses.</p> <p>3.5. Comment on artworks with a fluent grasp of visual language.</p> | <ol style="list-style-type: none"> 1. Create a watercolour image of storms and flooding combining visual and tactile qualities. 2. Sketch earthquake images using qualities of appropriate materials. 3. Investigate the artwork of a tsunami by Katsushika Hokusai. 4. Sketch and shade tornado images using lines to show movement. 5. Create a sculpture of a volcano using stability and form. |
| | B. Master techniques | <p>3.1. Sketch (lightly) before painting to combine line and colour.</p> <p>3.2. Create a colour palette based upon colours observed in the natural or built world.</p> <p>3.3. Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>3.4. Combine colours, tones and tints to enhance the mood of a piece.</p> | |

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| | | <p>3.5. Use brush techniques and the qualities of paint to create texture.</p> <p>3.6. Develop a personal style of painting, drawing upon ideas from other artists.</p> <p>3.7. Mix textures (rough and smooth, plain and patterned).</p> <p>3.8. Combine visual and tactile qualities.</p> <p>3.10. Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>3.13. Use frameworks (such as wire or moulds) to provide stability and form.</p> <p>3.14. Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>3.15. Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>3.17. Use lines to represent movement.</p> <p>3.21. Show precision in techniques.</p> | |
| | C. Take inspiration from the greats | 3.1. Give details (including own sketches) about the style of some notable artists, artisans and designers. | |

| | Key Skills | Milestones Covered | Lesson Outline |
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| Science | A. Work scientifically | <p>3.1. Plan enquiries, including recognising and controlling variables where necessary.</p> <p>3.2. Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</p> <p>3.3. Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</p> | <p><u>Types of Change – reversible or irreversible changes</u></p> <ol style="list-style-type: none"> 1. Dissolving 2. Solubility and separating 3. Melting |

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| | | <p>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>3.5. Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</p> <p>3.6. Present findings in written form, displays and other presentations.</p> <p>3.7. Use test results to make predictions to set up further comparative and fair tests.</p> <p>3.8. Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</p> | <p>4. Burning</p> <p>5. Reaction rates – bicarbonate of soda and acid</p> |
| | F. Investigating materials | <p>3.1. Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets.</p> <p>3.2. Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>3.3. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>3.4. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>3.5. Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>3.6. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible,</p> | |

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| | | including changes associated with burning, oxidisation and the action of acid on bicarbonate of soda. | |
| 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 lives of individuals and communities. | Week 1: Learning Question: Why is it important for Muslims to have a community building? |
| | 1. 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. | Week 2: Learning Question: How far does the Shahadah contribute to a sense of community for Muslims? |
| | 2. Understand how beliefs are conveyed | <ul style="list-style-type: none"> • C.3.3. Explain some of the different ways that individuals show their beliefs. | Week 3: Learning Question: How do Muslims feel they belong to ummah through salah? |
| | 3. 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. | Week 4: Learning Question: How do sawm and zakat contribute to a Muslim's sense of community? |
| | 4. Understand values | <ul style="list-style-type: none"> • E.3.3. Express their own values and remain respectful of those with different values. | Week 5: Learning Question: Why does participating in the Hajj help Muslims to feel part of the worldwide community? |
| Computing | Data and information – flat file databases | <ul style="list-style-type: none"> • I can create a database using cards. • I can explain how information can be recorded. • I can order, sort, and group my data cards. • I can choose which field to sort data by to answer a given question. • I can explain what a field and a record is in a database. | <ol style="list-style-type: none"> 1. To use a form to record information. 2. To compare paper and computer-based databases. 3. To outline how you can answer questions by grouping and then |

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| | | <ul style="list-style-type: none"> • I can navigate a flat-file database to compare different views of information. • I can combine grouping and sorting to answer specific questions. • I can explain that data can be grouped using chosen values. • I can group information using a database. • I can choose multiple criteria to answer a given question. • I can choose which field and value are required to answer a given question. • I can outline how 'AND' and 'OR' can be used to refine data selection. • I can explain the benefits of using a computer to create charts. • I can refine a chart by selecting a particular filter. • I can select an appropriate chart to visually compare data. • I can ask questions that will need more than one field to answer. • I can present my findings to a group. • I can refine a search in a real-world context. | <p>sorting data.</p> <ol style="list-style-type: none"> 4. To explain that tools can be used to select specific data. 5. To explain that computer programs can be used to compare data visually. 6. To use a real-world database to answer questions. |
| 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.3.4. 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 skilful</p> | Brass lessons provided by Oxfordshire County Music Service. |

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| | | playing (instrument). | |
| | B. Compose | <p>B.3.2. Create rhythmic patterns with an awareness of timbre and duration.</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> <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 stave.</p> <p>C.3.3. Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</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 including:</p> <ul style="list-style-type: none"> • tempo • timbre • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies | |

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| | | <ul style="list-style-type: none"> • accompaniments • combination of musical elements • cultural context. <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.2.1. Read and understand the main points and some of the detail in short written texts. • A.2.3. 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>Cave Languages Stage 2 – Lessons 20-26</p> <p>Week 1: Practise saying aloud the feminine animal nouns</p> <p>Week 2: Feminine agreement of colour and adjectives</p> <p>Week 3: Find the translation of the English words into French and write under correct heading. Explain which word to select.</p> <p>Week 4: To complete the names of the animals with the missing letters</p> <p>Week 5: Write sentences without reference using nouns and colours and start the sentence with c'est</p> <p>Week 6: Write a short phrase from memory with understandable accuracy</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.3.3. Use dictionaries or glossaries to check words. <ul style="list-style-type: none"> • 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 | <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.2.4. 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 | <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. | |

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| PE | <p>1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> | <p>Gymnastics:</p> <p>C.3.15. Create complex and well-executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. <p>C.3.16. Hold shapes that are strong, fluent and expressive.</p> <p>C.3.17. Include in a sequence set pieces, choosing the most appropriate linking elements.</p> <p>C.3.18. Vary speed, direction, level and body rotation during floor performances.</p> <p>C.3.19. Practise and refine the gymnastic techniques used in performances (listed above).</p> <p>C.3.20. Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</p> <p>C.3.21. Use equipment to vault and to swing (remaining upright).</p> <p>Games (netball):</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.3.5. Field, defend and attack tactically by anticipating the direction</p> | <p><u>Gymnastics:</u></p> <ol style="list-style-type: none"> 1. Key steps to perform a round off. 2. To create and perform a partner sequence using symmetry. 3. To create a counter-balance with a partner. 4. To perform smooth transitions between counterbalance using different levels. 5. To evaluate each other's work and suggest improvements. <p><u>Netball:</u></p> <ol style="list-style-type: none"> 1. To choose an appropriate pass for different scenarios. 2. To find space to receive in a game. 3. To use different dodging techniques to outwit a defender. 4. To practise and perform pivoting. 5. To get closer when shooting and react and move quickly. |
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| | | <p>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> | |
| PSHE | 1. Managing risk including staying safe online. | <ul style="list-style-type: none"> • I can suggest what someone should do when faced with a risky situation. • I can protect my personal information online. I can recognise disrespectful behaviour online. • I can identify the risks in a specific situation (including emotional risks). | <p><u>Keeping Myself Safe</u></p> <p>Week 1: Exploring habits and why and how a habit can be hard to change.</p> <p>Week 2: The positive and negatives of risk taking.</p> <p>Week 3: Managing risks and making decisions.</p> <p>Week 4: Identifying risks online including knowing how to protect personal information online.</p> <p>Week 5: Understand how drugs and medicines can be helpful or harmful</p> <p>Week 6: Exploring facts and norms about smoking and associated risks</p> |
| | 2. Norms around legal drug use (alcohol and tobacco) | <ul style="list-style-type: none"> • I can discuss social norms relating to cigarettes and what may influence a persons decision to not smoke. • I can support someone who is being bullied. | |

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