



## Medium Term Plan – Spring 1

### Extreme Earth- Mountains

#### Owls

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	A. Investigate and interpret the past	1.2. Ask questions such as: What was it like for people? What happened? How long ago? 1.3. Use artefacts, pictures, stories, online sources and databases to find out about the past.	<u>Mountains</u> Week 1: What is a mountain? Locations of the continents, the equator, north and south poles. Week 2: Features of Mountains Week 3: People and Mountains Week 4: Mount Everest Week 5: Mount Kilimanjaro Week 6: Mountaineers
	B. Build an overview of world history	1.1. Describe historical events. 1.2. Describe significant people from the past.	
Geography	A. Investigate places	1.1. Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) 1.3. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. 1.5. Use aerial images and plan perspectives to recognise landmarks and basic physical features. 1.7. Name and locate the world's continents and oceans.	
	C. Communicate geographically	1.1. Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> </ul> 1.2. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.	

Art & Design	A. Develop ideas	1.1. Respond to ideas and starting points. 1.2. Explore ideas and collect visual information. 1.3. Explore different methods and materials as ideas develop.	Week 1: Zentangle mountain art Week 2: Mountain paper collage Week 3: Paper weaving Week 4: Hokusai mountain painting
	B. Master techniques	1.1. Use thick and thin brushes. 1.5. Use a combination of materials that are cut, torn and glued. 1.6. Sort and arrange materials. 1.7. Mix materials to create texture. 1.12. Draw lines of different sizes and thickness. 1.13. Colour (own work) neatly following the lines. 1.14. Show pattern and texture by adding dots and lines. 1.20. Use weaving to create a pattern.	
Design & Technology	A. Master practical skills	1.4. Cut materials safely using tools provided. 1.8. Shape textiles using templates. 1.9. Join textiles using running stitch. 1.10. Colour and decorate textiles using a number of techniques.	Week 5 & 6: Finger puppets
	B. Design, make, evaluate and improve	1.1. Design products that have a clear purpose and an intended user. 1.2. Make products, refining the design as work progresses.	
	C. Take inspiration from design throughout history	1.1. Explore objects and designs to identify likes and dislikes of the designs. 1.2. Suggest improvements to existing designs. 1.3. Explore how products have been created.	

	Key Skills	Milestones Covered	Lesson Outline
Science	A. Work scientifically	1.1. Ask simple questions. 1.2. Observe closely, using simple equipment. 1.3. Perform simple tests 1.4. Identify and classify.	<u>Changing Shape</u> Week 1: Exploring how different materials can change shape. Week 2: Investigating stretchiness.

		1.5. Use observations and ideas to suggest answers to questions. 1.6. Gather and record data to help in answering questions.	Week 3: Investigating bendy materials. Week 4: Exploring twisted materials.
	F. Investigate materials	1.5. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Week 5: Investigating which materials can be squashed. Week 6: Changing the shape of materials to create artwork.
RE	A. Understand beliefs and teachings	1.1. Describe some of the teachings of a religion. 1.2. Describe some of the main festivals or celebrations of a religion.	<u>What does Torah mean for Jewish people?</u> Week 1: What can we learn from written material?
	B. Understand practices and lifestyles	1.1. Recognise, name and describe some religious artefacts, places and practices.	Week 2: The Torah Week 3: Simchat Torah Week 4: The Creation story
	D. Reflect	1.1. Identify the things that are important in their own lives and compare these to religious beliefs. 1.3. Ask questions about puzzling aspects of life.	Week 5: Ten Commandments and Shabbat Week 6: How does the Torah help Jewish people? What texts can help us?
	E. Understand values	1.1. Identify how they have to make their own choices in life. 1.2. Explain how actions affect others.	
Computing	Programming	A.1.1. Control motion by specifying the number of steps to travel, direction and turn. A.1.2. Add text strings, show and hide objects and change the features of an object. A.1.3. Select sounds and control when they are heard, their duration and volume. A.1.4. Control when drawings appear and set the pen colour, size and shape. A.1.5. Specify user inputs (such as clicks) to control events. I can choose a series of words that can be enacted as a sequence I can follow instructions given by someone else I can give clear instructions I can show the difference in outcomes between two sequences that consist of the same commands I can use an algorithm to program a sequence on a floor robot I can use the same instructions to create different algorithms	<u>Robot Algorithms</u> Week 1: To describe a series of instructions as a sequence Week 2: To explain what happens when we change the order of instructions Week 3: To use logical reasoning to predict the outcome of a program Week 4: To explain that programming projects can have code and artwork Week 5: To design an algorithm Week 6: To create and debug a program that I have written

		I can compare my prediction to the program outcome I can follow a sequence I can predict the outcome of a sequence I can explain the choices I made for my mat design I can identify different routes around my mat I can test my mat to make sure that it is usable I can create an algorithm to meet my goal I can explain what my algorithm should achieve I can use my algorithm to create a program I can plan algorithms for different parts of a task I can put together the different parts of my program I can test and debug each part of the program	
Music	A. Perform	1.1. Take part in singing, accurately following the melody. 1.2. Follow instructions on how and when to sing or play an instrument. 1.3. Make and control long and short sounds, using voice and instruments. 1.4. Imitate changes in pitch.	<u>I Wanna Play in a Band</u> Listen and appraise classic rock songs. Learn the song I Wanna Play in a Band. Improvise with percussion instruments. Performance
	B. Compose	1.1 Create a sequence of long and short sounds. 1.2 Clap rhythms. 1.3 Create a mixture of different sounds (long and short, loud and quiet, high and low). 1.4 Choose sounds to create an effect. 1.5 Sequence sounds to create an overall effect. 1.6 Create short, musical patterns. 1.7 Create short, rhythmic phrases	
	D. Describe music	1.1. Identify the beat of a tune. 1.2. Recognise changes in timbre, dynamics and pitch.	
PE	A. Develop practical skills in order to participate, compete and	1.1. Use the terms 'opponent' and 'team-mate'. 1.2. Use rolling, hitting, running, jumping, catching and kicking skills in combination. 1.3. Develop tactics. 1.4. Lead others when appropriate. 1.5. Copy and remember moves and positions.	<u>Dance</u> Week 1: To develop a dance that shows different emotions. Week 2: To dance with rhythm following a clockwork pattern.

	lead a healthy lifestyle.	<p>1.6. Move with careful control and coordination.</p> <p>1.7. Link two or more actions to perform a sequence.</p> <p>1.8. Choose movements to communicate a mood, feeling or idea.</p>	<p>Week 3: To work on our own to create and perform a short movement phrase.</p> <p>Week 4: To watch, copy and repeat actions to create a 'motif'.</p> <p>Week 5: To perform our motif in different formations.</p> <p>Week 6: To use different movement pathways in our dance.</p> <p><u>Attack Defend Shoot</u></p> <p>Week 1: To kick the ball over long and short distances.</p> <p>Week 2: To stop a ball with control using the foot.</p> <p>Week 3: To work as a team to keep the ball.</p> <p>Week 4: To bounce a ball with my partner.</p> <p>Week 5: To bounce the ball while we are moving (dribbling).</p> <p>Week 6: To pass the ball forward in a game.</p>
PSHE	Keeping Safe	<ul style="list-style-type: none"> <li>• I can keep myself safe around medicines.</li> <li>• I can explain that they can be helpful or harmful, and say how they can be used safely.</li> <li>• I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe.</li> <li>• I can say what I do and don't like and who to ask for help.</li> <li>• I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</li> <li>• I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.</li> </ul>	<ol style="list-style-type: none"> <li>1. To explain simple issues of safety and responsibility about medicines and their use.</li> <li>2. To identify situations in which they would feel safe or unsafe.</li> <li>3. To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation.</li> <li>4. To identify safe secrets (including surprises) and unsafe secrets and</li> </ol>

			<p>recognise the importance of telling someone they trust about a secret.</p> <p>5. To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch.</p>
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For English and maths plan see separate long term plans.