



Medium Term Plan – Summer 1

Around the World- Africa

Robins

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	1. Investigate and interpret the past	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	<u>Week1-7-</u> Understand the history behind events and actions of famous people in Africa. Place events on a timeline.
	2. Build an overview of world history	<ul style="list-style-type: none"> • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	
	3. Understand chronology	<ul style="list-style-type: none"> • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	
	4. Communicate historically	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: 	

		<p>dates time period era change chronology.</p> <ul style="list-style-type: none"> Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	
Geography	1. Investigate places	<ul style="list-style-type: none"> 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 a range of resources to identify the key physical and human features of a location. 	<p>Week 1- Introduction to Africa. Find Africa on a map and find facts about the continent.</p> <p>Week 2- African Landscape. Find out about the landscape of the continent.</p> <p>Week 3- African Animals. Choose an African animal to research.</p>
	2. Investigate patterns	<ul style="list-style-type: none"> Describe geographical similarities and differences between countries. 	<p>Week 4 and 5- Choose an African country to research and create a poster about.</p>
	3. Communicate geographically	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements and land use. 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. 	<p>Week 6- Famous Africans. Find out about different famous people who were born in Africa.</p> <p>Week 7- African Arts. Find out about different music and art from Africa.</p>
Art & Design	1. Develop ideas	<ul style="list-style-type: none"> 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. 	<p><u>African Art</u></p> <p>Week 1- African Masks. Drawing using oil pastels.</p> <p>Week 2- Creating African masks using clay.</p>
	2. Master techniques	<p>Painting</p> <ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes 	<p>Week 3- Black and white African maps. Draw African animals/artefacts using sketching and line drawings.</p>

	<p>to produce shapes, textures, patterns and lines.</p> <ul style="list-style-type: none"> • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. <p>Collage</p> <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. <p>Sculpture</p> <ul style="list-style-type: none"> • 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. <p>Drawing</p> <ul style="list-style-type: none"> • 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. <p>Printing</p> <ul style="list-style-type: none"> • 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. <p>Textiles</p> <ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. 	<p>Week 4- Maasai collars. Use collage techniques to create a Maasai collar.</p> <p>Week 5- African patterns. Using acrylic paint to draw African patterns and scratch patterns into the paint.</p> <p>Week 6- African scenes. Use printing techniques to show an African scene using mono printing.</p> <p>Black and white African animals. Use collage techniques to create African style animal masks.</p> <p>Week 7- Adinkra symbols. Using felt and sewing techniques to show different geometric designs.</p>
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		<ul style="list-style-type: none"> • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. 	
	3. Take inspiration from the greats	<ul style="list-style-type: none"> • 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	<p>Materials</p> <ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. <p>Textiles</p> <ul style="list-style-type: none"> • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles. <p>Construction</p> <ul style="list-style-type: none"> • Choose suitable techniques to construct products or to repair 	<p><u>Fabric Bunting</u></p> <p><u>1. Evaluating Bunting</u> Explore and evaluate a range of existing products in the context of evaluating bunting designs.</p> <p><u>2. Designing Our Bunting</u> Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology in the context of using a basic graphics program to design a bunting flag.</p> <p><u>3. Templates</u> Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping and finishing) in the context of cutting a template and using it to shape a piece of fabric.</p> <p><u>4. Running Stitch</u> Select from and use a range of tools</p>

		items. <ul style="list-style-type: none">• Strengthen materials using suitable techniques.	and equipment to perform practical tasks (for example joining) in the context of using running stitch to join fabric. <u>5. Selecting Fabrics</u> Select from and use a wide range of materials and components, including textiles, according to their characteristics in the context of selecting materials to join to fabric bunting. <u>6. Joining Fabrics</u> Select from and use a wide range of tools and equipment to perform practical tasks (for example joining and finishing) in the context of joining fabrics using different techniques.
	2. Design, make, evaluate and improve.	<ul style="list-style-type: none">• 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 history.	<ul style="list-style-type: none">• 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.	
Enrichment Opportunities			

	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	<ul style="list-style-type: none"> · asking relevant questions and using different types of scientific enquiries to answer them · setting up simple practical enquiries, comparative and fair tests · making systematic and careful observations and, where appropriate, taking accurate measurements using standard units · gathering, recording, classifying and presenting data in a variety of 	<p>Plants – Roots and Shoots</p> <p>Week 1: Space to grow. Revising and researching our theories on what plants need to grow and thrive.</p>

		<p>ways to help in answering questions</p> <ul style="list-style-type: none"> · recording findings using simple scientific language, bar charts and tables · reporting on findings from enquiries, including oral and written explanations, displays or presentation of results and conclusions · using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions · identifying differences, similarities or changes related to simple scientific ideas and processes · using straightforward scientific evidence to answer questions or to support their findings 	<p>Week 2: Roots, shoots and so much more! Make systematic and careful observations of our seedlings.</p> <p>Week 3: Fruit, shoot, leaf or root? Classifying food plants according to the part of the plant that is eaten.</p> <p>Week 4: Water for life. Investigating how water is transported within plants and continue with monitoring our seedlings.</p> <p>Week 5: Data, data, data! Looking light and temperature over time. Also beginning to learn about the 7 life processes common to all living things.</p> <p>Week 6: Space farm. Review our knowledge and understanding through a quiz.</p>
	2. Understand Plants	<p>Plants:</p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • Investigate the way in which water is transported within plants. • Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	
RE	1. Understand beliefs and teachings	<ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. 	<p>Does Jesus have Authority for Everyone?</p> <p>Week 1- Who do you know in authority? Discuss and draw a person of authority.</p> <p>Week 2- How do we know Jesus had power and authority? Read two parables of Jesus and freeze frame</p>
	2. Understand practices and lifestyles	<ul style="list-style-type: none"> • 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.	important parts of the story. Week 3- How did Jesus show his authority? Create comic strips showing either Jesus calling his disciples or the cleansing of the temple. Week 4- What special things have people of faith done? Discuss facts about the Dalai Lama. And draw pictures to go with the quotes. Week 5- What qualities do leaders have? Write a kennings poem comparing the Dalai Lama and Jesus. Week 6- What values make a person of authority? Arrange the cards into a diamond 9 and discuss why you have chosen each reason.
	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	1. Code	<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. <p>Motion</p> <ul style="list-style-type: none"> Use specified screen coordinates to control movement. <p>Looks</p> <ul style="list-style-type: none"> Set the appearance of objects and create sequences of changes. <p>Sound</p> <ul style="list-style-type: none"> Create and edit sounds. Control when they are heard, their volume, duration and rests. 	<p>Programming B</p> <ol style="list-style-type: none"> Moving a Sprite- explain how a sprite moves in an existing project. Maze movement- create a program to move a sprite in four directions. Drawing lines- adapt a program to a new context. Adding features- develop my program by adding features. Debugging movement- identify

		<p>Draw</p> <ul style="list-style-type: none"> • Control the shade of pens. <p>Events</p> <ul style="list-style-type: none"> • Specify conditions to trigger events. <p>Control</p> <ul style="list-style-type: none"> • Use IF THEN conditions to control events or objects. <p>Sensing</p> <ul style="list-style-type: none"> • Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions). <p>Variables and lists</p> <ul style="list-style-type: none"> • Use variables to store a value. • Use the functions define, set, change, show and hide to control the variables. <p>Operators</p> <ul style="list-style-type: none"> • Use the Reporter operators <p>() + () () - () () * () () / () to perform calculations.</p>	<p>and fix bugs in a program.</p> <p>6. Making a project- design and create a maze-based challenge.</p>
	1. Connect	<ul style="list-style-type: none"> • Give examples of the risks posed by online communications. • Understand the term 'copyright'. • Understand that comments made online that are hurtful or offensive are the same as bullying. • Understand how online services work. 	
	2. Communicate	<ul style="list-style-type: none"> • Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. 	

	3. Collect	•	
Music	1. Perform	<ul style="list-style-type: none"> • 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. 	<p>How Does Music Make a Difference to Us Every day?</p> <ol style="list-style-type: none"> 1. He's got the Whole World in His Hands part 1- Warm up games, listen and respond to 'He's got the whole world in His hands', learn to sing the song 'He's got the whole world in His hands', play instruments and perform. 2. He's got the Whole World in His Hands part 2- warm up games, listen and respond to 'Porgy and Bess Act 1 Summertime', learn to sing the song 'He's got the whole world in His hands', compose with the song, perform. 3. Why does music make a difference? part 1- warm up games, listen to and respond to 'Why does music make a difference?', learn to sing the song 'Why does music make a difference?', play instruments and perform the song. 4. Why does music make a difference? Part 2- warm up games, listen and respond to 'The Young Person's Guide to the Orchestra', learn to sing the song @Why does Music
	7. Compose	<ul style="list-style-type: none"> • 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. 	
	8. Transcribe	<ul style="list-style-type: none"> • 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. 	
	9. Describe music	<ul style="list-style-type: none"> • 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. 	

			<p>Make a Difference?’, perform the song.</p> <p>5. Panda Extravaganza- warm up games, listen and respond to ‘Panda Extravaganza’, learn to sing the song ‘Panda Extravaganza’.</p> <p>6. Assessment- warm up games, listen and respond to the songs covered this half term, compose and perform.</p>
French	1. Read fluently	<ul style="list-style-type: none"> • 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. 	<p>Stage 1 lessons 19- 24</p> <p>1. Lesson 19- Say the words for consonants and vowels .Recognise a word from a vowel and consonant pattern. Identify role of a verb. Identify verbs in French. Listen and identify 2 new verbs – marchez, sautez, dansez.</p> <p>2. Lesson 20- Listen and respond to commands with a variety of verbs. Join in with the actions of a rhyme. Identify some verbs (some). Repeat a modelled sentence with 1st person and verb and 2nd person and a verb in a question. Ask a question using a verb and 2nd person (some).</p> <p>3. Lesson 21- Identify verbs in a rhyme. Read aloud sentences using 1st and 2nd person pronoun and verb. Repeat sentences and questions using a verb</p>
	2. Write imaginatively	<ul style="list-style-type: none"> • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. 	
	3. Speak confidently	<ul style="list-style-type: none"> • 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. 	

		<ul style="list-style-type: none"> • Demonstrate a growing vocabulary. 	and an adverb. Join in with the song and actions. Identify the role of an adverb. Ask and answer a question using a verb, adverb and pronoun (some).
	4. Understand the culture of the countries in which the language is spoken	<ul style="list-style-type: none"> • 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. 	<p>4. Lesson 22- Say a sentence with a verb and adverb. Join in with the actions of the song. Identify a word in a song. Identify sounds in numbers 0-6. Identify the letter strings for the sounds in the numbers 0-6.</p> <p>5. Lesson 23- Sing the words of the song. Identify a word in the song. Predict the spelling of the numbers 0-6 (some). Read and recognise the numbers 0-6.</p> <p>6. Lesson 24- Pronounce the numbers 7-10 correctly by blending sounds. Identify ways to recall the new numbers. Listen and identify the numbers 1-10. Join in with the numbers song.</p>
PE	1. Develop practical skills in order to participate, compete and lead a healthy	<p>Games</p> <ul style="list-style-type: none"> • 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. 	<p><u>Health and Fitness</u></p> <p>Lesson 1- Joe Wicks inspired Active 8 workout 1.</p> <p>Lesson 2- Joe Wicks inspired Active 8 workout 2.</p> <p>Lesson 3- Joe Wicks inspired Active 8 workout 3.</p> <p>Lesson 4- Joe Wicks inspired Active 8</p>

	lifestyle.	<ul style="list-style-type: none"> • Lead others and act as a respectful team member. <p>Outdoor and Adventurous activities</p> <ul style="list-style-type: none"> • 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. 	<p>workout 4.</p> <p>Lesson 5- Joe Wicks inspired Active 8 workout 5.</p> <p>Lesson 6- Circuits using different activities learnt from previous lessons.</p> <p><u>Rounders</u></p> <p>Lesson 1- Careful Catching</p> <p>I can create a 'cup' shape with my hands. I can catch with my body behind the ball. I can keep my eyes on the ball at all times.</p> <p>Lesson 2- Target Practice</p> <p>I can stand sideways, looking at the target, with my throwing arm behind my head. I can swing my throwing arm forward and release the ball with my chest facing forward. I can swing my throwing arm over my body, behind my opposite hip.</p> <p>Lesson 3- Successful Striking</p> <p>I can stand sideways with my knees bent and shoulder-width apart, looking at the ball. I can lift the bat behind my body to hip height. I can swing the bat in front, twisting at my hips, and move the weight from my back leg onto my front leg.</p> <p>Lesson 4- Fantastic Fielding</p> <p>I can keep my eye on the ball at all</p>
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			<p>times. I can react to the ball, using the most effective stopping technique. I can communicate with my team and select the most appropriate throw.</p> <p>Lesson 5- Game Play</p> <p>I can demonstrate successful striking skills by striking a ball in an intended direction. I can demonstrate fantastic fielding skills by catching and stopping balls travelling from different heights and different speeds. I can adapt to the rules of different games.</p> <p>Lesson 6- Inventing Games</p> <p>I can explain how my group's game uses striking skills. I can explain how my group's game uses fielding skills. I can select appropriate striking and fielding equipment for my group's game.</p>
PSHE	1. Try new things	<ul style="list-style-type: none"> • Try new things when encouraged. • Enjoy new experiences. • Join clubs or groups. • Talk about new experiences with others. 	<p>Living in the Wider World- Aiming High</p> <p>Week 1- Achievements, recognise positive things about themselves.</p> <p>Week 2- Goals, identify personal strengths, skills, achievements, and interests and how these contribute to a sense of self-worth.</p> <p>Week 3- Always learning, about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p>
	2. Work hard	<ul style="list-style-type: none"> • Enjoy working hard in a range of activities. • Reflect on how effort leads to success. • Begin to encourage others to work hard. 	

	3. Concentrate	<ul style="list-style-type: none"> • Focus on activities. • 'Tune out' some distractions. • Search for methods to help with concentration. • Develop areas of deep interest. 	<p>Week 4- Jobs and Skills, that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.</p> <p>Week 5- No limit, about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p> <p>Week 6- When I grow up, to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
	4. Push oneself	<ul style="list-style-type: none"> • Begin to understand why some activities feel uncomfortable. • Show a willingness to overcome fears. • Push past fears and reflect upon the emotions felt afterwards. • Begin to take encouragement and advice from others. • Keep trying after a first attempt. 	
	5. Imagine	<ul style="list-style-type: none"> • Begin to enjoy having new ideas. • Show some enthusiasm for the ideas of others. • Ask some questions in order to develop ideas. • Show enjoyment in trying out some ideas. 	
	6. Improve	<ul style="list-style-type: none"> • Share with others a number of positive features of own efforts. • Identify a few areas for improvement. • Attempt to make improvements. 	
	7. Understand others	<ul style="list-style-type: none"> • Listen to others, showing attention. 	

		<ul style="list-style-type: none"> • Think of the effect of behaviour on others before acting. • Describe the points of view of others. 	
	8. Not give up	<ul style="list-style-type: none"> • Find alternative ways if the first attempt does not work. • Bounce back after a disappointment or failure. • Show the ability to stick at an activity (or a club or interest). • See oneself as lucky. 	

For English and maths plan see separate long term plans.