



**Medium Term Plan – Summer 1**

**Around the World - India**

**Ibis**

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
Geography	A. Investigate places	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location. (2.1)</li> <li>• Explain own views about locations, giving reasons. (2.2)</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. (2.3)</li> <li>• Use a range of resources to identify the key physical and human features of a location. (2.5)</li> </ul>	<p><b><u>Around the World - India</u></b></p> <p><b>Week 1:</b> To explore India and where it is in the world.</p> <p><b>Week 2:</b> To explore the mountain ranges found in India.</p> <p><b>Week 3:</b> To explore some of the major rivers in India.</p> <p><b>Week 4:</b> To explore the human and physical features of cities in India.</p> <p><b>Week 5:</b> To explore India’s culture and its influence on other countries.</p> <p><b>Week 6:</b> 6 To be able to compare India to the United Kingdom.</p>
	B. Investigate patterns	<ul style="list-style-type: none"> <li>• 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. (2.1)</li> <li>• Describe geographical similarities and differences between countries. (2.2)</li> </ul>	
	C. Communicate geographically	<ul style="list-style-type: none"> <li>• Human geography, including: settlements and land use. (2.1)</li> <li>• 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. (2.2)</li> </ul>	
Art & Design	A. Develop ideas	<p>A2.1 Develop ideas from starting points throughout the curriculum.</p> <p>A2.2 Collect information, sketches and resources.</p> <p>A2.3 Adapt and refine ideas as they progress.</p> <p>A2.4 Explore ideas in a variety of ways.</p> <p>A2.5 Comment on artworks using visual language.</p>	<p><b><u>India</u></b></p> <p><b>Week 1.</b> The Bengal Tiger by Dean Russo</p> <p><b>Week 2.</b> Mandela dot painting based on Pointillism - George Seurat</p> <p><b>Week 3.</b> India map patterns</p>

	<p>B. Master Techniques</p>	<p><b>Painting</b>          B2.1 Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.          B2.2 Mix colours effectively.          B2.3 Use watercolour paint to produce washes for backgrounds then add detail.          B2.4 Experiment with creating mood with colour.          B3.3 Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p><b>Collage</b>          B2.5 Select and arrange materials for a striking effect.          B2.6 Ensure work is precise.          B2.7 Use overlapping, tessellation, mosaic and montage.</p> <p><b>Sculpture</b>          B.2.8. Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).          B.2.9. Include texture that conveys feelings, expression or movement.          B.2.11. Add materials to provide interesting detail.</p>	<p><b>Week 4.</b> Elephant collages  <b>Week 5.</b> Textiles – Creating a potli bag  <b>Week 6.</b> Tie Dye Indian henna  <b>Week 7.</b> Rangoli printing</p>
		<p><b>Drawing</b>          B.2.12. Use different hardness of pencils to show line, tone and texture.          B.2.13. Annotate sketches to explain and elaborate ideas.          B.2.14. Sketch lightly (no need to use a rubber to correct mistakes).          B.2.15. Use shading to show light and shadow.          B.2.16. Use hatching and cross hatching to show tone and texture.</p> <p><b>Print</b>          B.2.17. Use layers of two or more colours.          B.2.18. Replicate patterns observed in natural or built environments.          B.2.19. Make printing blocks (e.g. from coiled string glued to a block).          B.2.20. Make precise repeating patterns.</p>	

		<b>Textiles</b> B.2.21. Shape and stitch materials. B.2.22. Use basic cross stitch and back stitch. B.2.23. Colour fabric. B.2.24. Create weavings. B.2.25. Gather fabric.	
	C. Take inspiration from the greats.	C.2.1. Replicate some of the techniques used by notable artists, artisans and designers. C.2.2. Create original pieces that are influenced by studies of others.	

	Key Skills	Milestones Covered	Lesson Outline
Science	A. Work scientifically	A.2.1. Ask relevant questions. A.2.2. Set up simple, practical enquiries and comparative and fair tests. A.2.3. Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. A.2.4. Gather, record, classify and present data in a variety of ways to help in answering questions. A.2.5. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. A.2.6. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. A.2.7. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. A.2.8. Identify differences, similarities or changes related to simple, scientific ideas and processes. A.2.9. Use straightforward, scientific evidence to answer questions or to support their findings.	<b>Human Nutrition</b> <i>This is a short term with an INSET day and Early May Bank Holiday</i>  <b>Week 1.</b> Sharing what we already know about the human digestive system. <b>Week 2.</b> An experiment to help learn about the human digestive system. <b>Week 3.</b> To name the main types of human teeth. <b>Week 4.</b> Learning how to keep teeth healthy and setting up an experiment to show how different drinks can damage our teeth. <b>Week 5.</b> To consider evidence from the tooth decay experiment and designing

	C. Understand animals and humans	C.2.1. Identify that animals, including humans, need the right types and amounts of nutrition; that they cannot make their own food and they get nutrition from what they eat. C.2.4. Describe the simple functions of the basic parts of the digestive system in humans. C.2.5. Identify the different types of teeth in humans and their simple functions.	informative and effective packaging for toothpaste.
RE	A. Understand beliefs and teachings	A.2.1. Present key teachings and beliefs of a religion A.2.2. Refer to religious figures and holy books to explain answers. A.3.2. Explain how religious beliefs shape the lives of individuals and communities.	<p><b>Did Jesus really do miracles?</b></p> <p><b>Week 1.</b> To explore the concept of a miracle.</p> <p><b>Week 2.</b> To learn about some of the miracles that Jesus performed.</p> <p><b>Week 3.</b> Were Jesus' miracles real?</p> <p><b>Week 4.</b> How did Jesus' miracles affect witnesses?</p> <p><b>Week 5.</b> Is Jesus still performing miracles today?</p> <p><b>Week 6.</b> Consolidation and assessment of weeks 1 to 5</p>
	B. Understand practices and lifestyles	B.3.1. Explain the practices and lifestyles involved in belonging to a faith community. B.3.3. Show an understanding of the role of a spiritual leader.	
	C. Understand how beliefs are conveyed	C.2.1. Identify religious symbolism in literature and the arts. C.3.1. Explain some of the different ways that individuals show their beliefs.	
	D. Reflect	D.2.1. Show an understanding that personal experiences and feelings influence attitudes and actions. D.2.2. Give some reasons why religious figures may have acted as they did. D.2.3. Ask questions that have no universally agreed answers. 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.	
	E. Understand values	E.2.1. Explain how beliefs about right and wrong affect people's behaviour. E.2.2. Describe how some of the values held by communities or	

		<p>individuals affect behaviour and actions.</p> <p>E.2.3. Discuss and give opinions on stories involving moral dilemmas.</p>	
Computing	Data and Information - Data Logging	<ul style="list-style-type: none"> <li>● I can choose a data set to answer a given question</li> <li>● I can suggest questions that can be answered using a given data set</li> <li>● I can identify data that can be gathered over time</li>   <li>● I can explain what data can be collected using sensors</li> <li>● I can use data from a sensor to answer a given question</li> <li>● I can identify that data from sensors can be recorded</li>   <li>● I can recognise that a data logger collects data at given points</li> <li>● I can identify the intervals used to collect data</li> <li>● I can talk about the data that I have captured</li>   <li>● I can view data at different levels of detail</li> <li>● I can sort data to find information</li> <li>● I can explain that there are different ways to view data</li>   <li>● I can propose a question that can be answered using logged data</li> <li>● I can plan how to collect data using a data logger</li> <li>● I can use a data logger to collect data</li>   <li>● I can interpret data that has been collected using a data logger</li> <li>● I can draw conclusions from the data that I have collected</li> <li>● I can explain the benefits of using a data logger</li> </ul>	<p><b>Week 1.</b> To explain that data gathered over time can be used to answer questions</p> <p><b>Week 2.</b> To use a digital device to collect data automatically</p> <p><b>Week 3.</b> To explain that a data logger collects 'data points' from sensors over time.</p> <p><b>Week 4.</b> To recognise how a computer can help us analyse data</p> <p><b>Week 5.</b> To identify the data needed to answer questions</p> <p><b>Week 6.</b> To use data from sensors to answer questions</p>
Music	A. Perform	<p>A.2.1. Sing from memory with accurate pitch.</p> <p>A.2.2. Sing in tune.</p> <p>A.2.3. Maintain a simple part within a group.</p> <p>A.2.4. Pronounce words within a song clearly.</p> <p>A.2.5. Show control of voice.</p> <p>A.2.6. Play notes on an instrument with care so that they are clear.</p> <p>A.2.7. Perform with control and awareness of others.</p>	<p><u>Expression and Improvisation</u></p> <p><b>Week 1.</b> Train is a-comin'.</p> <p><b>Week 2.</b> O Eucharist by Hildegard of Bingen (1098-1179). Train is a-comin'.</p> <p><b>Week 3.</b> O Happy Day! Train is a-comin'.</p> <p><b>Week 4.</b> Romeo and Juliet Overture by Tchaikovsky (1840-1893). O Happy Day!</p>

	B. Compose	<p>B.2.1. Compose and perform melodic songs.</p> <p>B.2.2. Use sound to create abstract effects.</p> <p>B.2.3. Create repeated patterns with a range of instruments.</p> <p>B.2.4. Create accompaniments for tunes.</p> <p>B.2.5. Use drones as accompaniments.</p> <p>B.2.6. Choose, order, combine and control sounds to create an effect.</p>	<p>Train is a-comin'.</p> <p><b>Week 5.</b> A world full of sound. O Happy Day! Train is a-comin'.</p> <p><b>Week 6.</b> Revise work covered this term.</p> <p>Alongside the work above, we will be continuing to learn to play the recorder – with notes D, E, F#, G, A, B, C, C# and D' and a variety of tunes. We also learn a little music theory at the start of each lesson.</p>
	C. Transcribe	<p>C.2.2. Recognise the notes EGBDF and FACE on the musical stave.</p> <p>C.2.3. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p>	
	D. Describe Music	<p>D2.1 Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>D2.2 Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>D2.3 Understand layers of sounds and discuss their effect on mood and feelings.</p>	
French	A. Read fluently	<p>A.1.1. Read out loud everyday words and phrases.</p> <p>A.1.2. Use phonic knowledge to read words.</p> <p>A.1.3. Read and understand short written phrases.</p> <p>A.1.4. Read out loud familiar words and phrases.</p> <p>A.1.5. Use books or glossaries to find out the meanings of new words.</p> <p>A.2.1. Read and understand the main points in short written texts.</p> <p>A.2.2. Read short texts independently.</p> <p>A.2.3. Use a translation dictionary or glossary to look up new words.</p>	<p><b><u>Cave Languages – Stage 1 Lesson 53;</u></b></p> <p><b><u>Stage 2 Lessons 1-5</u></b></p> <p><i>This is a short term with an INSET day and Early May Bank Holiday</i></p> <p><b>Week 1</b> – Revise knowledge of numbers 1-20 in French.</p> <p><b>Week 2</b> – Using games to help learn 'Qui-est-ce?' (who is it?) and 'C'est' (it is).</p> <p>Identifying and pronouncing the words which made a sentence negative – 'Ce n'est pas'.</p> <p><b>Week 3</b> – Continue to practise saying, reading and writing 'Qui-est-ce?', 'C'est'</p>
	B. Write imaginatively	<p>B.1.1. Write of copy everyday words correctly.</p> <p>B.1.2. Label items and choose appropriate words to complete short sentences.</p> <p>B.1.3. Write one or two short sentences.</p> <p>B.1.4. Write short phrases used in everyday conversations correctly.</p>	

	C. Speak confidently	<p>C.1.1. Understand a range of spoken phrases.  C.1.2. Understand standard language (sometimes asking for words or phrases to be repeated).  C.1.3. Answer simple questions and give basic information.  C.1.4. Give responses to questions about everyday events.  C.1.5. Pronounce words showing a knowledge of sound patterns.  C.2.1. Understand the main points from spoken passages.  C.2.5. Demonstrate a growing vocabulary.</p>	<p>and 'Ce n'est pas'.  <b>Week 4</b> – Revision of colours vert, bleu, jaune et gris.  <b>Week 5</b> - Develop cultural understanding about French speaking countries in Europe.</p>
	D. Understand the culture of the countries in which the language is spoken	<p>D.1.1. Identify countries and communities where the language is spoken.  D.2.1. Describe with some interesting details some aspects of countries or communities where the language is spoken.  D.2.2. Make comparisons between life in countries or communities where the language is spoken and this country.</p>	
PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<p><u>Games:</u>  B.1.1. Throw and catch with control and accuracy.  B.1.2. Strike a ball and field with control.  B.1.3. Choose appropriate tactics to cause problems for the opposition.  B.1.4. Follow the rules of the game and play fairly.  B.1.5. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).  B.1.6. Pass to team mates at appropriate times.  B.1.7. Lead others and act as a respectful team member.</p>	<p><u>Games – Rounders</u>  <u>Week 1.</u> Hit the ball in direction directions  <u>Week 2.</u> Run between the posts and avoid getting stumped out  <u>Week 3.</u> Intercept the ball using one hand  <u>Week 4.</u> Underarm bowl, abiding by the rules of bowling  <u>Week 5.</u> Play the role of backstop in a small game  <u>Week 6.</u> Rounders scoring system and using it in a game</p> <p><u>Games - Cricket</u>  <u>Week 1.</u> Hit the ball in different directions  <u>Week 2.</u> Anticipate when to run to score singles  <u>Week 3.</u> Intercept a moving ball with one hand  <u>Week 4.</u> Bowl overarm  <u>Week 5.</u> Pull shot and attempting it in a game</p>

PSHE	Being My Best	<ul style="list-style-type: none"> <li>● Identify ways in which everyone is unique;</li> <li>● Appreciate their own uniqueness;</li> <li>● Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> <li>● Give examples of choices they make for themselves and choices others make for them;</li> <li>● Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> <li>● Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</li> <li>● Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).</li> <li>● Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);</li> <li>● Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</li> <li>● Define what is meant by the word 'community';</li> <li>● Suggest ways in which different people support the school community;</li> <li>● Identify qualities and attributes of people who support the school community.</li> </ul>	<p><u>Week 6.</u> Field a bouncing ball effectively</p> <p><u>Week 1:</u> What makes me ME!</p> <p><u>Week 2:</u> Making choices</p> <p><u>Week 3:</u> SCARF hotel</p> <p><u>Week 4:</u> Harold's Seven Rs</p> <p><u>Week 5:</u> My school community (1)</p> <p><u>Week 6:</u> Basic first aid</p>
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For English and maths plan see separate long term plans.