



**Medium Term Plan – Spring 2**

**Investigating Places – global, national and local knowledge**

**Ibis**

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
Geography	A. Investigate places	<p>A.2.1. Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>A.2.2. Explain own views about locations, giving reasons.</p> <p>A.2.3. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>A. 2.4. 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.</p> <p>A.2.5. Use a range of resources to identify the key physical and human features of a location.</p> <p>A. 2.6. 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.</p> <p>A.2.7. Name and locate the countries of Europe and identify their main physical and human characteristics.</p>	<p><b>Week 1.</b> Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere</p> <p><b>Week 2.</b> Identify the position and significance of the Arctic and the Antarctic Circle</p> <p><b>Week 3.</b> Learning about different aspects of Europe</p> <p><b>Week 4.</b> To name and locate counties and cities of the United Kingdom.</p> <p><b>Week 5.</b> Sketching maps of the local area</p> <p><b>Week 6.</b> Fieldwork on flooding in Goring</p>
	B. Investigate patterns	<p>A.2.1. 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.</p> <p>A.2.2. Describe geographical similarities and differences between countries.</p>	
	C. Communicate	<p>A.2.1. Human geography, including: settlements and land use.</p> <p>A.2.2. Use the eight points of a compass, four-figure grid</p>	

	geographically	references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	
Art & Design	A) Develop ideas	A.2.1. Develop ideas from starting points throughout the curriculum. A.2.2. Collect information, sketches and resources. A.2.3. Adapt and refine ideas as they progress. A.2.4. Explore ideas in a variety of ways. A.2.5. Comment on artworks using visual language.	<p><b><u>Famous buildings around the world</u></b></p> <p><b>Week 1.</b> To explore and examine buildings in a range of architectural styles.</p> <p><b>Week 2.</b> To explore the architecture of Sir Christopher Wren.</p> <p><b>Week 3.</b> To explore colour and pattern in the design of St Basil’s Cathedral.</p> <p><b>Week 4.</b> To explore the design features of the Taj Mahal.</p> <p><b>Week 5.</b> To examine the architecture of the Sydney Opera House.</p> <p><b>Week 6.</b> To be able to design a building for a particular purpose.</p>
	B) Master techniques	Collage: B.2.5. Select and arrange materials for a striking effect. B.2.6. Ensure work is precise. B.2.7. Use coiling, overlapping, tessellation, mosaic and montage. Drawing: B.2.12. Use different hardnesses 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.	
	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.	
Design & Technology	1. Master practical skills	A.2.12. Create series and parallel circuits	<p><b><u>Designing and making an alarm system.</u></b></p> <p>Plan, design and make an electrical alarm system for house security. Use cutting, mechanics, measuring, art skills and decorating techniques. (4/5 lessons/hours)</p>
	2. Design, make, evaluate and improve.	B.2.1. Design with purpose by identifying opportunities to design. B.2.2. Make products by working efficiently (such as by carefully selecting materials). B.2.3. Refine work and techniques as work progresses, continually evaluating the product design.	
	3. Take inspiration from design	C.2.2. Improve upon existing designs, giving reasons for choices. C.2.3. Disassemble products to understand how they work.	

	throughout history.		
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	Key Skills	Milestones Covered	Lesson Outline
Science	A. Work scientifically	<p>A.2.1. Ask relevant questions.</p> <p>A.2.2. Set up simple, practical enquiries and comparative and fair tests.</p> <p>A.2.3. Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</p> <p>A.2.4. Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>A.2.5. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</p> <p>A.2.6. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>A.2.7. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</p> <p>A.2.8. Identify differences, similarities or changes related to simple, scientific ideas and processes.</p> <p>A.2.9. Use straightforward, scientific evidence to answer questions or to support their findings.</p>	<p><b>Human Nutrition</b></p> <p><b>Week 1.</b> Sharing what we already know about the human digestive system.</p> <p><b>Week 2.</b> An experiment to help learn about the human digestive system.</p> <p><b>Week 3.</b> To name the main types of human teeth.</p> <p><b>Week 4.</b> Learning how to keep teeth healthy and setting up an experiment to show how different drinks can damage our teeth.</p> <p><b>Week 5.</b> To consider evidence from the tooth decay experiment and recapping how to keep our own teeth healthy.</p> <p><b>Week 6.</b> Revising our learning about digestion and teeth this term. Designing informative and effective packaging for toothpaste.</p>
	C. Understand animals and humans	<p>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.</p> <p>C.2.4. Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>C.2.5. Identify the different types of teeth in humans and their simple functions.</p>	

RE	A. Understand beliefs and teachings	<p>A.1.2. Describe some of the main festivals or celebrations of a religion.</p> <p>A.2.1. Present key teachings and beliefs of a religion</p> <p>A.3.1. Explain how some teachings and beliefs are shared between religions.</p> <p>A.3.2. Explain how religious beliefs shape the lives of individuals and communities.</p>	<p><b><u>How and why do people argue that some places can be spiritual?</u></b></p> <p><b>Week 1.</b> Exploring what makes a place spiritual and learning about some of the differences between a church and a mandir.</p> <p><b>Week 2.</b> Learning what a pilgrimage is and describing some of the differences between a holiday and a pilgrimage.</p> <p><b>Week 3.</b> Understanding why pilgrimages are important to Hindus.</p> <p><b>Week 4.</b> Discovering where the most important Christian pilgrimage sites are in the Holy Land.</p> <p><b>Week 5.</b> Learning about important Christian pilgrim sites in Europe and Britain including Lourdes and Canterbury.</p> <p><b>Week 6.</b> Easter Celebration at St Thomas' Church.</p>
	B. Understand practices and lifestyles	<p>B.2.1. Identify religious artefacts and explain how and why they are used.</p> <p>B.2.2. Describe religious buildings and explain how they are used.</p> <p>B.2.3. Explain some of the religious practices of both clerics and individuals.</p> <p>B.3.1. Explain the practices and lifestyles involved in belonging to a faith community.</p> <p>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.</p> <p>B.3.3. Show an understanding of the role of a spiritual leader.</p>	
	C. Understand how beliefs are conveyed	<p>C.3.1. Explain some of the different ways that individuals show their beliefs.</p>	
	D. Reflect	<p>D.2.1. Show an understanding that personal experiences and feelings influence attitudes and actions.</p> <p>D.2.2. Give some reasons why religious figures may have acted as they did.</p> <p>D.2.3. Ask questions that have no universally agreed answers.</p>	
	E. Understand values	<p>E.2.1. Explain how beliefs about right and wrong affect people's behaviour.</p> <p>E.2.2. Describe how some of the values held by communities or individuals affect behaviour and actions.</p> <p>E.2.3. Discuss and give opinions on stories involving moral dilemmas.</p> <p>E.3.3. Express their own values and remain respectful of those with different values.</p>	

Computing	Programming B – Repetition in games	<ul style="list-style-type: none"> <li>• I can list an everyday task as a set of instructions including repetition</li> <li>• I can predict the outcome of a snippet of code</li> <li>• I can modify a snippet of code to create a given outcome</li>   <li>• I can modify loops to produce a given outcome</li> <li>• I can choose when to use a count-controlled and an infinite loop</li> <li>• I can recognise that some programming languages enable more than one process to be run at once</li>   <li>• I can choose which action will be repeated for each object</li> <li>• I can explain what the outcome of the repeated action should be</li> <li>• I can evaluate the effectiveness of the repeated sequences used in my program</li>   <li>• I can identify which parts of a loop can be changed</li> <li>• I can explain the effect of my changes</li> <li>• I can re-use existing code snippets on new sprites</li>   <li>• I can evaluate the use of repetition in a project</li> <li>• I can select key parts of a given project to use in my own design</li> <li>• I can develop my own design explaining what my project will do</li>   <li>• I can refine the algorithm in my design</li> <li>• I can build a program that follows my design</li> <li>• I can evaluate the steps I followed when building my project</li> </ul>	<p><b>Week 1.</b> To develop the use of count-controlled loops in a different programming environment.</p> <p><b>Week 2.</b> To explain that in programming there are infinite loops and count-controlled loops.</p> <p><b>Week 3.</b> To develop a design that includes two or more loops which run at the same time.</p> <p><b>Week 4.</b> To modify an infinite loop in a given program.</p> <p><b>Week 5.</b> To design a project that includes repetition.</p> <p><b>Week 6.</b> To create a project that includes repetition.</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><b><u>Charanga New Scheme Term 3</u></b>  <b><u>Compose with your friends</u></b></p> <p>During the term we will develop our theory knowledge; listen to and sing a variety of music; continue learning the recorder; and look at some basic</p>

		A.2.7. Perform with control and awareness of others.	<p>composition skills.</p> <p><b>Theory Knowledge</b> Music vocabulary, names of notes, dynamics, note lengths etc.,</p> <p><b>Listening to music</b> Mambo from West Side Story Little Train of the Caipira by Villa-Lobos Hoedown Bringing us together Old Joe Clark Dance with me (Waltz)</p> <p><b>Recorder</b> Notes D, E, F#, G, A, B, C, C# and D' and a variety of tunes.</p> <p><b>Composition</b> An 8-bar tune in G major suitable for us to play on the recorder!</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>		
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 Lessons 48-53</u></b></p> <p>This term our main focus will be learning to recognize, say, read and write the numbers from 0 to 20 in French. This will be done through games, poems, stories, songs and worksheets.</p> <p>We will also revise the words we have learnt earlier this year – items found in a pencil case, items of clothing and days of the week.</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>	

		B.1.4. Write short phrases used in everyday conversations correctly.	In addition, we will look at when letters are 'silent' in French; compare singular and plural nouns; and use an English / French dictionary to look up words.
	C. Speak confidently	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.	
	D. Understand the culture of the countries in which the language is spoken	D.1.2. Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.	
PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	B.1.1. Throw and catch with control and accuracy. 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 B.1.6. Pass to team mates at appropriate times. B.1.7. Lead others and act as a respectful team member.  <u>Swimming:</u> B.1.21. Swim between 25 and 50 metres unaided. B.1.22. Use more than one stroke and coordinate breathing as appropriate for the stroke being used.	<u>Games – Tag Rugby</u> <u>Week 1.</u> Pass and receive the ball with accuracy. <u>Week 2.</u> Run with the ball using the correct technique. <u>Week 3.</u> Keep possession of the ball and build an attack. <u>Week 4.</u> Evade being tagged. <u>Week 5.</u> Use changes of speed to create gaps to run into. <u>Week 6.</u> Create attacking opportunities in competitive games.  <u>Swimming</u> <u>Week 1.</u> Assessment of current skills <u>Week 2.</u> Basic water confidence and breathing techniques used when

		<p>B.1.23. Coordinate leg and arm movements. B.1.24. Swim at the surface and below the water.</p>	<p>swimming with face in the water. <u>Week 3.</u> Gliding, Backstroke <u>Week 4.</u> Breast stroke techniques and treading water <u>Week 5.</u> Front crawl and Butterfly techniques. <u>Week 6.</u> Water Safety - lifesaving skills</p>
PSHE	Rights and Respect	<ul style="list-style-type: none"> <li>• Explain how different people in the school and local community help them stay healthy and safe;</li> <li>• Define what is meant by 'being responsible';</li> <li>• Describe the various responsibilities of those who help them stay healthy and safe;</li> <li>• Suggest ways they can help the people who keep them healthy and safe.</li> <li>• Understand that humans have rights and also responsibilities;</li> <li>• Identify some rights and also responsibilities that come with these.</li> <li>• Understand the reason we have rules;</li> <li>• Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);</li> <li>• Recognise that everyone can make a difference within a democratic process.</li> <li>• Define the word influence;</li> <li>• Recognise that reports in the media can influence the way they think about a topic;</li> <li>• Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</li> <li>• Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;</li> <li>• Recognise that they can play a role in influencing outcomes of situations by their actions.</li> <li>• Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';</li> <li>• Understand how a payslip is laid out showing both pay and</li> </ul>	<p><b>Week 1.</b> How to stay healthy and safe. <b>Week 2.</b> Understanding and identifying rights and responsibilities. <b>Week 3.</b> Understanding democratic processes. <b>Week 4.</b> Understanding the difference between fact and opinion <b>Week 5.</b> Understanding the role of a bystander. <b>Week 6.</b> Understanding taxes.</p>



		deductions; • Prioritise public services from most essential to least essential.	
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For English and maths plan see separate long term plans.