



## Medium Term Plan – Spring 1 2025-2026

### Extreme Earth - Rainforests

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
Geography	A) Investigate places	A.2.1 Ask and answer geographical questions about the physical and human characteristics of the South American rainforest locations. A.2.2 Explain own views about locations, giving reasons. A.2.3 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. A.2.5 Use a range of resources to identify the key physical and human features of the South American rainforest.	<b>Rainforests</b> <b>Week 1:</b> I can identify areas of the world containing rainforests. I can use maps and atlases to locate rainforests. <b>Week 2:</b> I can identify areas of the world containing rainforests. I can describe the key aspects of a tropical climate. <b>Week 3:</b> I can describe and understand the features of the layers of a rainforest. <b>Week 4:</b> I can describe the animals and plants living in the rainforest. <b>Week 5:</b> I can compare the Amazon rainforest and Sherwood Forest. <b>Week 6:</b> I can explain the effects humans are having on the rainforests.
	B) Investigate patterns	B.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.  B.2.2 Describe geographical similarities and differences between countries (UK and South America).	
	C) Communicate geographically	C.2.1 Describe key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>human geography, including: settlements and land use.</li> </ul> C.2.2 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.	

Art & Design	A) Develop ideas	<ul style="list-style-type: none"> <li>• A.2.1. Develop ideas from starting points throughout the curriculum.</li> <li>• A.2.2. Collect information, sketches and resources.</li> <li>• A.2.3. Adapt and refine ideas as they progress.</li> <li>• A.2.4. Explore ideas in a variety of ways.</li> <li>• A.2.5. Comment on artworks using visual language.</li> </ul>	<p><b><u>Rainforest art</u></b></p> <p><b>Week 1.</b> Art inspired by rainforests – Sketching and shading a rainforest flower.</p> <p><b>Week 2.</b> Create frottage leaf studies using different textures and colours.</p> <p><b>Week 3 &amp; 4.</b> Working with Mixed Media, looking at details of tree frogs by Oenone Hammersley and painting on an alternative background.</p> <p><b>Week 5.</b> Creating weavings based on patterns from the Aymara tribe in Bolivia.</p> <p><b>Week 6.</b> Rainforest leaf, silk screen printing</p>
	B) Master Techniques	<p>Painting</p> <ul style="list-style-type: none"> <li>• B.2.1. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• B.2.2. Mix colours effectively.</li> <li>• B.2.3. Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• B.2.4. Experiment with creating mood with colour.</li> </ul> <p>Drawing</p> <ul style="list-style-type: none"> <li>• B.2.14. Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• B.2.15. Use shading to show light and shadow.</li> <li>• B.2.16. Use hatching and cross hatching to show tone and texture.</li> </ul> <p>Printing</p> <ul style="list-style-type: none"> <li>• B.2.18. Replicate patterns observed in natural or built environments.</li> </ul> <p>Textiles</p> <ul style="list-style-type: none"> <li>• B.2.24. Create weavings.</li> </ul>	
	C) Take inspiration from the greats	<ul style="list-style-type: none"> <li>• C.2.1. Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• C.2.2. Create original pieces that are influenced by studies of others.</li> </ul>	
Design & Technology	1. Master practical skills	<ul style="list-style-type: none"> <li>• A.2.12. Create series and parallel circuits</li> </ul>	<p><u>Designing and making an alarm system.</u></p>

	2. Design, make, evaluate and improve.	<ul style="list-style-type: none"> <li>• B.2.1. Design with purpose by identifying opportunities to design.</li> <li>• B.2.2. Make products by working efficiently (such as by carefully selecting materials).</li> <li>• B.2.3. Refine work and techniques as work progresses, continually evaluating the product design.</li> </ul>	Plan, design and make an electrical alarm system for house security. Use cutting, mechanics, measuring, art skills and decorating techniques. (4/5 lessons/hours)
	3. Take inspiration from design throughout history.	<ul style="list-style-type: none"> <li>• C.2.2. Improve upon existing designs, giving reasons for choices.</li> <li>• C.2.3. Disassemble products to understand how they work.</li> </ul>	

	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	A.2.1. Ask relevant questions. A.2.2. Set up simple, practical enquiries and comparative and fair tests. 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.2.9. Use straightforward, scientific evidence to answer questions or to support their findings.	<b>Dangers to living things</b>  <b>Week 1.</b> Assessment of prior knowledge and investigating how environmental change can affect living things <b>Week 2.</b> Investigating food chains and finding out about the terms ‘predator’, ‘prey’, ‘producer’ and ‘consumer’. <b>Week 3.</b> Recognising how changes to the environment through fire and flooding can affect living things. Start to research food chain of chosen animal. <b>Week 4.</b> Exploring how humans can reduce the effects of changes to the environment including identifying the likely impact of a house-building programme on living things. Continue
	3. Understanding 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.2.2. Construct and interpret a variety of food chain, identifying producers, predators and prey.	
	4. Investigate living things.	D.2.3. Recognise that environments can change and that this can sometimes pose dangers to specific habitats.	
	5. Understand	E.2.3 Identify how animals and plants are suited to and adapt to	

	evolution and inheritance.	their environment in different ways.	to work on research and presentation of chosen animal. <b>Week 5.</b> Complete and present findings on chosen animal and the food chain that it belongs to.
RE	1. Understand beliefs and teachings	A.1.2. Describe some of the main festivals or celebrations of a religion. A.2.1. Present key teachings and beliefs of a religion 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.	<b>What role does worship play in the life of a Hindu?</b>  <b>Week 1.</b> Learning what a Mandir is and why it is important to Hindus. <b>Week 2.</b> Learning how Hindus worship at home and what you might find on a Puja tray. <b>Week 3.</b> Learning about the 5 daily duties for Hindus. <b>Week 4.</b> A question and answer session about Hinduism with Ms. Iyer. <b>Week 5.</b> Learning about the major Hindu festivals including Holi and Diwali. <b>Week 6.</b> Review of our learning this term.
	2. Understand practices and lifestyles	B.2.2. Describe religious buildings and explain how they are used. B.2.3. Explain some of the religious practices of both clerics and individuals.	
	3. Understand how beliefs are conveyed	C.2.1. Identify religious symbolism in literature and the arts.	
	4. 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.	
	5. 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 individuals affect behaviour and actions. E.2.3. Discuss and give opinions on stories involving moral dilemmas.	

Computing	Creating Media – Photo Editing	<ul style="list-style-type: none"> <li>To explain that the composition of digital images can be changed</li> <li>To explain that colours can be changed in digital images</li> <li>To explain how cloning can be used in photo editing</li> <li>To explain that images can be combined</li> <li>To combine images for a purpose</li> <li>To evaluate how changes can improve an image</li> </ul>	<p>Creating Media – Photo Editing</p> <p><b>Week 1.</b> Changing digital images</p> <p><b>Week 2.</b> Recolouring</p> <p><b>Week 3.</b> Cloning</p> <p><b>Week 4.</b> Combining images</p> <p><b>Week 5.</b> Creating images</p> <p><b>Week 6.</b> Evaluating a publication.</p>
Music	1. Perform	<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.2.7. Perform with control and awareness of others.</p>	<p><b>Musical Structures</b></p> <p><b>Week 1.</b> Use a quiz to test and refresh music knowledge. Listen to Hoedown and start to learn.</p> <p><b>Week 2.</b> Improving our aural skills through copying and improvising. Widening our musical listening with Go tell it on the mountain. Continue learning Hoedown.</p> <p><b>Week 3.</b> Reading music focus as well as revising work covered in week 1 and 2.</p> <p><b>Week 4.</b> Singing and creating and performing a dance for Hoedown.</p> <p><b>Week 5.</b> Developing composition skills based on the theme of ‘Living in the Country’.</p> <p><b>Week 6.</b> Revision of the work covered this term in music.</p> <p>Alongside the work above, Year 4 children will be continuing to learn the recorder with a variety of tunes using the notes D, E, F#, G, A, B, C, C# and D’.</p>
	2. Compose	<p>B.2.1. Compose and perform melodic songs.</p> <p>B.2.6. Choose, order, combine and control sounds to create an effect.</p>	
	3. 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>	
	4. Describe Music	<p>D.2.1. Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>D.2.2. Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p>	

French	1. Read fluently	A.1.1. Read out loud everyday words and phrases. A.1.2. Use phonic knowledge to read words. A.1.3. Read and understand short written phrases. A.1.4. Read out loud familiar words and phrases. A.1.5. Use books or glossaries to find out the meanings of new words.	<b>Cave Languages</b>  <b>Year 3:</b> <b>Stage 1 lessons 7-11</b> 1. Assessing progress, asking and saying how you feel, learn some new French sounds and actions, 5 colours. 2. Practise the 5 colour words, read a story about colours. 3. Respond to a command with colours, repeat 'je m'appelle', join in with action of rhyme. 4. Respond to 2 new commands with colours, identify the letters for the sounds in je and tu(some), repeat 2 forms of question about name, respond to comment t'appelles-tu/comment t'appelles-tu ?, repeat the two forms of the question 'what is your name' (some), say their name, join in with rhyme. 5. Join in with finger rhyme, ask and respond to question about name, identify the names of continents and countries where French is spoken and discuss the diversity of these lands.  <b>Year 4:</b> <b>Week 1.</b> Revision of work covered so far in this academic year, including counting to 10; items in a pencil case; items of clothing; and singing Heads, shoulders, knees and toes in French. <b>Week 2.</b> Learn the days of the week through a song. <b>Week 3.</b> Using games to help re-inforce
	2. Write imaginatively	B.1.1. Write of copy everyday words correctly. B.1.2. Label items and choose appropriate words to complete short sentences. B.1.3. Write one or two short sentences. B.1.4. Write short phrases used in everyday conversations correctly.	
	3. 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.	
	4. 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.	

			<p>learning to say the days of the week, including using the word <i>C'est</i>.</p> <p><b>Week 4.</b> Using games to help learn how to write the days of the week.</p> <p><b>Week 5.</b> Consolidating learning of days of the week. Also using an English/French dictionary.</p> <p><b>Week 6.</b> Revision of work covered so far in this academic year, including counting to 10; items in a pencil case; items of clothing; days of the week; masculine and feminine nouns; singular and plural nouns.</p>
PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<p>Year 3 and Year 4 Gymnastics:</p> <ul style="list-style-type: none"> <li>• B.1.14. Plan, perform and repeat sequences.</li> <li>• B.1.15. Move in a clear, fluent and expressive manner.</li> <li>• B.1.16. Refine movements into sequences.</li> <li>• B.1.17. Show changes of direction, speed and level during a performance.</li> <li>• B.1.18. Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</li> <li>• B.1.19. Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</li> <li>• B.1.20. Swing and hang from equipment safely (using hands).</li> </ul> <p>Year 4 - Swimming:</p> <ul style="list-style-type: none"> <li>• B.1.21. Swim between 25 and 50 metres unaided.</li> <li>• B.1.22. Use more than one stroke and coordinate breathing as appropriate for the stroke being used.</li> <li>• B.1.23. Coordinate leg and arm movements.</li> <li>• B.1.24. Swim at the surface and below the water.</li> </ul> <p>Year 3- Football</p>	<p>Gymnastics:</p> <p><u>Week 1.</u> Compose and perform a 6-element sequence</p> <p><u>Week 2.</u> Work with a partner to create a sequence in unison.</p> <p><u>Week 3.</u> Compose a sequence of actions including some element of weight on hands.</p> <p><u>Week 4.</u> Work in groups of 4 to compose a 6 element sequence.</p> <p><u>Week 5.</u> Refine and perform a s a group a 6 element sequence.</p> <p><u>Week 6.</u> Perform existing sequence to be judged.</p> <p>Football</p> <ol style="list-style-type: none"> <li>1. Use the inside of the foot to pass the ball.</li> <li>2. Trap a ball that is moving along the ground with control.</li> <li>3. Pass the ball into a space over short distances.</li> <li>4. Identify and move into a space to</li> </ol>

		<b>Games</b> 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.	receive a ball. 5. Use the outside of the foot to control the ball and dribble. 6. Cushion the ball when receiving it.
PSHE	Online Safety Keeping myself safe	<ul style="list-style-type: none"> <li>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</li> <li>Identify situations which are either dangerous, risky or hazardous;</li> <li>Suggest simple strategies for managing risk.</li> <li>Define what is meant by the word 'dare';</li> <li>Identify from given scenarios which are dares and which are not;</li> <li>Suggest strategies for managing dares.</li> <li>Describe stages of identifying and managing risk;</li> <li>Suggest people they can ask for help in managing risk.</li> <li>Identify images that are safe/unsafe to share online;</li> <li>Know and explain strategies for safe online sharing;</li> <li>Understand and explain the implications of sharing images online without consent.</li> <li>Understand that medicines are drugs;</li> <li>Explain safety issues for medicine use;</li> <li>Suggest alternatives to taking a medicine when unwell;</li> <li>Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</li> <li>Understand some of the key risks and effects of smoking and drinking alcohol;</li> <li>Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</li> </ul>	<u>Keeping Myself Safe</u> <b>Week 1.</b> _Danger, hazard or risk <b>Week 2.</b> How Dare you! Understanding dares. <b>Week 3.</b> Keeping Ourselves Safe <b>Week 4.</b> Picture Wise <b>Week 5.</b> Medicines: Check the label! Understanding medicines are drugs, safe alternatives, limiting the spread of disease. <b>Week 6.</b> Understand some of the key risks and effects of smoking and drinking alcohol.

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