



**Medium Term Plan – Summer 2**

**Around the World: The Play and Transition**

**Goldcrest**

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
Geography	A. Investigate places	<p>3.1 Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>3.2. Identify and describe how the physical features affect the human activity within a location.</p> <p>3.3. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>3.4. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>3.5. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London’s Tube map).</p> <p>3.6. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>The Dynamic Earth:</p> <p>Week 5 –The Earth, sun and moon in space: their creation, structure and impact on each other</p> <p>Week 6 – Exploration of the planets and our universe, the space race.</p>
	B. Investigate	3.1. Describe how locations around the world are changing and explain	

	patterns	<p>some of the reasons for change.</p> <p>3.2. Describe geographical diversity across the world.</p> <p>3.3. Describe how countries and geographical regions are interconnected and interdependent.</p>	
History	<p><b>A) Investigate and interpret the past</b> This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<p>3.1. Use sources of evidence to deduce information about the past.</p> <p>3.2. Select suitable sources of evidence, giving reasons for choices.</p> <p>3.3. Use sources of information to form testable hypotheses about the past.</p> <p>3.4. Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>3.5. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>3.6. Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>3.7. Refine lines of enquiry as appropriate.</p>	<p>Week 1 – The history of government in the UK. Past Prime Ministers and the role of the King.</p> <p>Week 2 – What is democracy?</p> <p>Week 3 – The political parties, how they began and what that means for today including constituencies.</p> <p>Week 4 – The general election and why do we pay taxes?</p>
	<p><b>C) Understand chronology</b> This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times</p>	<p>3.1. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>3.2. Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>3.3. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>3.4. Use dates and terms accurately in describing events.</p>	

	in differ		
	<p><b>D)</b>  <b>Communicate historically</b>  This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<p>3.1. Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> <p>3.2. Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</p> <p>3.3. Use original ways to present information and ideas.</p>	
Art	A. Develop ideas	<p>3.1 Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>3.2 Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>3.3 Use the qualities of materials to enhance ideas.</p> <p>3.4 Spot the potential in unexpected results as work progresses.</p> <p>3.5 Comment on artworks with a fluent grasp of visual language</p>	<p>Week 1 – Observation drawing of flowers for science activities – Looking at the step by step botanical drawings of Lizzie Harper</p> <p>Week 2 – Patterns inspired by looking at the earth from space using multi media. Constructing clay tiles inspired by previous week’s patterns of the earth from space.</p> <p>Week 3 – Prop making for our play <b>Grimm – Once upon a Musical</b></p> <p>Week 4- Prop making for our play <b>Grimm – Once upon a Musical</b></p>

	B.Master techniques	<p>3.1 Sketch (lightly) before painting to combine line and colour.</p> <p>3.2 Create a colour palette based upon colours observed in the natural or built world.</p> <p>3.3 Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>3.4 Combine colours, tones and tints to enhance the mood of a piece.</p> <p>3.5 Use brush techniques and the qualities of paint to create texture.</p> <p>3.6 Develop a personal style of painting, drawing upon ideas from other artists.</p> <p>3.7 Build up layers of colours.</p> <p>3.9 Create an accurate pattern, showing fine detail.</p> <p>3.10 Use a range of visual elements to reflect the purpose of the work.</p> <p>3.11 Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>3.12 Use tools to carve and add shapes, texture and pattern.</p> <p>3.13 Combine visual and tactile qualities.</p> <p>3.14 Use frameworks (such as wire or moulds) to provide stability and form.</p>	<p>Week 5 – Plan and design, on paper, a fairground ride based on the book Cosmic</p> <p>Week 6 – Build the 3D fairground designed in previous lesson.</p>
	C. Take inspiration from the greats	<p>3.1 Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>3.2• Show how the work of those studied was influential in both society and to other artists.</p> <p>3.3• Create original pieces that show a range of</p>	

		influences and styles.	
--	--	------------------------	--

	Key Skills	Milestones Covered	Lesson Outline
Science	A. Work scientifically	<p>3.1. Plan enquiries, including recognising and controlling variables where necessary.</p> <p>3.2. Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</p> <p>3.3. Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</p> <p>3.4. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</p> <p>3.5. Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</p> <p>3.6. Present findings in written form, displays and other presentations.</p> <p>3.7. Use test results to make predictions to set up further comparative and fair tests.</p> <p>3.8. Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or</p>	<p><b>Classifying Living Things</b></p> <p>Week 1 – Two classification activities: Children will have identified the physical characteristics of locally grown buttercups and will have classified different species of earthworm living in their local environment.</p> <p><b>Electricity</b></p> <p>Week 2 – Experiment focused on brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Week 3 &amp; 4 - Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Week 5 - Use recognised symbols when representing a simple circuit in a diagram.</p>

		arguments.	
	Understand electrical circuits This concept involves understanding circuits and their role in electrical applications.	<ul style="list-style-type: none"> <li>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>• Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li> <li>• Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	
RE	1. Understand beliefs and teachings	<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>How does a worldview help people decide what is important?</b></p> <p>Week 1 –</p> <p>Pupils to make connections/links between the different world views they have studied and perhaps others (Baha’i/Humanism)</p> <p>Week 2/3 –</p> <p>Understand the similarities and differences between the different worldviews and what connects them together in society.</p> <p>Week 4 –</p> <p>Pupils can evaluate the various sources of wisdom about what is important and</p>
	2. Understand practices and lifestyles	<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>	
	3. Understand how beliefs are conveyed	C.3.1. Explain some of the different ways that individuals show their beliefs.	
	4. Reflect	D.3.1. Recognise and express feelings about their own identities.	

		<p>Relate these to religious beliefs or teachings.</p> <p>D.3.2. Explain their own ideas about the answers to ultimate questions.</p> <p>D.3.3. Explain why their own answers to ultimate questions may differ from those of others.</p>	<p>justify their own opinions.</p> <p>Week 5/Week 6 – Preparation for Leaver’s Service on 14<sup>th</sup> July, reflections on Primary School and transition to Secondary School.</p>
	5. Understand values	<p>E.3.1. Explain why different religious communities or individuals may have a different view of what is right and wrong.</p> <p>E.3.2. Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</p> <p>E.3.3. Express their own values and remain respectful of those with different values.</p>	
Computing	<b>A) Code</b>	<p>A.3.1. Change the position of objects between screen layers (send to back, bring to front).</p> <p>A.3.2. Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.</p> <p>A.3.3. Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.</p>	<p><b>3D Modelling</b></p> <p><b>Week 1</b> – Introduction to 3D modelling To recognise that you can work in three dimensions on a computer</p> <ul style="list-style-type: none"> <li>• I can add 3D shapes to a project</li> <li>• I can view 3D shapes from different perspectives</li> <li>• I can move 3D shapes relative to one another</li> </ul> <p><b>Week 2</b> – Modifying 3D objects To identify that digital 3D objects can be modified</p> <ul style="list-style-type: none"> <li>• I can resize an object in three dimensions</li> </ul>
	<b>B) Connect</b> This concept involves developing an understanding of how to safely connect with others.	<p>B.3.1. Collaborate with others online on sites approved and moderated by teachers.</p> <p>B.3.2. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</p> <p>B.3.3. Understand and demonstrate knowledge that it is illegal to</p>	

		<p>download copyrighted material, including music or games, without express written permission, from the copyright holder.</p> <p>B.3.4. Understand the effect of online comments and show responsibility and sensitivity when online.</p> <p>B.3.5. Understand how simple networks are set up and used.</p>	<ul style="list-style-type: none"> <li>• I can lift/lower 3D objects</li> <li>• I can recolour a 3D object</li> </ul> <p><b>Week 3</b> – Make your own name badge To recognise that objects can be combined in a 3D model</p> <ul style="list-style-type: none"> <li>• I can rotate objects in three dimensions</li> <li>• I can duplicate 3D objects</li> <li>• I can group 3D objects</li> </ul>
	<p><b>C)</b> <b>Communicate</b> This concept involves using apps to communicate one’s ideas.</p>	<p>C.3.1. Choose the most suitable applications and devices for the purposes of communication.</p> <p>C.3.2. Use many of the advanced features in order to create high quality, professional or efficient communications.</p>	<p><b>Week 4</b> – Making a desk tidy To create a 3D model for a given purpose</p> <ul style="list-style-type: none"> <li>• I can accurately size 3D objects</li> <li>• I can show that placeholders can create holes in 3D objects</li> <li>• I can combine a number of 3D objects</li> </ul>
	<p><b>D) Collect</b></p>	<p>D 3.1. Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.</p>	<p><b>Week 5</b> – Planning a 3D model To plan my own 3D model</p> <ul style="list-style-type: none"> <li>• I can analyse a 3D model</li> <li>• I can choose objects to use in a 3D model</li> <li>• I can combine objects in a design</li> </ul> <p><b>Week 6</b> – Make your own 3D model To create my own digital 3D model</p> <ul style="list-style-type: none"> <li>• I can construct a 3D model based on a design</li> <li>• I can explain how my 3D model could be improved</li> <li>• I can modify my 3D model to improve it</li> </ul>

Music	A. Perform	<p>3.1 Take part in singing, accurately following the melody.</p> <p>3.2. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments.</p> <p>3.3. Imitate changes in pitch.</p>	<p>Week 1. Call and response rhythms. Create a steady pulse, then improvise rhythms using percussion instruments.</p> <p>Week 2. Play emotion taboo. Discuss how the rhythm of a song can create a mood.</p> <p>Week 3. Listen to R&amp;B song “Say my name.” Discuss the key features of the R&amp;B genre.</p> <p>Week 4. Work in pairs or groups to compose an R&amp;B chorus.</p> <p>Week 5. Continue to work in pairs or groups to add to the composition of an R&amp;B chorus.</p> <p>Week 6. Perform the chorus to the class.</p>
	B. Compose	<p>3.1. Create a sequence of long and short sounds.</p> <p>3.2. Clap rhythms.</p> <p>3.3. Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>3.4. Choose sounds to create an effect.</p> <p>3.5. Sequence sounds to create an overall effect.</p> <p>3.6. Create short, musical patterns.</p> <p>3.7. Create short, rhythmic phrases.</p>	
	C. Transcribe	<p>3.1. Use symbols to represent a composition and use them to help with a performance.</p>	
	D. Describe music	<p>3.1 Identify the beat of a tune.</p> <p>3.2 Recognise changes in timbre, dynamics and pitch.</p>	
French	A. Read fluently	<p>3.1. Read out loud everyday words and phrases.</p> <p>3.2. Use phonic (or logographic in Mandarin) knowledge to read words.</p> <p>3.3. Read and understand short written phrases.</p> <p>3.4. Read out loud familiar words and phrases.</p> <p>3.5. Use books or glossaries to find out the meanings of new words.</p>	<p>Week 1</p> <ul style="list-style-type: none"> <li>Review the role of a verb</li> <li>Introduce the sound changes of verbs</li> </ul> <p>Week 2</p> <ul style="list-style-type: none"> <li>Introduce ‘qui’ as a relative</li> </ul>

	B. Write imaginatively	<p>3.1. Write or copy everyday words correctly.</p> <p>3.3. Label items and choose appropriate words to complete short sentences.</p> <p>3.4. Write one or two short sentences.</p> <p>3.5. Write short phrases used in everyday conversations correctly.</p>	<p>pronoun</p> <ul style="list-style-type: none"> <li>• Use phonic knowledge to read unfamiliar words</li> </ul> <p>Week 3</p> <ul style="list-style-type: none"> <li>• Review the habitat vocabulary</li> <li>• Practise sentences with qui</li> </ul> <p>Week 4</p> <ul style="list-style-type: none"> <li>• Introduce new vocabulary for parts of the body</li> <li>• Review of phonic sounds</li> </ul> <p>Week 5</p> <ul style="list-style-type: none"> <li>• Review of sentence using qui with new vocabulary</li> </ul> <p>Week 6</p> <ul style="list-style-type: none"> <li>• Write a description of an animal using the relative pronoun qui and verb</li> </ul>
	C. Speak confidently	<p>3.1. Understand a range of spoken phrases.</p> <p>3.2. Understand standard language (sometimes asking for words or phrases to be repeated).</p> <p>3.3. Answer simple questions and give basic information.</p> <p>3.4. Give responses to questions about everyday events.</p> <p>3.5. Pronounce words showing a knowledge of sound patterns.</p>	
	D. Understand the culture of the countries in which the language is spoken	<p>3.1. Identify countries and communities where the language is spoken.</p> <p>3.2. Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.</p> <p>3.3. Show awareness of the social conventions when speaking to someone.</p>	
PE	A. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<ul style="list-style-type: none"> <li>• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>• Work alone, or with team mates in order to gain points or possession.</li> <li>• Choose the most appropriate tactics for a game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Combine sprinting with low hurdles over 60 metres.</li> <li>• Choose the best place for running over a variety of distances.</li> </ul>	<p><u>Weeks 1-7</u></p> <p><u>1. Tennis</u></p> <p><u>2. Athletics</u></p> <ul style="list-style-type: none"> <li>• Sprinting</li> <li>• Long distance running</li> <li>• Long jump</li> <li>• Hop, skip, jump</li> <li>• Hurdles</li> <li>• Throwing</li> </ul>

		<ul style="list-style-type: none"> <li>• Throw accurately and refine performance by analysing technique and body shape.</li> <li>• Show control in take-off and landings when jumping.</li> <li>• Compete with others and keep track of personal best performances, setting targets for improvement.</li> </ul>	
PSHE - The Play and Transition	Try new things	<ul style="list-style-type: none"> <li>• Enjoy new things and take opportunities wherever possible.</li> <li>• Find things to do that give energy.</li> </ul>	<p>Week 1- Sporting Events and Competitions; Enterprise – planning and organising the Summer Fete Year 6 Stall; <b>Grimm – Once upon a Musical</b> : Casting, auditions process and song practise.</p> <p>Week 2 – Transition visit from Secondary School, Head of Year 7; 3 days of <b>Grimm – Once upon a Musical</b> rehearsals; Running the Summer Fete Year 6 Stall, target profit £150.</p> <p>Week 3 – 3 days of <b>Grimm – Once upon a Musical</b> rehearsals.</p> <p>Week 4 – Sports Day; 4 days of rehearsals, prop making and stage setting for <b>Grimm – Once upon a Musical</b></p> <p>Transition workshops in Secondary School – New Beginnings</p> <p>Week 5 – Secondary School taster day;</p>
	Work hard	<ul style="list-style-type: none"> <li>• Have fun working hard.</li> <li>• Understand the benefits of effort and commitment.</li> <li>• Continue to practise even when accomplished.</li> <li>• Encourage others by pointing out how their efforts gain results.</li> </ul>	
	Concentrate	<ul style="list-style-type: none"> <li>• Give full concentration.</li> <li>• ‘Tune out’ most distractions.</li> <li>• Understand techniques and methods that aid concentration.</li> <li>• Develop expertise and deep interest in some things.</li> </ul>	
	Push themselves	<ul style="list-style-type: none"> <li>• Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances.</li> <li>• Push oneself in areas that are not so enjoyable.</li> <li>• Listen to others who encourage and help, thanking them for their advice.</li> <li>• Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook.</li> </ul>	
	Imagine	<ul style="list-style-type: none"> <li>• Generate lots of ideas.</li> <li>• Show a willingness to be wrong.</li> <li>• Know which ideas are useful and have value.</li> <li>• Act on ideas.</li> <li>• Ask lots of questions.</li> </ul>	

	Improve	<ul style="list-style-type: none"> <li>• Clearly identify own strengths.</li> <li>• Identify areas for improvement.</li> <li>• Seek the opinion of others to help identify improvements.</li> <li>• Show effort and commitment in refining and adjusting work.</li> </ul>	<p>2/3 days of rehearsals for <b>Grimm – Once upon a Musical</b> and stage set –up; Week 6 – 2 days dress rehearsal and performance of <b>Grimm – Once upon a Musical</b> to the wider school and community; Tilsley Park running event; 2 days of PSHE Transition activities, including Sex Education; Growing and Changing: Managing Change, Media manipulation, pressure online and making babies. Week 7 –Leaver’s Service, reflections of Primary School, celebration of achievements and transition events.</p>
	Understand others	<ul style="list-style-type: none"> <li>• Listen first to others before trying to be understood.</li> <li>• Change behaviours to suit different situations.</li> <li>• Describe and understand others’ points of view.</li> </ul>	
	Not give up	<ul style="list-style-type: none"> <li>• Show a determination to keep going, despite failures or setbacks.</li> <li>• Reflect upon the reasons for failures and find ways to bounce back.</li> <li>• Stick at an activity even in the most challenging of circumstances.</li> <li>• See possibilities and opportunities even after a disappointment.</li> </ul>	

For English and maths plan see separate long term plans.