



Medium Term Plan – Summer 2

Around the World- Africa

Robins

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	1. Investigate and interpret the past	2.1. Use evidence to ask questions and find answers to questions about the past. 2.2. Suggest suitable sources of evidence for historical enquiries. 2.3. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. 2.4. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. 2.5. Suggest causes and consequences of some of the main events and changes in history.	<u>Africa</u> <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	2.1. Describe changes that have happened in the locality of the school throughout history. 2.2. Give a broad overview of life in Britain from ancient until medieval times. 2.3. Compare some of the times studied with those of other areas of interest around the world. 2.4. Describe the social, ethnic, cultural or religious diversity of past society. 2.5. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	
	3. Understand	2.1. Place events, artefacts and historical figures on a time line	

	chronology	<p>using dates.</p> <p>2.2. Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>2.3. Use dates and terms to describe events.</p>	
	4. Communicate historically	<p>2.1. Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. <p>2.2. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	
Geography	1. Investigate places	<p>2.1. Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>2.2. Explain own views about locations, giving reasons.</p> <p>2.3. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>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>2.5. Use a range of resources to identify the key physical and human features of a location.</p>	<p><u>Africa</u></p> <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> <p>Week 4 and 5- Choose an African country to research and create a poster about.</p> <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>
	2. Investigate patterns	<p>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>2.2. Describe geographical similarities and differences between countries.</p>	

	3. Communicate geographically	<p>2.1. 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. 	
Art & Design	1. Develop ideas	<p>A.2.1. Develop ideas from starting points throughout the curriculum.</p> <p>A.2.2. Collect information, sketches and resources.</p> <p>A.2.3. Adapt and refine ideas as they progress.</p> <p>A.2.4. Explore ideas in a variety of ways.</p> <p>A.2.5. Comment on artworks using visual language.</p>	<p>African Art</p> <p>Week 1- African Masks. Drawing using oil pastels.</p> <p>Week 2- Creating African masks using clay.</p> <p>Week 3- Black and white African maps. Draw African animals/artefacts using sketching and line drawings.</p> <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>
	2. Master techniques	<p>Painting</p> <p>B.2.1. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>B.2.2. Mix colours effectively.</p> <p>B.2.3. Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>B.2.4. Experiment with creating mood with colour.</p> <p>Collage</p> <p>B.2.5. Select and arrange materials for a striking effect.</p> <p>B.2.6. Ensure work is precise.</p> <p>B.2.7. Use coiling, overlapping, tessellation, mosaic and montage.</p> <p>Sculpture</p> <p>B.2.8. Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p> <p>B.2.9. Include texture that conveys feelings, expression or movement.</p> <p>B.2.10. Use clay and other mouldable materials.</p> <p>B.2.11. Add materials to provide interesting detail.</p>	

		<p>Drawing</p> <p>B.2.12. Use different hardnesses of pencils to show line, tone and texture.</p> <p>B.2.13. Annotate sketches to explain and elaborate ideas.</p> <p>B.2.14. Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>B.2.15. Use shading to show light and shadow.</p> <p>B.2.16. Use hatching and cross hatching to show tone and texture.</p> <p>Print</p> <p>B.2.17. Use layers of two or more colours.</p> <p>B.2.18. Replicate patterns observed in natural or built environments.</p> <p>B.2.19. Make printing blocks (e.g. from coiled string glued to a block).</p> <p>B.2.20. Make precise repeating patterns.</p>	
	3. Take inspiration from the greats	<p>C.2.1.Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>C.2.2.Create original pieces that are influenced by studies of others.</p>	
Design & Technology	1. Master practical skills	<p>Materials</p> <p>A.2.5. Cut materials accurately and safely by selecting appropriate tools.</p> <p>A.2.6. Measure and mark out to the nearest millimetre.</p> <p>A.2.7. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p> <p>A.2.8. Select appropriate joining techniques.</p> <p>Textiles</p> <p>A.2.9. Understand the need for a seam allowance.</p>	<p>Fabric Bunting</p> <p>1. Evaluating Bunting</p> <p>Explore and evaluate a range of existing products in the context of evaluating bunting designs.</p> <p>2. Designing Our Bunting</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate,</p>

		<p>A.2.10. Join textiles with appropriate stitching.</p> <p>A.2.11. Select the most appropriate techniques to decorate textiles.</p> <p>Construction</p> <p>A.2.14. Choose suitable techniques to construct products or to repair items.</p> <p>A.2.15. Strengthen materials using suitable techniques.</p>	<p>information and communication technology in the context of using a basic graphics program to design a bunting flag.</p> <p>3. Templates</p> <p>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>
	2. Design, make, evaluate and improve.	<p>B.2.1. Design with purpose by identifying opportunities to design.</p> <p>B.2.2. Make products by working efficiently (such as by carefully selecting materials).</p> <p>B.2.3. Refine work and techniques as work progresses, continually evaluating the product design.</p> <p>B.2.4. Use software to design and represent product designs.</p>	<p>4. Running Stitch</p> <p>Select from and use a range of tools and equipment to perform practical tasks (for example joining) in the context of using running stitch to join fabric.</p>
	3. Take inspiration from design throughout history.	<p>C.2.1. Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</p> <p>C.2.2. Improve upon existing designs, giving reasons for choices.</p> <p>C.2.3. Disassemble products to understand how they work.</p>	<p>5. Selecting Fabrics</p> <p>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.</p> <p>6. Joining Fabrics</p> <p>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.</p>

	Key Skills	Milestones Covered	Lesson Outline
Science	1. 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>What Plants Need</p> <ol style="list-style-type: none"> 1. Discuss what plants need in order to grow. 2. Investigation discovering the difference watering (a lot, little, not at all!) makes to a plant's growth. 3. Discuss how to help root bound plants. 4. Comparison of different planting materials including different soils. 5. Recap knowledge learnt during topic.
	2. What Plants Need	<p>B.2.1. Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.</p> <p>B.2.2. 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.</p> <p>B.2.3. Investigate the way in which water is transported within plants.</p> <p>B.2.4. Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	
RE	1. Understand beliefs and	A.2.1. Present the key teachings and beliefs of a religion.	<p>Does it matter if a story is true or not?</p> <ol style="list-style-type: none"> 1. What is truth and reality? Create

	teachings	A.2.2. Refer to religious figures and holy books to explain answers.	<p>shadow puppets of a monster inspired by Plato's 'The Cave'.</p> <p>2. What are proverbs and do they guide or daily lives? Play the match the proverbs game. Choose 2/3 proverbs and draw a picture to go with them.</p> <p>3. What is the message behind the story 'The Promise'? Freeze frame important parts of the story. What is the moral of the story?</p> <p>4. Does 'The Promise' inspire others to make a change? Answer questions about the book and retell the story.</p> <p>5. How do stories change our perspectives? Choose 2 of the characters from the story and draw how they see the cat. Write which characters' perspective you are drawing.</p> <p>6. Should all stories teach someone something? Read some fables. Write a kenning about a fable. Illustrate it.</p>
	2. 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>	
	3. Understand how beliefs are conveyed	C.2.1. Identify religious symbolism in literature and the arts.	
	4. 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>	
	5. 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>	

Computing	Coding	<p>To explain how a sprite moves in an existing project</p> <ul style="list-style-type: none"> • I can explain the relationship between an event and an action • I can choose which keys to use for actions and explain my choices • I can identify a way to improve a program <p>To create a program to move a sprite in four directions</p> <ul style="list-style-type: none"> • I can choose a character for my project • I can choose a suitable size for a character in a maze • I can program movement <p>To adapt a program to a new context</p> <ul style="list-style-type: none"> • I can use a programming extension • I can consider the real world when making design choices • I can choose blocks to set up my program <p>To develop my program by adding features</p> <ul style="list-style-type: none"> • I can identify additional features (from a given set of blocks) • I can choose suitable keys to turn on additional features • I can build more sequences of commands to make my design work <p>To identify and fix bugs in a program</p> <ul style="list-style-type: none"> • I can test a program against a given design • I can match a piece of code to an outcome • I can modify a program using a design <p>To design and create a maze-based challenge</p> <ul style="list-style-type: none"> • I can make design choices and justify them • I can implement my design • I can evaluate my project 	<p>Programming B</p> <ol style="list-style-type: none"> 1. Moving a Sprite- explain how a sprite moves in an existing project. 2. Maze movement- create a program to move a sprite in four directions. 3. Drawing lines- adapt a program to a new context. 4. Adding features- develop my program by adding features. 5. Debugging movement- identify and fix bugs in a program. 6. Making a project- design and create a maze-based challenge.
Music	1. Perform	<p>A.2.1. Sing from memory with accurate pitch.</p> <p>A.2.2. Sing in tune.</p>	<p>Reflect and Rewind</p> <p>Lesson 1- Reflect - L'Homme Armé by Robert Morton (Early Music)</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>Rewind and Listen Out! Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell</p> <p>Reflect - Composers and Composition (Talvin Singh)</p> <p>Lesson 2- Reflect - Les Tricoteuses (The Knitters) from the Baroque era. Rewind and Listen Out! Small People by Ziggy Marley. Reflect - Composers and Composition (Gwyneth Herbert)</p>
	2. 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>B.2.7. Use digital technologies to compose pieces of music.</p>	<p>Lesson 3-- Reflect - The Clock: Il Andante by Franz Joseph Haydn (from the Classical era). Rewind and Listen Out! Vaishnava Jana (Traditional). Reflect - Composers and Composition (Gwyneth Herbert).</p> <p>Lesson 4- Reflect - Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt (from the Romantic era) Rewind and Listen Out! Birdsong (Chinese Traditional). Reflect - Composers and Composition (Gwyneth Herbert)</p>
	3. Transcribe	<p>C.2.1. Devise non-standard symbols to indicate when to play and rest.</p> <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>	<p>Lesson 5- Reflect - Prelude à L'Apres-Midi D'Un Faune by Claude Debussy (20th Century). Rewind and Listen Out! We Are</p>
	4. Describe music	<p>D.2.1. Use the terms: duration, timbre, pitch, beat, tempo, texture</p>	<p>Family by Sister Sledge. Reflect - Composers and Composition (Gwyneth</p>

		<p>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> <p>D.2.3. Understand layers of sounds and discuss their effect on mood and feelings.</p>	<p>Herbert).</p> <p>Lesson 6- Reflect - Music For Large And Small Ensembles (opening) by Kenny Wheeler (Contemporary Jazz). Rewind and Listen Out! Car Wash by Rose Royce. Reflect - Watch a video of Charanga singers, Kim and Chris.</p>
French	1. Read fluently	<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>Stage 1 lessons 25-30</p> <p>Lesson 25- Sing the song and perform the actions at the same time</p> <p>Predict the spellings of numbers 1-10 (some)</p> <p>Read and identify the numbers 1-10</p> <p>Lesson 26- Listen and recognise verbs and adverbs</p> <p>Read and copy write numbers 7-10</p> <p>Lesson 27- Assess their understanding of verbs, adverbs and numbers 1-10</p> <p>Identify some facts about how the French language works</p> <p>Identify ways to improve understanding</p> <p>Lesson 28- Produce words for please and thank you</p> <p>State why there are two ways of saying please</p> <p>Ask for Albert and Annick politely</p> <p>Join in with actions and words (some) of a story</p> <p>Lesson 29- Ask politely for a bear (some)</p>
	2. Write imaginatively	<p>B.2.1. Write a few short sentences using familiar expressions.</p> <p>B.2.2. Express personal experiences and responses.</p> <p>B.2.3. Write short phrases from memory with spelling that is readily understandable.</p>	
	3. Speak confidently	<p>C.2.1. Understand the main points from spoken passages.</p> <p>C.2.2. Ask others to repeat words or phrases if necessary.</p> <p>C.2.3. Ask and answer simple questions and talk about interests.</p> <p>C.2.4. Take part in discussions and tasks.</p> <p>C.2.5. Demonstrate a growing vocabulary.</p>	
	4. Understand the culture of the	<p>D.2.1. Describe with some interesting details some aspects of countries or communities where the language is spoken.</p> <p>D.2.2. Make comparisons between life in countries or communities</p>	

	countries in which the language is spoken	where the language is spoken and this country.	<p>Join in with actions and words of finger rhyme</p> <p>Blend sounds to produce new words</p> <p>Repeat, listen and identify masculine noun pencil case items</p> <p>Suggest ways to remember the new nouns</p> <p>Lesson 30- Ask politely for a bear</p> <p>Join in with actions and words of finger rhyme</p> <p>Repeat, listen and identify pencil case items</p> <p>Suggest ways to remember the new nouns</p>
PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<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. • Lead others and act as a respectful team member. 	<p><u>Athletics</u></p> <ol style="list-style-type: none"> 1. Jumping and hopping sequences. 2. To run at different speeds. 3. To approach and jump hurdles. 4. To throw a javelin using the pull throw technique. 5. Practise a variety of skipping techniques. 6. To keep score accurately over a range of events. <p><u>Cricket</u></p> <ol style="list-style-type: none"> 1. To hit a stationary ball into space using the straight drive. 2. To bowl underarm to a batter with some consistency.

		<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. 	<ol style="list-style-type: none"> 3. To use the correct footwork to strike a bowled ball. 4. To stop a moving ball using the long barrier technique. 5. To throw longer distances over arm. 6. To perform as a wicket keeper.
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PSHE		<ul style="list-style-type: none"> • Understand what is meant by the term body space (or personal space); • Identify when it is appropriate or inappropriate to allow someone into their body space; • Rehearse strategies for when someone is inappropriately in their body space. • Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. 	<ol style="list-style-type: none"> 1. Body Space 2. None of Your Business 3. Secret or Surprise? 4. My Changing Body 5. Basic First Aid 6. Assessment
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For English and maths plan see separate long term plans.