



**Medium Term Plan – Summer 2**

**Around the World- Mexico**

**Robins**

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
Geography	1. Investigate places	2.1. Ask and answer geographical questions about the physical and human characteristics of a location. 2.2. Explain own views about locations, giving reasons. 2.3. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 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. 2.5. Use a range of resources to identify the key physical and human features of a location.	Week 1- Introduction to Mexico Week 2- Mexican Culture and Food Week 3- Day of the Dead Week 4- Comparing Mexico and England Week 5- Introduction to the Maya Week 6- Religion and Gods Week 7- Everyday Life
	2. Investigate patterns	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. 2.2. Describe geographical similarities and differences between countries.	
	3. Communicate geographically	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>	
Art & Design	1. Develop ideas	A.2.1. Develop ideas from starting points throughout the curriculum. A.2.2. Collect information, sketches and resources.	Week 1- Mexican Mirrors collage  Week 2- Desert Sunsets

		<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>Week 3- Day of the Dead Sugar Skulls</p>
	<p>2. Master techniques</p>	<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>Week 4- Mayan Masks mosaics</p> <p>Week 5- Sun Prints Clay sun 3D models</p> <p>Week 6- Mayan Headdress</p> <p>Week 7- Sun and Moon oil pastel folk art Papel Picado Mexican streamers</p>

		B.2.20. Make precise repeating patterns.	
	3. 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	Materials A.2.5. Cut materials accurately and safely by selecting appropriate tools. A.2.6. Measure and mark out to the nearest millimetre. A.2.7. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). A.2.8. Select appropriate joining techniques. Textiles A.2.9. Understand the need for a seam allowance. A.2.10. Join textiles with appropriate stitching. A.2.11. Select the most appropriate techniques to decorate textiles. Construction A.2.14. Choose suitable techniques to construct products or to repair items. A.2.15. Strengthen materials using suitable techniques.	Moving Monsters Lesson 1- Show a range of familiar objects which use air to make them work (recorder, whistle, bicycle pump, balloon, inflatable swimming aids, foot pump, coiled party blowers) Paired discussion – how do these things work? Understand that it is the flow of air that makes them work. Lesson 2- Construct a simple pneumatic system by joining a balloon (using an elastic band) to 5mm tubing and then to a washing up liquid bottle: What happens to the air when you squeeze the bottle?
	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.  B.2.4. Use software to design and represent product designs.	What happens when you let go? What happens if you put fabric over the balloon then squeeze the bottle? Can you lift a book with the balloon? Lesson 3/4- Create a moving monster/creature, Show model or videos of models again. Discuss mechanism needed to move it and how it could work. Discuss materials

	<p>3. Take inspiration from design throughout history.</p>	<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.  C.2.2. Improve upon existing designs, giving reasons for choices.  C.2.3. Disassemble products to understand how they work.</p>	<p>that would be needed  Sketch design for monster, labelling materials needed both for decoration and moving mechanism. Experiment with various materials including reclaimed items such as egg boxes, margarine tubs, bottles etc.  Produce final labelled design with a list of materials needed.  Lesson 5- Complete assembly and decorate.  Lesson 6- Discuss problems encountered and how you solved them – list on flip chart with problem/solution headings?  Evidence of this in evaluation?  What went well?  Say 2 things you have learned from the project.</p>
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	Key Skills	Milestones Covered	Lesson Outline
Science	<p>1. Work scientifically</p>	<p>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.</p>	<p>What Plants Need</p> <ol style="list-style-type: none"> <li>1. Discuss what plants need in order to grow.</li> <li>2. Investigation discovering the difference watering (a lot, little, not at all!) makes to a plant's growth.</li> <li>3. Discuss how to help root bound plants.</li> <li>4. Comparison of different planting materials including different soils.</li> <li>5. Recap knowledge learnt during topic.</li> </ol>

		<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>	
	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 teachings	<p>A.2.1. Present the key teachings and beliefs of a religion.</p> <p>A.2.2. Refer to religious figures and holy books to explain answers.</p>	<p>Does it matter if a story is true or not?</p> <ol style="list-style-type: none"> <li>1. What is truth and reality? Create shadow puppets of a monster inspired by Plato's 'The Cave'.</li> <li>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.</li> <li>3. What is the message behind the story 'The Promise'? Freeze frame important parts of the story. What is the moral of the story?</li> <li>4. Does 'The Promise' inspire others to make a change? Answer questions about the book and retell the story.</li> <li>5. How do stories change our perspectives? Choose 2 of the characters from the story and draw how they see the cat. Write which</li> </ol>
	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	<p>C.2.1. Identify religious symbolism in literature and the arts.</p>	
	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>	<p>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>
Computing	Coding	<p>To explain how a sprite moves in an existing project</p> <ul style="list-style-type: none"> <li>• I can explain the relationship between an event and an action</li> <li>• I can choose which keys to use for actions and explain my choices</li> <li>• I can identify a way to improve a program</li> </ul> <p>To create a program to move a sprite in four directions</p> <ul style="list-style-type: none"> <li>• I can choose a character for my project</li> <li>• I can choose a suitable size for a character in a maze</li> <li>• I can program movement</li> </ul> <p>To adapt a program to a new context</p> <ul style="list-style-type: none"> <li>• I can use a programming extension</li> <li>• I can consider the real world when making design choices</li> <li>• I can choose blocks to set up my program</li> </ul> <p>To develop my program by adding features</p> <ul style="list-style-type: none"> <li>• I can identify additional features (from a given set of blocks)</li> <li>• I can choose suitable keys to turn on additional features</li> <li>• I can build more sequences of commands to make my design work</li> </ul> <p>To identify and fix bugs in a program</p> <ul style="list-style-type: none"> <li>• I can test a program against a given design</li> <li>• I can match a piece of code to an outcome</li> <li>• I can modify a program using a design</li> </ul> <p>To design and create a maze-based challenge</p> <ul style="list-style-type: none"> <li>• I can make design choices and justify them</li> <li>• I can implement my design</li> <li>• I can evaluate my project</li> </ul>	<p>Programming B</p> <ol style="list-style-type: none"> <li>1. Moving a Sprite- explain how a sprite moves in an existing project.</li> <li>2. Maze movement- create a program to move a sprite in four directions.</li> <li>3. Drawing lines- adapt a program to a new context.</li> <li>4. Adding features- develop my program by adding features.</li> <li>5. Debugging movement- identify and fix bugs in a program.</li> <li>6. Making a project- design and create a maze-based challenge.</li> </ol>
Music	1. Perform	A.2.1. Sing from memory with accurate pitch.	<p>Reflect and Rewind</p> <p>Lesson 1- Reflect - L'Homme Armé by Robert Morton (Early Music)</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.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.</p> <p>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: II 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> <p>Lesson 5- Reflect - Prelude à L'Apres-Midi D'Un Faune by Claude Debussy (20th Century). Rewind and Listen Out! We Are Family by Sister Sledge. Reflect - Composers and Composition (Gwyneth 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.</p> <p>Reflect - Watch a video of Charanga singers, Kim and Chris.</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 staff.</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>	

		D.2.2. Evaluate music using musical vocabulary to identify areas of likes and dislikes.  D.2.3. Understand layers of sounds and discuss their effect on mood and feelings.	
French	1. Read fluently	A.2.1. Read and understand the main points in short written texts.  A.2.2. Read short texts independently.  A.2.3. Use a translation dictionary or glossary to look up new words.	Stage 1 lessons 25-30 Lesson 25- Sing the song and perform the actions at the same time Predict the spellings of numbers 1-10 (some) Read and identify the numbers 1-10 Lesson 26- Listen and recognise verbs and adverbs Read and copy write numbers 7-10 Lesson 27- Assess their understanding of verbs, adverbs and numbers 1-10 Identify some facts about how the French language works Identify ways to improve understanding Lesson 28- Produce words for please and thank you State why there are two ways of saying please Ask for Albert and Annick politely Join in with actions and words (some) of a story Lesson 29- Ask politely for a bear (some) Join in with actions and words of finger rhyme Blend sounds to produce new words Repeat, listen and identify masculine noun pencil case items Suggest ways to remember the new nouns
	2. Write imaginatively	B.2.1. Write a few short sentences using familiar expressions.  B.2.2. Express personal experiences and responses.  B.2.3. Write short phrases from memory with spelling that is readily understandable.	
	3. Speak confidently	C.2.1. Understand the main points from spoken passages.  C.2.2. Ask others to repeat words or phrases if necessary.  C.2.3. Ask and answer simple questions and talk about interests.  C.2.4. Take part in discussions and tasks.  C.2.5. Demonstrate a growing vocabulary.	
	4. Understand the culture of the countries in which 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>Lesson 30- Ask politely for a bear Join in with actions and words of finger rhyme Repeat, listen and identify pencil case items Suggest ways to remember the new nouns</p>
PE	<p>1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p>	<p>Games 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>Athletics  B.1.25. Sprint over a short distance up to 60 metres.  B.1.26. Run over a longer distance, conserving energy in order to sustain performance.  B.1.27. Use a range of throwing techniques (such as under arm, over arm).  B.1.28. Throw with accuracy to hit a target or cover a distance.  B.1.29. Jump in a number of ways, using a run up where appropriate.  B.1.30. Compete with others and aim to improve personal best performances.</p>	<p><u>Athletics</u></p> <ol style="list-style-type: none"> <li>1. Jumping and hopping sequences.</li> <li>2. To run at different speeds.</li> <li>3. To approach and jump hurdles.</li> <li>4. To throw a javelin using the pull throw technique.</li> <li>5. Practise a variety of skipping techniques.</li> <li>6. To keep score accurately over a range of events.</li> </ol> <p><u>Cricket</u></p> <ol style="list-style-type: none"> <li>1. To hit a stationary ball into space using the straight drive.</li> <li>2. To bowl underarm to a batter with some consistency.</li> <li>3. To use the correct footwork to strike a bowled ball.</li> <li>4. To stop a moving ball using the long barrier technique.</li> <li>5. To throw longer distances over arm.</li> <li>6. To perform as a wicket keeper.</li> </ol>

PSHE		<ul style="list-style-type: none"> <li>• Understand what is meant by the term body space (or personal space);</li> <li>• Identify when it is appropriate or inappropriate to allow someone into their body space;</li> <li>• Rehearse strategies for when someone is inappropriately in their body space.</li> <li>• 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;</li> <li>• Recognise and describe appropriate behaviour online as well as offline;</li> <li>• Identify what constitutes personal information and when it is not appropriate or safe to share this;</li> <li>• Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</li> <li>• Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>• Recognise how different surprises and secrets might make them feel;</li> <li>• Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul>	<ol style="list-style-type: none"> <li>1. Body Space</li> <li>2. None of Your Business</li> <li>3. Secret or Surprise?</li> <li>4. Basic First Aid</li> <li>5. Assessment</li> </ol>
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For English and maths plan see separate long term plans.