



Medium Term Plan – Summer 1

A Journey Through Time: The History of British Government and Politics

Goldcrest

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	<p>A) Investigate and interpret the past 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</p> <p>Week 5 – Why do we pay taxes?</p>
	<p>C) Understand chronology This concept involves an understanding of how to chart the passing of</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,</p>	

	time and how some aspects of history studied were happening at similar times in differ	representing them, along with evidence, on a time line. 3.4. Use dates and terms accurately in describing events.	
	D) Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.	3.1. Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. 3.2. Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. 3.3. Use original ways to present information and ideas.	
Art	A. Develop ideas	3.1 Develop and imaginatively extend ideas from starting points throughout the curriculum. 3.2 Collect information, sketches and resources and present ideas imaginatively in a sketch book. 3.3 Use the qualities of materials to enhance ideas. 3.4 Spot the potential in unexpected results as work progresses.	Week 1 – Observation drawing of flowers for science activities – Looking at the step by step botanical drawings of Lizzie Harper 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. Week 3 – Plan and design, on paper, a Celebration footbridge Bridge/Tower for

		3.5 Comment on artworks with a fluent grasp of visual language	crossing the Thames at Goring. Inspired by our studies of Brunel and Gaudi. Week 4 – Build a Celebration footbridge Bridge/Tower for crossing the Thames at Goring. Week 5 – Prop making for our school play.
	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>	
	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</p>	

		<p>influential in both society and to other artists.</p> <p>3.3• Create original pieces that show a range of influences and styles.</p>	
--	--	---	--

	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>Classifying Living Things</p> <p>Classifying Living Things - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Week 1 – Children will have identified simple and more complex ways to classify living things.</p> <p>Week 2 – Children will have recognised that micro-organisms form part of the living things classification system.</p> <p>Week 3 – Children will have used the results from their investigation to draw conclusions about what helps mould grow well.</p> <p>Week 4 – Children will have recognised that scientists use agreed classification systems to identify animals.</p>

		3.8. Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.	Week 5 – 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.
	D. Understand evolution and inheritance	<u>D. Understand evolution and inheritance</u> This concept involves understanding that organisms come into existence, adapt, change and evolve and become extinct. 3.1. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. 3.2. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. 3.3 Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	
RE	1. Understand beliefs and teachings	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.	What might a Hindu gain from a pilgrimage to India? Week 1 – Look at pictures of special trips taken, including some pilgrimages from different faiths. Discuss the similarities and differences between the images. What connections can you make between the images? Can you identify the link between these pictures? Where do you think these pictures were taken? Why do you think people went to these locations? Have you ever been on a special trip? If you were to go on a special trip, where would you go? Why?
	2. Understand practices and lifestyles	B.3.1. Explain the practices and lifestyles involved in belonging to a faith community. 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. B.3.3. Show an understanding of the role of a spiritual leader.	
	3. Understand how beliefs	C.3.1. Explain some of the different ways that individuals show their	

	are conveyed	beliefs.	<p>Can you think of any special trips religious believers may go on? Why might they choose to go on a special trip?</p> <p>Week 2 –</p> <p>Show pupils a picture of Kumbh Mela and explain that this picture is taken from a Hindu pilgrimage.</p> <p>Discuss what pupils think a pilgrimage is and encourage them to think back to their learning on Hajj in Y5.</p> <p>Pupils to discuss the picture and annotate it with what they think is happening and why. They could also include any questions they have about what is happening in the picture.</p> <p>Explore what happens at Kumbh Mela (e.g., by watching the Newsround link).</p> <p>Pupils to return to the photograph and write what is actually happening and why in a different colour. They can also write any answers they have learned to their earlier questions.</p> <p>Week 3 –</p> <p>Use the BBC class clips links to introduce different pilgrimages in Hinduism and establish the difference between ‘pilgrims’ and ‘tourists.’ In groups, pupils to research different pilgrimages.</p> <p>Week 4 –</p> <p>Pupils to present their research to the class and, as a class, discuss what Hindus might gain from these different pilgrimages.</p> <p>Lead discussion to exploring how/why a Hindu might gain this.</p> <p>Pupils can return to their travel brochures and</p>
4. Reflect	<p>D.3.1. Recognise and express feelings about their own identities. 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>		
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>		

			<p>add to/amend their work following the discussion.</p> <p>Week 5 -</p> <p>Discuss the similarities and differences between Hindu and Islamic pilgrimages, e.g. Hindus can visit various pilgrimage sites, whereas Muslims can only visit Makkah (difference). / Both Muslims and Hindus believe that their sins are cleansed on the pilgrimages (similarity).</p>
Computing	A) Code	<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>3D Modelling</p> <p>Week 1 – Introduction to 3D modelling</p> <p>To recognise that you can work in three dimensions on a computer</p> <ul style="list-style-type: none"> • I can add 3D shapes to a project • I can view 3D shapes from different perspectives • I can move 3D shapes relative to one another <p>Week 2 – Modifying 3D objects</p> <p>To identify that digital 3D objects can be modified</p> <ul style="list-style-type: none"> • I can resize an object in three dimensions • I can lift/lower 3D objects • I can recolour a 3D object <p>Week 3 – Make your own name badge</p> <p>To recognise that objects can be combined in a 3D model</p> <ul style="list-style-type: none"> • I can rotate objects in three
	B) Connect 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 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>	

		B.3.5. Understand how simple networks are set up and used.	<p>dimensions</p> <ul style="list-style-type: none"> • I can duplicate 3D objects • I can group 3D objects
	C) Communicate This concept involves using apps to communicate one's ideas.	<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>Week 4 – Making a desk tidy To create a 3D model for a given purpose</p> <ul style="list-style-type: none"> • I can accurately size 3D objects • I can show that placeholders can create holes in 3D objects • I can combine a number of 3D objects
	D) Collect	D 3.1. Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.	<p>Week 5 – Planning a 3D model To plan my own 3D model</p> <ul style="list-style-type: none"> • I can analyse a 3D model • I can choose objects to use in a 3D model • I can combine objects in a design <p>Week 6 – Make your own 3D model To create my own digital 3D model</p> <ul style="list-style-type: none"> • I can construct a 3D model based on a design • I can explain how my 3D model could be improved • I can modify my 3D model to improve it
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</p>

			mood. Week 3. Listen to R&B song “Say my name.” Discuss the key features of the R&B genre. Week 4. Work in pairs or groups to compose an R&B chorus. Week 5. Continue to work in pairs or groups to add to the composition of an R&B chorus. Week 6. Perform the chorus to the class.
	B. Compose	3.1. Create a sequence of long and short sounds. 3.2. Clap rhythms. 3.3. Create a mixture of different sounds (long and short, loud and quiet, high and low). 3.4. Choose sounds to create an effect. 3.5. Sequence sounds to create an overall effect. 3.6. Create short, musical patterns. 3.7. Create short, rhythmic phrases.	
	C. Transcribe	3.1. Use symbols to represent a composition and use them to help with a performance.	
	D. Describe music	3.1 Identify the beat of a tune. 3.2 Recognise changes in timbre, dynamics and pitch.	
French	A. Read fluently	3.1. Read out loud everyday words and phrases. 3.2. Use phonic (or logographic in Mandarin) knowledge to read words. 3.3. Read and understand short written phrases. 3.4. Read out loud familiar words and phrases. 3.5. Use books or glossaries to find out the meanings of new words.	Week 1 <ul style="list-style-type: none"> Review the role of a verb Introduce the sound changes of verbs Week 2 <ul style="list-style-type: none"> Introduce ‘qui’ as a relative pronoun Use phonic knowledge to read unfamiliar words Week 3 <ul style="list-style-type: none"> Review the habitat vocabulary
	B. Write imaginatively	3.1. Write or copy everyday words correctly. 3.3. Label items and choose appropriate words to complete short sentences. 3.4. Write one or two short sentences. 3.5. Write short phrases used in everyday conversations correctly.	

	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>	<ul style="list-style-type: none"> • Practise sentences with qui <p>Week 4</p> <ul style="list-style-type: none"> • Introduce new vocabulary for parts of the body • Review of phonic sounds <p>Week 5</p> <ul style="list-style-type: none"> • Review of sentence using qui with new vocabulary <p>Week 6</p> <ul style="list-style-type: none"> • Write a description of an animal using the relative pronoun qui and verb
	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"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take-off and landings when jumping. • Compete with others and keep track of personal best 	<p><u>Weeks 1-5</u></p> <ul style="list-style-type: none"> • <u>Rounders</u> <ol style="list-style-type: none"> 1. attacking, tactical bowling to make it more difficult for the batter to hit. 2. to track and catch a high ball. 3. The difference between attacking and defensive batting. 4. To work in a pair in the field to restrict scoring. 5. To apply tactics when running around bases to avoid overtakes. 6. To apply attacking and defensive tactics in a competitive situation. <ul style="list-style-type: none"> • <u>Cricket</u> <ol style="list-style-type: none"> 1. To create pressure on a batter by using a ring field. 2. To track and catch a high ball

		performances, setting targets for improvement.	consistently. 3. To perform a short-pitched bowl to get a batter to hit the ball in the air. 4. To work in a pair to restrict runs scored when fielding. 5. To play an on-drive. 6. To set an attacking field.
PSHE	Being My Best	<ul style="list-style-type: none"> • Have fun working hard. • Understand the benefits of effort and commitment. • Continue to practise even when accomplished. • Encourage others by pointing out how their efforts gain results. • Show a determination to keep going, despite failures or setbacks. • Reflect upon the reasons for failures and find ways to bounce back. • Stick at an activity even in the most challenging of circumstances. • See possibilities and opportunities even after a disappointment. 	<p>Week 1 – Explain what the five ways to wellbeing are; Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</p> <p>Week 2- Identify aspirational goals; Describe the actions needed to set and achieve these.</p> <p>Week 3- Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</p> <p>Week 4 - Identify risk factors in a given situation; Understand and explain the outcomes of risk-taking in a given situation, including emotional Recognise what risk is; Explain how a risk can be reduced; Understand risks related to growing up and explain the need to be aware of these; Assess a risk to help keep themselves safe.risks.</p>

			<p>Week 5- - Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change.</p> <p>Week 6 - Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks.</p>
--	--	--	--

For English and maths plan see separate long term plans.