



Medium Term Plan – Spring 2

Animals and Creatures- Under the Sea

Robins

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
Geography	1. Investigate places	<p>A 2.1. Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>A 2.2. Explain own views about locations, giving reasons.</p> <p>A 2.3. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>A 2.5. Use a range of resources to identify the key physical and human features of a location.</p> <p>A 2.6. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>A 2.7. Name and locate the countries of Europe and identify their main physical and human characteristics.</p>	<p>1. Oceans and Continents- label the continents and oceans of the world.</p> <p>2. Layers of the Ocean- find facts about the different layers of the ocean and the creatures that live there.</p> <p>3. Research an Ocean- find out about an ocean and create a poster to present the information.</p> <p>4. The Great Barrier Reef- find out about the Great Barrier Reef and the creatures that live there.</p> <p>5. Research a Sea Creatures- Choose a sea creature to find out about. Use books and the internet to find information and pictures.</p> <p>6. Present Research- Create fact file, poster or leaflet about the chosen sea creature.</p>
	2. Investigate patterns	<p>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.</p> <p>B 2.2. Describe geographical similarities and differences between countries.</p>	
	3. Communicate geographically	<p>C 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. 	

		<ul style="list-style-type: none"> • 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><u>Week 1</u>- Fish mobiles. Make a 3D fish mobile using kitchen roll, paint and card.</p> <p><u>Week 2</u>- Wave patterns. Drawing patterns, painting.</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>Printing</p>	<p><u>Week 3</u>- Under the sea silhouette, painting and collage</p> <p><u>Week 4</u>- Underwater self-portrait. Drawing, painting.</p> <p><u>Week 5</u>- Matisse collage.</p> <p><u>Week 6</u>- 3D octopus model. Clay starfish.</p> <p><u>Week 7</u>- Easter card</p>

		B.2.17. Use layers of two or more colours. B.2.18. Replicate patterns observed in natural or built environments. B.2.19. Make printing blocks (e.g. from coiled string glued to a block). 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	A.2.1. Prepare ingredients hygienically using appropriate utensils. A.2.2. Measure ingredients to the nearest gram accurately. A.2.3. Follow a recipe. A.2.4. Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).	Sandwich Snacks 1. Evaluating different types of bread 2. Designing a sandwich 3. Understanding what makes a healthy diet 4. Making/eating a sandwich Evaluating sandwich design
	5. 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.	
	6. Take inspiration from design throughout history.	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.	

	Key Skills	Milestones Covered	Lesson Outline
Science	1. Working Scientifically	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.	<u>Magnets and Forces</u> 1. Recognising that a force is any push or pull that makes something move. 2. Investigating the different ways balls

		<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>travel on a variety of surfaces.</p> <p>3. Observing how a magnetic force can move objects without making direct contact.</p> <p>4. Discovering through investigation how magnets can attract or repel other magnets and learning about the polarity of magnets.</p> <p>5. Learning about some everyday uses of magnets.</p>
	2. Magnets	<p>G.2.1. Compare how things move on different surfaces.</p> <p>G.2.2. Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>G.2.3. Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>G.2.4. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>G.2.5. Describe magnets as having two poles.</p> <p>G.2.6. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</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 Easter make sense without Passover?</p> <p>1. What have you eaten at a special meal?</p> <p>2. What are Jewish people remembering at the Passover meal?</p> <p>3. How are Passover and Easter similar?</p> <p>4. How do Christians celebrate Easter?</p> <p>5. What are we remembering at Easter?</p> <p>6. Why is Easter important to Christians?</p>
	7. 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>	
	8. Understand how beliefs	C.2.1. Identify religious symbolism in literature and the arts.	

	are conveyed		
	9. 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.	
	10. 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	Data and Information- Pictograms	<ul style="list-style-type: none"> -To recognise that we can count and compare objects using tally charts -To recognise that objects can be represented as pictures -To create a pictogram -To select objects by attribute and make comparisons -To recognise that people can be described by attributes -To explain that we can present information using a computer 	Data and Information- Pictograms 1. Counting and comparing- create tally charts to organise data, and represent the tally count as a total. Finally, they will answer questions comparing totals in tally charts using vocabulary such as 'more than' and 'less than'. 2. Enter the data- create pictograms manually and then progress to creating them using a computer. Begin to understand the advantages of using computers rather than manual methods to create pictograms and use this to answer simple questions. 3. Creating pictograms- collect data to create a tally chart and use this to make a pictogram on a computer. Explain what their finished pictogram shows by writing a range of statements to describe this. 4. What is an attribute?- Tally objects using a common attribute and present the data in the form of a pictogram. Answer questions based on their pictograms using mathematical vocabulary such as 'more

			<p>than'/'less than' and 'most'/'least'.</p> <p>5. Comparing people- Collect data needed to organise people using attributes and create a pictogram to show this pictorially. Draw conclusions from their pictograms and share their findings.</p> <p>6 Presenting information- Consider whether it is always OK to share data and when it is not OK. They will know that it is alright to say no if someone asks for their data, and how to report their concerns.</p>
Music	1. Perform	<p>A.2.1. Sing from memory with accurate pitch.</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.</p> <p>A.2.7. Perform with control and awareness of others.</p>	<p>The Dragon Song</p> <p>1. The Dragon song- Sing the song.</p> <p>2. Birdsong – Chinese Folk Music, The Dragon Song- Sing the song and play instrumental parts within the song.</p> <p>3. Vaishnava Java - A Hindu Song, The Dragon Song. Sing the song and improvise using voices and/or instruments within the song.</p> <p>4. A Turkish Traditional Tune, The Dragon Song- Sing the song and perform composition(s) within the song.</p> <p>5. Aitutaki Drum Dance from Polynesia The Dragon Song- Choose what you perform today. Start to prepare for the end-of-unit performance.</p> <p>6. Zebaidir Song from Sudan, The Dragon Song- Prepare for the end-of-unit performance</p>
	1. 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>	
	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>	
	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</p>	

		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 12- 18 1. Lesson 12- Name countries where French is spoken and find on map. Write 'je m'appelle' copying a model. Join in with the actions of the rhyme and say some words (some). Pronounce the sounds in the numbers with accompanying actions. 2. Lesson 13- Join in with the actions of the rhyme. Say some of the words of the rhyme without support (some). Repeat the number words. Discuss how to remember the words. Listen and identify the numbers. Pronounce the numbers 0-6 with phonic image support. Listen and recognise the numbers 0-6. 3. Lesson 14- Join in with the actions for the story and rhyme. Say the rhyme from memory (some). Listen and recognise the numbers 0-6. Self-assess progress and identify ways to improve if appropriate 4. Lesson 15- Say a sentence using voici/et. Predict the spelling of the colour words (some). Read aloud the colour words. Identify the spellings of the colour words 5. Lesson 16- Match sound to letter string. Read and identify colour words 6. Lesson 17- Put the colour words in alphabetical order with support. Find the meanings of French words in a bi-lingual dictionary
	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.	

			7. Lesson 18- Write colour words from memory (some). Self-assess progress. Identify knowledge about language
PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	Gymnastics B.1.14. Plan, perform and repeat sequences. B.1.15. Move in a clear, fluent and expressive manner. B.1.16. Refine movements into sequences. B.1.17. Show changes of direction, speed and level during a performance. B.1.18. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. 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). B.1.20. Swing and hang from equipment safely (using hands). Outdoor and adventurous activities B.1.31. Arrive properly equipped for outdoor and adventurous activity. B.1.32. Understand the need to show accomplishment in managing risks. B.1.33. Show an ability to both lead and form part of a team. B.1.34. Support others and seek support if required when the situation dictates. B.1.35. Show resilience when plans do not work and initiative to try new ways of working. B.1.36. Use maps, compasses and digital devices to orientate themselves. B.1.37. Remain aware of changing conditions and change plans if necessary.	Gymnastics <ol style="list-style-type: none"> 1. Show full extension when performing a balance. 2. Move in and out of contrasting shapes with fluency. 3. Performing a sequence using different types of rolls. 4. Perform powerful jumps from low apparatus. 5. Perform in unison with a partner. 6. Create a group performance using contrasting actions. Outdoor and Adventurous Activities <ol style="list-style-type: none"> 1. Use clear communication, strength and flexibility to complete a task. 2. To work with others to complete map reading tasks. 3. To draw and create a clear route on a map for others to follow. 4. Work with others and identify what went well and what could be improved. 5. Identify and explain what is required to complete a variety of challenges. 6. To safely take part in trust based activities.

			<p>ways they can help these people.</p> <p><u>Lesson 6-</u> Recount Task</p> <p>Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints; Plan, draft and publish a recount using the appropriate language.</p>
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For English and maths plan see separate long term plans.