



Medium Term Plan – Spring 1

Extreme Earth- Oceans

Robins

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
Geography	Investigate places	<p>A2.1 Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>A2.2 Explain own views about locations, giving reasons.</p> <p>A2.3 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>A2.5 Use a range of resources to identify the key physical and human features of a location.</p>	<ol style="list-style-type: none"> 1. Oceans and Continents- label the continents and oceans of the world. 2. Layers of the Ocean- find facts about the different layers of the ocean and the creatures that live there. 3. Research an Ocean- find out about an ocean and create a poster to present the information. 4. The Great Barrier Reef- find out about the Great Barrier Reef and the creatures that live there. 5. Research a Sea Creatures- Choose a sea creature to find out about. Use books and the internet to find information and pictures. 6. Present Research- Create fact file, poster or leaflet about the chosen sea creature.
	Investigate patterns	<p>B2.1 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>B2.2 Describe geographical similarities and differences between countries.</p>	
	Communicate geographically	<p>C2.1 Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements and land use.</p>	

Art & Design	Develop ideas	<p>A2.1 Develop ideas from starting points throughout the curriculum.</p> <p>A2.2 Collect information, sketches and resources.</p> <p>A2.3 Adapt and refine ideas as they progress.</p> <p>A2.4 Explore ideas in a variety of ways.</p> <p>A2.5 Comment on artworks using visual language.</p>	<ol style="list-style-type: none"> 1. Fish mobiles. Make a 3D fish mobile using kitchen roll, paint and card. 2. Wave patterns. Drawing patterns, painting. 3. Under the sea silhouette, painting and collage. 4. Underwater self-portrait. Drawing, painting. 5. Matisse collage. 6. 3D octopus model. Clay starfish.
	Master techniques	<p>Painting</p> <p>B2.1 Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>B2.2 Mix colours effectively.</p> <p>B2.3 Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>B2.4 Experiment with creating mood with colour.</p> <p>Collage</p> <p>B2.5 Select and arrange materials for a striking effect.</p> <p>B2.6 Ensure work is precise.</p> <p>B2.7 Use coiling, overlapping, tessellation, mosaic and montage.</p> <p>Sculpture</p> <p>B2.8 Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p> <p>B2.9 Include texture that conveys feelings, expression or movement.</p> <p>B2.10 Use clay and other mouldable materials.</p> <p>B2.11 Add materials to provide interesting detail.</p> <p>Drawing</p> <p>B2.12 Use different hardnesses of pencils to show line, tone and texture.</p> <p>B2.13 Annotate sketches to explain and elaborate ideas.</p> <p>B2.14 Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>B2.15 Use shading to show light and shadow.</p> <p>B2.16 Use hatching and cross hatching to show tone and texture.</p> <p>Printing</p> <p>B2.17 Use layers of two or more colours.</p> <p>B2.18 Replicate patterns observed in natural or built environments.</p> <p>B2.19 Make printing blocks (e.g. from coiled string glued to a block).</p> <p>B2.20 Make precise repeating patterns.</p>	

	Take inspiration from the greats	C2.1 Replicate some of the techniques used by notable artists, artisans and designers. C2.2 Create original pieces that are influenced by studies of others.	
Design & Technology	Master practical skills	A2.1 Prepare ingredients hygienically using appropriate utensils. A2.2 Measure ingredients to the nearest gram accurately. A2.3 Follow a recipe. A2.4 Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).	Sandwich Snacks 1. Evaluating different types of bread 1. Designing a sandwich 2. Understanding what makes a healthy diet 3. Making/eating a sandwich Evaluating sandwich design
	Design, make, evaluate and improve.	B2.1 Design with purpose by identifying opportunities to design. B2.2 Make products by working efficiently (such as by carefully selecting materials). B2.3 Refine work and techniques as work progresses, continually evaluating the product design. B2.4 Use software to design and represent product designs.	
	Take inspiration from design throughout history.	C2.1 Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. C2.2 Improve upon existing designs, giving reasons for choices. C2.3 Disassemble products to understand how they work.	

	Key Skills	Milestones Covered	Lesson Outline
Science	Work 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. 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.	<u>Rocks and Soils</u> <u>Week 1</u> Elicitation of current knowledge. Observation of different rocks and sorting them into groups based on their properties. <u>Week 2</u> . Testing different rocks for hardness. Becoming familiar with the Moh's scale

		<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>of hardness and grading rocks accordingly.</p> <p><u>Week 3</u></p> <p>Exploring how rocks are formed and the different types of rocks; igneous, metamorphic and sedimentary.</p> <p><u>Week 4</u></p> <p>Learning about fossil formation and making fossils. Mary Anning – scientist background.</p> <p><u>Week 5</u></p> <p>Looking at different types of soil and the components and layers of soil.</p> <p><u>Week 6</u></p> <p>Erosion of rock and the importance of worms in soil production.</p>
	Investigating Materials	<p>F.2.1. Compare and group together different kinds of rocks on the basis of their simple, physical properties.</p> <p>F.2.2. Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).</p> <p>F.2.3. Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.</p> <p>F.2.4. Recognise that soils are made from rocks and organic matter.</p>	
RE	Understand beliefs and teachings	<p>A2.1 Present the key teachings and beliefs of a religion.</p> <p>A2.2 Refer to religious figures and holy books to explain answers.</p>	<p>What kind of world did Jesus want?</p> <p><u>Week 1</u></p> <p>What meanings do stories have?</p>
	Understand practices and lifestyles	<p>B2.1 Identify religious artefacts and explain how and why they are used.</p> <p>B2.2 Describe religious buildings and explain how they are used.</p> <p>B2.3 Explain some of the religious practices of both clerics and individuals.</p>	<p>Read the story of 'The Boy Who Cried Wolf'. Freeze frame an important part of the story in groups.</p>
	Understand how beliefs are conveyed	C2.1 Identify religious symbolism in literature and the arts.	<p><u>Week 2</u></p> <p>What kind of world did Jesus want?</p> <p>Look at an image of someone being a 'Good Samaritan' in a modern situation, sort out who they expect to be the 'goodies' and 'baddies'.</p>
	Reflect	<p>D2.1 Show an understanding that personal experiences and feelings influence attitudes and actions.</p> <p>D2.2 Give some reasons why religious figures may have acted as they did.</p> <p>D2.3 Ask questions that have no universally agreed answers.</p>	<p><u>Week 3</u></p> <p>What was the message behind Jesus' story of the Good Samaritan?</p>
	Understand	E2.1 Explain how beliefs about right and wrong affect people's behaviour.	

	values	<p>E2.2 Describe how some of the values held by communities or individuals affect behaviour and actions.</p> <p>E2.3 Discuss and give opinions on stories involving moral dilemmas.</p>	<p>Read the story of the Good Samaritan. Use drama to retell the story.</p> <p>Week 4</p> <p>What is charity?</p> <p>What do charities do? Why do people need charities? Do you think they're important?</p> <p>Display a range of charity logos on the screen, one by one, and encourage the groups to guess which charity each logo belongs to. Put the charities into different categories and discuss why people might want to support the charities.</p> <p>Week 5</p> <p>What happens when people don't act in ways we expect?</p> <p>Tell the story of the Pharisee and Tax Collector. Look at pictures that go with the story and annotate it with speech bubbles and thought bubbles, showing what each character is saying and thinking.</p> <p>Week 6</p> <p>What challenges did Jesus give us through his teachings?</p> <p>Re read the story of the 'Good Samaritan'. List the challenges that Jesus gives through his actions and stories about how to live.</p> <p>Make a list of five things a Christian could do at school or at work to follow Jesus.</p>
Computing	Programming A – Robot algorithms	<p>To explore a new programming environment</p> <ul style="list-style-type: none"> ● I can identify the objects in a Scratch project (sprites, backdrops) ● I can explain that objects in Scratch have attributes (linked to) ● I can recognise that commands in Scratch are represented as 	<p>Programming A- Sequencing Sounds</p> <p>Week 1</p> <p>Introduction to Scratch- Learners will begin by comparing Scratch to other</p>

		<p>blocks</p> <p>To identify that commands have an outcome</p> <ul style="list-style-type: none"> • I can create a program following a design and understand that each sprite is controlled by the commands I choose • I can predict the coding blocks used to move a sprite • I can match coding blocks to their actions <p>To explain that a program has a start</p> <ul style="list-style-type: none"> • I can start a program in different ways • I can create a sequence of connected commands • I can explain that the objects in my project will respond exactly to the code <p>To recognise that a sequence of commands can have an order</p> <ul style="list-style-type: none"> • I can explain what a sequence is • I can combine sound commands • I can order notes into a sequence <p>To change the appearance of my project</p> <ul style="list-style-type: none"> • I can build a sequence of commands • I can decide the actions for each sprite in a program • I can make design choices for my artwork <p>To create a project from a task description</p> <ul style="list-style-type: none"> • I can identify and name the objects I will need for a project • I can relate a task description to a design • I can implement my algorithm as code 	<p>programming environments they may have experienced, before familiarising themselves with the basic layout of the screen.</p> <p>Week 2</p> <p>Programming sprites- Learners will create movement for more than one sprite. In doing this, they will design and implement their code, and then will create code to replicate a given outcome. Finally, they will experiment with new motion blocks.</p> <p>Week 3</p> <p>Sequences- Learners will be introduced to the concept of sequences by joining blocks of code together. They will also learn how event blocks can be used to start a project in a variety of different ways.</p> <p>Week 4</p> <p>Ordering commands- Learners have the opportunity to experiment with sequences where order is and is not important. They will create their own sequences from given designs.</p> <p>Week 5</p> <p>Looking good- This lesson develops learners' understanding of sequences by giving them the opportunity to combine motion and sounds in one sequence. They will also learn how to use costumes to change the appearance of a sprite, and backdrops to change the appearance of the stage. They will apply the skills in Activity 1 and 2 to design and create their own</p>
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			<p>project, including sequences, sprites with costumes, and multiple backdrops.</p> <p>Week 6</p> <p>Making an instrument- In this lesson, learners will create a musical instrument in Scratch. They will apply the concept of design to help develop programs and use programming blocks — which they have been introduced to throughout the unit. They will learn that code can be copied from one sprite to another, and that projects should be tested to see if they perform as expected.</p>
Music	Perform	<p>A2.1 Sing from memory with accurate pitch.</p> <p>A2.2 Sing in tune.</p> <p>A2.3 Maintain a simple part within a group.</p> <p>A2.4 Pronounce words within a song clearly.</p> <p>A2.5 Show control of voice.</p> <p>A2.6 Play notes on an instrument with care so that they are clear.</p> <p>A2.7 Perform with control and awareness of others.</p>	<p>Three Little Birds</p> <p>1. Listen and appraise- Three Little Birds by Bob Marley, warm up games, performance.</p> <p>Listen and appraise- Jammin' by Bob Marley, warm up games, performance</p> <p>Listen and appraise- Small People by Ziggy Marley. Warm up games, performance.</p>
	Compose	<p>B2.1 Compose and perform melodic songs.</p> <p>B2.2 Use sound to create abstract effects.</p> <p>B2.3 Create repeated patterns with a range of instruments.</p> <p>B2.4 Create accompaniments for tunes.</p> <p>B2.6 Choose, order, combine and control sounds to create an effect</p>	<p>Listen and appraise- 54-46 was my number by Toots and the Maytals, warm up games, performance.</p> <p>Listen and appraise- Ram Goat Liver by Pluto Shervington, warm up games, performance.</p>
	Transcribe	C2.1 Devise non-standard symbols to indicate when to play and rest	<p>Listen and appraise-Our Day Will Come by Amy Winehouse, warm up games, performance.</p>
	Describe music	<p>D2.1 Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>D2.2 Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>D2.3 Understand layers of sounds and discuss their effect on mood and feelings.</p>	

French	Read fluently	A2.1 Read and understand the main points in short written texts. A2.2 Read short texts independently. A2.3 Use a translation dictionary or glossary to look up new words.	Stage 1 lessons 7-11 1. Assessing progress, asking and saying how you feel, learn some new French sounds and actions, 5 colours. 2. Practise the 5 colour words, read a story about colours. 3. Respond to a command with colours, repeat 'je m'appelle', join in with action of rhyme. 4. Respond to 2 new commands with colours, identify the letters for the sounds in je and tu(some), repeat 2 forms of question about name, respond to comment t'appelles-tu/comment t'appelles-tu ?, repeat the two forms of the question 'what is your name' (some), say their name, join in with rhyme. 5. Join in with finger rhyme, ask and respond to question about name, identify the names of continents and countries where French is spoken and discuss the diversity of these lands.
	Write imaginatively	B2.1 Write a few short sentences using familiar expressions. B2.2 Express personal experiences and responses. B2.3 Write short phrases from memory with spelling that is readily understandable.	
	Speak confidently	C2.1 Understand the main points from spoken passages. C2.2 Ask others to repeat words or phrases if necessary. C2.3 Ask and answer simple questions and talk about interests. C2.4 Take part in discussions and tasks. C2.5 Demonstrate a growing vocabulary.	
	Understand the culture of the countries in which the language is spoken	D2.1 Describe with some interesting details some aspects of countries or communities where the language is spoken. D2.2 Make comparisons between life in countries or communities where the language is spoken and this country.	
PE	Develop practical skills in order to participate, compete and lead a healthy lifestyle.	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.	Basketball 1. To keep possession of the ball when dribbling. 2. Work as a pair to move forward and attack. 3. To use a defensive body position. 4. Perform a two-handed shot to score baskets. 5. To use a jump ball to restart a game. 6. When to move to a space to

			<p>receive a ball.</p> <p>Football</p> <ol style="list-style-type: none"> 1. Use the inside of the foot to pass the ball. 2. Trap a ball that is moving along the ground with control. 3. Pass the ball into a space over short distances. 4. Identify and move into a space to receive a ball. 5. Use the outside of the foot to control the ball and dribble. 6. Cushion the ball when receiving it.
PSHE	<p>Valuing Difference</p> <p>Keeping Myself Safe</p>	<ul style="list-style-type: none"> • Understand and explain some of the reasons why different people are bullied; • Explore why people have prejudiced views and understand what this is. <ul style="list-style-type: none"> • Identify situations which are safe or unsafe; • Identify people who can help if a situation is unsafe; • Suggest strategies for keeping safe. • Define the words danger and risk and explain the difference between the two; • Identify some key risks from and effects of cigarettes and alcohol; • Define the word 'drug' and understand that nicotine and alcohol are both drugs. • Recognise potential risks associated with browsing online; 	<p><u>Scarf- Keeping Safe</u></p> <p>Lesson 1- Danger or Risk</p> <p>Explain the difference between danger and risk. Ask the children to give you some examples of a dangerous situation. Ask the children to give you some examples of a risky situation.</p> <p>Lesson 2- The Risk Robot</p> <p>Discuss the following questions. What is it like to feel safe? What does unsafe or uncertain feel like? What do we think that we have to keep safe from? Describe different situations and they have to decide whether the situation is high, medium or low risk</p> <p>Lesson 3- Super Searcher</p> <p>Ask children to name websites they have heard of. Explain that you're going to be thinking about different websites and how</p>

		<p>much we can trust them.</p> <p>Lesson 4- Help or Harm</p> <p>What sort of things do we need to keep our body healthy? [food, water, oxygen exercise, sleep, cleanliness etc.]</p> <p>What sort of things can make us unhealthy or ill? [viruses, accidents, too much of certain foods, lack of exercise, smoking etc.]</p> <p>Discuss in pairs or small groups the items on the sheet and decide where each should go on the Venn diagram according to whether they think they are helpful, harmful or both.</p> <p>Lesson 5- Alcohol and Cigarettes, the facts.</p> <p>Review the concept that medicines are drugs which can be helpful (if used correctly) or harmful (if used incorrectly) to the body. Medicines are drugs which are designed to be helpful to the body when used properly and safely. In pairs or threes ask the children to look at the statements on the Alcohol and cigarettes: the facts Activity cards, after cutting them out of the sheet.</p> <p>Rights and Responsibility</p> <p>Lesson 6- Helping Each Other Stay Safe</p> <p>Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people.</p> <p>Lesson 7- Recount Task</p> <p>Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints;</p>
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		Plan, draft and publish a recount using the appropriate language.
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For English and maths plan see separate long term plans.