



Medium Term Planning - Spring 1

<p style="text-align: center;">National Curriculum Links</p> <p style="text-align: center;">Learn more, know more, remember more</p>	<p style="text-align: center;">History and Geography</p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>	<p style="text-align: center;">Music</p> <p>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p style="text-align: center;">SEAL (planned) Jigsaw</p> <p style="text-align: center;">Dreams and Goals</p>	<p style="text-align: center;">Computing</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p style="text-align: center;">Art/D.T.</p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</p>	<p style="text-align: center;">P.E. (planned)</p> <p style="text-align: center;">NETBALL</p> <p style="text-align: center;">♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p style="text-align: center;">R.E (planned)</p> <p>2.8 What does it mean to be a Hindu in Britain today?</p> <p>Study other religions of interest to pupils.</p> <p>Study the main stories of Hinduism.</p>	<p style="text-align: center;">Science</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p>	<p style="text-align: center;">French</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>In the chosen modern language:</p> <ul style="list-style-type: none"> - Speak - Read <p>Write</p>
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Links to Global Neighbours	Explain how their lives are connected with people and places across the globe and the effects of local actions on the wider world	Exploring similarities and differences between their lives and the lives of people in various communities around the world	exploring similarities and differences between their lives and the lives of people in various communities around the world		Exploring similarities and differences between their lives and the lives of people in various communities around the world	Discussing concepts and issues of injustice and disadvantage	<ul style="list-style-type: none"> identifying some ways in which their lives are connected with the lives of people in places across the globe 	Explain how their lives are connected with people and places across the globe and the effects of local actions on the wider world	
Lesson 1	Norway - introduction into natural and physical geography.	Music to create a type of energy	.Dreams and Goals.	Making a presentation from a blank page	What is wool?	Netball	How do Hindus show their faith? Faith in what?	What is a habitat?	Phonics - I'm learning French

Year 2
Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country in Australia.

Skills: Use secondary sources of information [i.e. internet, aerial images and maps, pictures, photographs, stories, information texts, videos, artefacts]

Year 3
Knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a study of Germany and South America (Mayans-Mexico)

Skills: Ask geographical questions [i.e. 'What is it like to live in this place?']

Year 4
Knowledge: Understand geographical similarities and differences through the study of

Year 2
Knowledge: Know music can be played or listened to for a variety of purposes (in history/ different cultures).

Skills: Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).

Year 3
Knowledge: Describe different purposes of music in history/ other cultures.

Skills: Start to use musical dimensions vocabulary to describe music- duration, timbre, pitch, dynamics, tempo, texture, structure.

Year 4
Knowledge: Describe different purposes of music in history/ other cultures.

PSHE Learning intention: I can tell you about a person who has faced difficult challenges and achieved success

Social & Emotional learning intention: I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)

Activity: Facing challenges and overcoming them.

Year 2
Knowledge: To be able to create a presentation in a small group and record the narration.
Skills: To be able to experiment with text, pictures and animation to make a simple slide show.

Year 3
Knowledge: To be able to search by keyword using a child friendly search engine.

Skills: To create a presentation that moves from slide to slide and is aimed at a specific audience.

Year 4
Knowledge: To be able to use animation in their presentation.
Skills: To be

Year 2
Knowledge: Explore what products are and who or what they are for.
Skills: create fabrics by weaving materials, i.e. grass through twigs

Year 3
Knowledge: Identify the strengths and areas for development in their ideas and products

Skills: Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects.

Year 4
Knowledge: Describe what methods of construction have been used
Skills: Use a

Year 2
Expected: • Use the terms 'opponent' and 'team-mate'.
 • Develop tactics.

Exceeding: • Pass to team mates at appropriate times.
 • Choose appropriate tactics to cause problems for the opposition.

Year 3/4
Expected: • Pass to team mates at appropriate times.
 • Choose appropriate tactics to cause problems for the opposition.

Exceeding: • Uphold the spirit of fair play and respect in all competitive situations.
 • Choose the most

Emerging: Identify and name examples of what Hindus have and do in their families and at

Expected: Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1)

Exceeding: Discuss and present ideas about what it means to be

Year 2
Knowledge: Skills:

Year 3
Knowledge: Skills:

Year 4
Knowledge: Skills:

Activity: Looking into different habitats and what makes them different. Using secondary sources, mind map what makes a dessert a dessert etc.

Year 2
Knowledge: remember key vocabulary and how to announce
Skills: Understand a few familiar spoken words and phrases

Year 3
Knowledge: remember key vocabulary and how to announce
Skills: Understand a few familiar spoken words and phrases

Year 4
Knowledge: remember key vocabulary and how to announce
Skills: Understand basic phrases concerning themselves, their family and school

Lesson 2	Comparing Norway to Britain	Instruments for purpose	Dreams and Ambitions	Adding Media	Weave a mini scarf	Netball	A Hindu life; what is important?	Classification keys	Phonics - I'm learning French
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Year 2
Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country in Australia.
Skills: Use secondary sources of information [i.e. internet, aerial images and maps, pictures, photographs, stories, information texts, videos, artefacts]

Year 3
Knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a study of Germany and South America (Mayans-Mexico)
Skills: Ask geographical questions [i.e. 'What is it like to live in this place?']

Year 4
Knowledge: Understand geographical similarities and differences through the study of

Year 2
Knowledge: Describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder)
Skills: Start to recognise different instruments.

Year 3
Knowledge: Recognise changes in the music using word like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow)
Skills: Use these words to identify where music works well/ needs improving.

Year 4
Knowledge: Describe how a piece of music makes them feel, making an attempt to explain

PSHE learning intention: I can identify a dream/ambition that is important to me

Social and emotional development learning intention: I can imagine how I will feel when I achieve my dream/ambition

Activity: Keep trying even when it is difficult

Year 2
Knowledge: To be able to create a presentation in a small group and record the narration.
Skills: To be able to experiment with text, pictures and animation to make a simple slide show.

Year 3
Knowledge: To be able to search by keyword using a child friendly search engine.
Skills: To be able to combine text, images and sounds and show awareness of audience.

Year 4
Knowledge: To be able to use animation in their

Year 2
Knowledge: Explore what materials products are made from
Skills: create fabrics by weaving materials, i.e. grass through twigs

Year 3
Knowledge: Explain how well products work to achieve their purposes
Skills: Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects.

Year 4
Knowledge: Describe what methods of construction have been used
Skills: Use a variety of

Year 2
Expected: • Use the terms 'opponent' and 'team-mate'.
 • Develop tactics.

Exceeding: • Pass to team mates at appropriate times.
 • Choose appropriate tactics to cause problems for the opposition.

Year 3/4
Expected: • Pass to team mates at appropriate times.
 • Choose appropriate tactics to cause problems for the opposition.

Exceeding: • Uphold the spirit of fair play and respect in all competitive situations.
 • Choose the most appropriate tactics for a game.

Activity: Netball

Emerging: Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3).

Expected: Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1)

Exceeding: Discuss and present ideas about what it means to be

Year 2
Knowledge: Skills:

Year 3
Knowledge: Skills:

Year 4
Knowledge: Skills:

Activity: What is a clarification key? How would we organise sets of animals, types of plants, areas in the world etc. Working in groups, children are able to group pictures and explain those groups.

Year 2
Knowledge: remember key vocabulary and how to announce
Skills: Understand a few familiar spoken words and phrases

Year 3
Knowledge: remember key vocabulary and how to announce
Skills: Understand a few familiar spoken words and phrases

Year 4
Knowledge: remember key vocabulary and how to announce
Skills: Understand basic phrases concerning themselves, their family and school

Lesson 3	Why did the Vikings leave?	Recording musical information	A New Challenge	Adding Animation	Design a Brooch	Netball	A Hindu life; what is important?	Types of plants	Phonics - I'm learning French
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Year 2
Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country in Australia.
Skills: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Year 3
Knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country
Skills: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic

Year 2
Knowledge: Make own sounds and symbols to make and record music.
Skills: Carefully choose instruments to combine layers of sound, showing awareness of the combined effect

Year 3
Knowledge: Use written symbols both standard and invented to represent sounds
Skills: Create (dotted) rhythmic patterns with awareness of timbre and duration.

Year 4
Knowledge: Follow a

PSHE learning intention: I enjoy facing new learning challenges and working out the best ways for me to achieve them

Social and emotional development learning intention: I can break down a goal into a number of steps and know how others could help

Year 2
Knowledge: To be able to create a presentation in a small group and record the narration.
Skills: To be able to experiment with text, pictures and animation to make a simple slide show.

Year 3
Knowledge: To be able to search by keyword using a child friendly search engine.
Skills: To be able to combine text, images and sounds and show

Year 2
Knowledge: Explore what products are and who or what they are for.
Skills: Develop and communicate ideas by talking and drawing

Year 3
Knowledge: Consider the views of others, including intended users, to improve their work
Skills: Share and clarify ideas through discussion

Year 4
Knowledge:

Year 2
Knowledge: Understand the terms opponent and teammate.
Skills: Talk about what is different between what I did and what someone else did

Year 3
Knowledge: understand what tactics are and how to apply them
Skills: Select and use the most appropriate skills, actions or ideas

Year 4
Knowledge: understand what tactics are and how to apply them
Skills: Select and use the most appropriate skills, actions or ideas

Activity:
Netball

Emerging: Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3).

Expected: Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims

Year 2
Knowledge:
Skills:

Year 3
Knowledge:
Skills:

Year 4
Knowledge:
Skills:

Activity: Using IT in pairs, children investigate what a shrub, creeper, tree.

Year 2
Knowledge: remember key vocabulary and how to announce
Skills: Understand a few familiar spoken words and phrases

Year 3
Knowledge: remember key vocabulary and how to announce
Skills: Understand a few familiar spoken words and phrases

Year 4
Knowledge:

Lesson 4	Viking Invasion	Class collaboration.	Our New Challenge	Presenting with timings.	Creating a brooch	Netball	Why is Mahatma Gandhi a Hindu Hero?	Water cycle	Phonics - I'm learning French
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Year 2

Knowledge: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Skills: Use simple compass directions (North, South, East and West) and locational and directional language [i.e. near and far; left and right], to describe the location of features and routes on a map

Year 3

Knowledge: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
Skills: Use the eight points of a compass, four grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world

Year 2

Knowledge: Follow a simple piece of written rhythmic notation
Skills: Carefully choose instruments to combine layers of sound, showing awareness of the combined effect

Year 3

Knowledge: Use musical dimensions together to compose music.
Skills: Play notes on instruments clearly and including steps/ leaps in pitch.

Year 4

PSHE learning intention:
 I am motivated and enthusiastic about achieving our new challenge

Social and emotional development learning intention:
 I know that I am responsible for my own learning and can use my strengths as a learner to achieve

Year 2

Knowledge: To be able to create a presentation in a small group and record the narration.
Skills: To be able to experiment with text, pictures and animation to make a simple slide show.

Year 3

Knowledge: To be able to search by keyword using a child friendly search engine.
Skills: To be able to combine text, images and sounds and show awareness of

Year 2

Knowledge:
Skills: Select from a range of tools and equipment, explaining their choices

Year 3

Knowledge:
 Refer to their design criteria as they design and make
Skills: Explain their choice of tools and equipment in relation to the skills and techniques they will be using

Year 4

Knowledge:
 Explain why

Year 2

Knowledge:
 Understand the terms opponent and teammate.
Skills: Talk about what is different between what I did and what someone else did

Year 3

Knowledge:
 understand what tactics are and how to apply them
Skills: Select and use the most appropriate skills, actions or ideas

Year 4

Emerging:
 Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3).

Expected:
 Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in

Year 2
Knowledge:
Skills:

Year 3
Knowledge:
Skills:

Year 4
Knowledge:
Skills:

Activity:
 Recap on the water cycle.
 How do we

Year 2
Knowledge:
 remember key vocabulary and how to announce
Skills: Understand a few familiar spoken words and phrases

Year 3
Knowledge:
 remember key vocabulary and how to announce
Skills: Understand a few familiar spoken words and phrases

Year 4
Knowledge:

Lesson 5	Viking Settlements	Class Collaboration	Our New Challenge - Overcoming Obstacles	Create more slides	Continuing brooch making	Netball	What is it like to be a Hindu in Britain today?	How do different habitats effect the water cycle?	Phonics - I'm learning French
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Year 2

Knowledge: Understand geographical similarities and differences through the study of places linked to other topic areas

Skills: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Year 3

Knowledge: Understand geographical similarities and differences through the study of places linked to other topic areas,

Skills: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Year 4

Knowledge: Understand geographical similarities and differences through the study of places linked to other topic areas,

Skills: Human geography,

Year 2

Knowledge: Follow a simple piece of written rhythmic notation

Skills: Carefully choose

instruments to combine layers of sound, showing awareness of the combined effect

Year 3

Knowledge: Use musical dimensions together to compose music.

Skills: Play notes on instruments clearly and including steps/ leaps in pitch.

Year 4

Knowledge: Combine sounds expressively (all dimensions).

Skills: Perform significant parts

Year 2

Knowledge: To be able to create a presentation in a small group and record the narration.

Skills: To be able to experiment with text, pictures and animation to make a simple slide show.

Year 3

Knowledge: To be able to search by keyword using a child friendly search engine.

Skills: To create a presentation that moves from slide to slide and is aimed at a specific audience.

Year 4

Knowledge: To be able to use animation in their presentation.

Skills: To be

Year 2

Knowledge: Explore how products work and how or where they might be used.

Skills: Select from a range of tools and equipment, explaining their choices

Year 3

Knowledge: Refer to their design criteria as they design and make

Skills: Explain their choice of tools and equipment in relation to the skills and techniques they will be using

Year 4

Knowledge: Explain why materials have been chosen

Skills: Explain their choice of materials and

Year 2

Knowledge: Understand the terms opponent and teammate.
Skills: Talk about what is different between what I did and what someone else did

Year 3

Knowledge: understand what tactics are and how to apply them
Skills: Select and use the most appropriate skills, actions or ideas

Year 4

Knowledge: understand what tactics are and how to apply them
Skills: Select and use the most appropriate skills, actions or ideas

Emerging: Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3).

Expected: Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1)

Exceeding: Discuss and present ideas about what it means to be a Hindu in

Year 2 Knowledge:

Skills:

Year 3 Knowledge:

Skills:

Activity: Using the internet to research, working in pairs, find out if the water cycle changes depending on what country you are in. Is there less rain in warmer countries?

Year 2 Knowledge: remember key vocabulary and how to announce
Skills: Recognises and reads out a few familiar words or phrases

Year 3 Knowledge: remember key vocabulary and how to announce
Skills: Recognises and reads out a few familiar words or phrases

Year 4 Knowledge: remember key vocabulary and how to announce
Skills: Recognises and reads out a few familiar words or phrases

Lesson 6		Evaluation	Celebrating My Learning	Presenting to Class	Evaluation	Netball		What is it like to be a Hindu in Britain today?	Experiment Week	AFL worksheet and end of unit assessments.
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Knowledge and Skills

Year 2
Knowledge:
Skills:

Year 3
Knowledge:
Skills:

Year 4
Knowledge:
Skills:

Activity:

Year 2
Knowledge: Describe basic elements of a piece of music (e.g. pace, volume, emotion)
Skills: Explain what they like about a piece of music and why

Year 3
Knowledge: Use relevant musical vocabulary (e.g. pitch, rhythm, tempo and pulse) when talking about the elements of music within a piece
Skills: Use these words to identify where music works well/ needs improving.

Year 4
Knowledge: Describe and compare and then evaluate different kinds of music using appropriate musical vocabulary
Skills: Use more musical dimensions vocabulary to describe music-duration, timbre, pitch, dynamics, tempo, texture

PSHE learning intention:
I can evaluate my own learning process and identify how it can be better next time

Social and emotional development learning intention:
I am confident in sharing my success with others and can store my feelings in my internal treasure chest

Activity:
Puzzle Outcome:
Assessment Opportunity

Year 2
Knowledge: To be able to create a presentation in a small group and record the narration.
Skills: To be able to experiment with text, pictures and animation to make a simple slide show.

Year 3
Knowledge: To be able to search by keyword using a child friendly search engine.
Skills: To create a presentation that moves from slide to slide and is aimed at a specific audience.

Year 4
Knowledge: To be able to use animation in their presentation.
Skills: To be able to create a lengthy presentation

Year 2
Knowledge: Suggest how their products could be improved
Skills: Plan by suggesting what to do next

Year 3
Knowledge: Describe how well products meet user needs and wants
Skills: Improve upon existing designs, giving reasons for choices.

Year 4
Knowledge: Describe how well products have been designed and made
Skills: Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas

Year 2
Knowledge: Understand the terms opponent and teammate.
Skills: Talk about what is different between what I did and what someone else did

Year 3
Knowledge: understand what tactics are and how to apply them
Skills: Select and use the most appropriate skills, actions or ideas

Year 4
Knowledge: understand what tactics are and how to apply them
Skills: Select and use the most appropriate skills, actions or ideas

Activity:
Hockey/Netball

Emerging:
Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3).

Expected:
Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1)

Exceeding:
Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own

Year 2
Knowledge:
Skills:

Year 3
Knowledge:
Skills:

Year 4
Knowledge:
Skills:

Activity:
create a small "world" using water table, shells, mud, plants and clingfilm.
Start Monday and examine daily to look for changes in the environment.

Year 2
Knowledge: speak, read and listen to subjects they have learnt about this term.
Skills: Understand a few familiar spoken words and phrases

Year 3
Knowledge: speak, read and listen to subjects they have learnt about this term.
Skills: Understand a few familiar spoken words and phrases

Year 4
Knowledge: speak, read and listen to subjects they have learnt about this term.
Skills: Understand a few familiar spoken words and phrases

Activity:
Assessment

