



Medium Term Planning - Summer Term 1

	History and Geography Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Compare and contrast a small area of the united kingdom with that of a non-European country Use basic geographical vocabulary to refer to and describe key physical and human features of locations. Use a wide range of geographical sources in order to investigate places and patterns. Use aerial photographs. Participate in an activity that involves taking informed action, having learned about the issue being addressed and consider various ways of responding	Music Listen with attention to detail and recall sounds with increasing aural memory. Use their voices expressively by singing songs and speaking chants and rhymes.	SEAL (planned) Jigsaw Relationships Identifying some ways in which their lives are connected with the lives of people in places across the globe	Computing Use search engines effectively. Be discerning in evaluating digital content. Respect individuals and intellectual property. Use technology responsibly, securely and safely.	Art/D.T. Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. Henri Rousseau <i>Surprised! Tiger in a Tropical Storm</i> Yuxi Yuve - The Water Spirit https://www.edenproject.com/visit/whats-on/spirit-of-the-rainforest-art-project	P.E. (planned) Team games Rounders		R.E (planned) How should we care for others in the world?? Spiritual Development: Learn the importance of considering, valuing and treating all people with dignity and respect.	Science Observe and describe growth and conditions for growth. Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.	French Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
Lesson 1	Intro to the Amazon Rainforest	Ukelele lesson	Family Roles and Responsibilities	Using technology appropriate to the task.	Collect Information, sketches and resources.			Should we care for everyone?	Parts of a plant	Les Animaux

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Knowledge and Skills	<p>Year 2 Expected: • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>Exceeding: Ask and answer geographical questions about the physical and human characteristics of A location.</p> <p>Year 3/4 Expected: Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Exceeding: Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p>	Follow instructions on how and when to sing or play an instrument.	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females	<p>Year 2 Expected: Use a range of applications and devices in order to communicate ideas, work and messages.</p> <p>Exceeding: Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</p> <p>Year 3/4 Expected: Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</p> <p>Exceeding: Choose the most suitable applications and devices for the purposes of communication.</p>	<p>Year 2 Expected: Describe the work of notable artists</p> <p>Exceeding: Collect replicate some of the techniques used by notable artists.</p> <p>Year 3/4 Expected: Create original pieces that are influenced by studies of others.</p> <p>Exceeding: Give details about the style of a notable artist.</p>	<p>Year 2 Expected: Use rolling, catching and throwing skills in combination.</p> <p>Exceeding: Throw and catch with control and accuracy.</p> <p>Year 3/4 Expected: Strike a ball and field with accuracy</p> <p>Exceeding: Field tactically by anticipating the direction of play.</p>		<p>Emerging: Talk about how religions teach that people are valuable, giving simple examples.</p> <p>Expected: Re-tell Bible stories and stories from another faith about caring for others and the world</p> <p>Exceeding: Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories</p>	<p>Year 2 Expected: Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</p> <p>Exceeding: Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.</p> <p>Year 3/4 Expected: Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.</p> <p>Exceeding: Relate knowledge of plants to studies of evolution and inheritance.</p>	<p>Year 2 Expected: Read out loud everyday words and phrases.</p> <p>Exceeding: Read and understand the main points in short written texts.</p> <p>Year 3/4 Expected: Read and understand the main points in short written texts.</p> <p>Exceeding: Read and understand the main points and some of the detail in short written texts.</p>
	<p>Lesson 2</p> <p>Where in the world? Locating tropical rainforests.</p>									

Knowledge and Skills	<p>Year 2 Expected: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Exceeding: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Year 3/4 Expected: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Exceeding: Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p>	<p>Follow instructions on how and when to sing or play an instrument.</p>	<p>I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener</p> <p>I know how to negotiate in conflict situations to try to find a win-win solution</p>	<p>Year 2 Expected: Use a range of applications and devices in order to communicate ideas, work and messages.</p> <p>Exceeding: Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</p> <p>Year 3/4 Expected: Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</p> <p>Exceeding: Choose the most suitable applications and devices for the purposes of communication.</p>	<p>Year 2 Expected: Use a combination of materials that are cut, torn and glued.</p> <p>Exceeding: Select and arrange materials for a striking effect.</p> <p>Year 3/4 Expected: Use Coiling, overlapping, tessellation.</p> <p>Exceeding: Mix Textures (rough, smooth, plain and patterned)</p>	<p>Year 2 Expected: develop tactics.</p> <p>Exceeding: Choose appropriate tactics to cause problems for the opposition.</p> <p>Year 3/4 Expected: Pass to teammates at appropriate times.</p> <p>Exceeding: Choose the most appropriate tactics for the game.</p>		<p>Emerging: Talk about how religions teach that people are valuable, giving simple examples.</p> <p>Expected: Re-tell Bible stories and stories from another faith about caring for others and the world</p> <p>Exceeding: Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories.</p>	<p>Year 2 Expected: Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</p> <p>Exceeding: Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.</p> <p>Year 3/4 Expected: Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.</p> <p>Exceeding: Relate knowledge of plants to studies of evolution and inheritance.</p>	<p>Year 2 Expected: Read out loud everyday words and phrases.</p> <p>Exceeding: Read and understand the main points in short written texts.</p> <p>Year 3/4 Expected: Read and understand the main points in short written texts.</p> <p>Exceeding: Read and understand the main points and some of the detail in short written texts.</p>
	Lesson 3	Layers of the rainforest	Ukelele lesson 3	Keeping Myself Safe Online	Using technology appropriate to the task.	Printing	Rounders		What do some religions say about caring for other people?	Fair testing: Planting seeds.

<p style="text-align: center;">Knowledge and Skills</p>	<p>Year 2 Expected: • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>Exceeding: Ask and answer geographical questions about the physical and human characteristics of A location.</p> <p>Year 3/4 Expected: Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Exceeding: Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p>	<p>Follow instructions on how and when to sing or play an instrument.</p>	<p>I know and can use some strategies for keeping myself safe online</p> <p>I know who to ask for help if I am worried or concerned about anything online</p>	<p>Year 2 Expected: Use a range of applications and devices in order to communicate ideas, work and messages.</p> <p>Exceeding: Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</p> <p>Year 3/4 Expected: Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</p> <p>Exceeding: Choose the most suitable applications and devices for the purposes of communication.</p>	<p>Year 2 Expected: Use objects to create prints (vegetables, sponges).</p> <p>Exceeding: Use layers of two or more colours.</p> <p>Year3/4 Expected: Replicate patterns observed in natural or built environments.</p> <p>Exceeding: Use a range of visual elements to reflect the purpose of the work,</p>	<p>Year 2 Expected: use hitting, catching and throwing skills in combination.</p> <p>Exceeding: Throw and catch with control and accuracy</p> <p>Year 3/4 Expected: Strike a ball and field with control</p> <p>Exceeding: Strike a bowled ball with accuracy.</p>		<p>Emerging: Talk about how religions teach that people are valuable, giving simple examples.</p> <p>Expected: Re-tell Bible stories and stories from another faith about caring for others and the world</p> <p>Exceeding: Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories.</p>	<p>Year 2 Expected: Perform simple tests.</p> <p>Exceeding: Set up simple, practical enquiries and comparative and fair tests.</p> <p>Year 3/4 Expected: Set up simple, practical enquiries and comparative and fair tests.</p> <p>Exceeding: Plan enquiries, including recognising and controlling variables where necessary.</p>	<p>Year 2 Expected: Read out loud everyday words and phrases.</p> <p>Exceeding: Read and understand the main points in short written texts.</p> <p>Year 3/4 Expected: Read and understand the main points in short written texts.</p> <p>Exceeding: Read and understand the main points and some of the detail in short written texts.</p>
<p>Lesson 4</p>	<p>Compare and contrast the Amazon Rainforest and Sherwood Forest</p>	<p>Ukelele lesson 4</p>	<p>Being a Global Citizen 1</p>	<p>Using technology appropriate to the task.</p>	<p>Creating Mood</p>	<p>Rounders</p>		<p>How have some people shown they cared?</p>	<p>Exploring conditions for plant growth.</p>	<p>Les Animaux</p>

Knowledge and Skills	<p>Year 2 Expected: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <p>Exceeding: Describe geographical similarities and differences between countries.</p> <p>Year 3/4 Expected: Describe geographical similarities and differences between countries.</p> <p>Exceeding: Understand some of the reasons for geographical similarities and differences between countries.</p>	Follow instructions on how and when to sing or play an instrument.	<p>I can explain how some of the actions and work of people around the world help and influence my life</p> <p>I can show an awareness of how this could affect my choices</p>	<p>Year 2 Expected: Use a range of applications and devices in order to communicate ideas, work and messages.</p> <p>Exceeding: Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</p> <p>Year 3/4 Expected: Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</p> <p>Exceeding: Choose the most suitable applications and devices for the purposes of communication.</p>	<p>Year 2 Expected: Add white to colours to make tints and black to colours to make tones.</p> <p>Exceeding: Mix colours effectively</p> <p>Year 3/4 Expected: Experiment with creating mood with colour.</p> <p>Exceeding: Combine colours, tones and tints to enhance the mood of a piece.</p>	<p>Year 2 Expected: Lead others when appropriate.</p> <p>Exceeding: Lead others and act as a respectful team member.</p> <p>Year 3/4 Expected: Follow the rules of the game and play fairly.</p> <p>Exceeding: Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model.</p>		<p>Emerging: Talk about how religions teach that people are valuable, giving simple examples.</p> <p>Expected: Re-tell Bible stories and stories from another faith about caring for others and the world</p> <p>Exceeding: Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories.</p>	<p>Year 2 Expected: Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Exceeding: 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>Year 3/4 Expected: 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>Exceeding: Relate knowledge of plants to studies of evolution and inheritance.</p>	<p>Year 2 Expected: Read out loud everyday words and phrases.</p> <p>Exceeding: Read and understand the main points in short written texts.</p> <p>Year 3/4 Expected: Read and understand the main points in short written texts.</p> <p>Exceeding: Read and understand the main points and some of the detail in short written texts.</p>
	<p>Lesson 5</p> <p>Protecting the rainforest (Deforestation & Palm oil)</p>			<p>Ukelele lesson 5</p>					<p>Being a Global Citizen 2</p>	<p>Using technology appropriate to the task.</p>

Knowledge and Skills	<p>Year 2</p> <p>Expected: Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Exceeding: Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Year 3/4</p> <p>Expected: Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Exceeding: Identify and describe how the physical features affect the human activity within a location.</p>	Follow instructions on how and when to sing or play an instrument.	<p>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p>I can empathise with children whose lives are different to mine and appreciate what I may learn from them</p>	<p>Year 2</p> <p>Expected: Use a range of applications and devices in order to communicate ideas, work and messages.</p> <p>Exceeding: Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</p> <p>Year 3/4</p> <p>Expected: Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</p> <p>Exceeding: Choose the most suitable applications and devices for the purposes of communication.</p>	<p>Year 2</p> <p>Expected: Respond to ideas and starting points.</p> <p>Exceeding: Adapt and refine ideas as they progress.</p> <p>Year 3/4</p> <p>Expected: Adapt and refine ideas as they progress.</p> <p>Exceeding: Develop and imaginatively extend ideas from starting points throughout the curriculum.</p>	<p>Year 2</p> <p>Expected: Develop tactics.</p> <p>Exceeding: Follow the rules of the game and play fairly.</p> <p>Year 3/4</p> <p>Expected: Choose appropriate tactics to cause problems for the opposition.</p> <p>Exceeding: Field, defend and attack tactically by anticipating the direction of play.</p>		<p>Emerging: Talk about how religions teach that people are valuable, giving simple examples.</p> <p>Expected: Re-tell Bible stories and stories from another faith about caring for others and the world</p> <p>Exceeding: Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories.</p>	<p>Year 2</p> <p>Expected: Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Exceeding: Investigate the way in which water is transported within plants.</p> <p>Year 3/4</p> <p>Expected: Investigate the way in which water is transported within plants.</p> <p>Exceeding: Relate knowledge of plants to studies of all living things.</p>	<p>Year 2</p> <p>Expected: Read out loud everyday words and phrases.</p> <p>Exceeding: Read and understand the main points in short written texts.</p> <p>Year 3/4</p> <p>Expected: Read and understand the main points in short written texts.</p> <p>Exceeding: Read and understand the main points and some of the detail in short written texts.</p>
	Lesson 6		How is deforestation affecting the UK?	Ukelele lesson 6	Celebrating My Web of Relationships	Using technology appropriate to the task.	Adding layers	Rounders	What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?	Reporting our findings

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