



Medium Term Planning - Spring Term 1

National Curriculum Links Learn more, know more, remember more	History and Geography Changes in Britain from the Stone Age to the Iron Age. Key events in the past that are significant nationally and globally. Use a wide range of geographical sources in order to investigate places and patterns. Use aerial photographs.	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	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.	P.E. (planned)	R.E (planned) What does it mean to belong to a faith community?	Science Look at growth, basic needs, exercise, food and hygiene. Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals.	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	Step into the Stone Age.	Columbus and Magellen		Introduction to The Stone Age.	Research and recreate cave paintings.		Do we all belong to something?	Why is our diet important?	Numbers
Knowledge and Skills	<p>Expected: • Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Exceeding: • Ask questions such as: What was it like for people? What happened? How long ago?</p>	<p>Expected: Make and control long and short sounds, using voice and instruments.</p> <p>Exceeding: Make and control long and short sounds, using voice and instruments. Sing in tune</p>		<p>Expected: • Use simple databases to record information in areas across the curriculum.</p> <p>Exceeding: • Use simple databases to record information in areas across the curriculum and compare your findings with others to check accuracy.</p>	<p>Expected: • Explore ideas and collect visual information.</p> <p>Exceeding: • Explore ideas and collect visual information and express thoughts and feelings about what you have seen.</p>		<p>Expected: Recognise symbols of belonging from their own experience., Think about why symbols of belonging matter to believers.</p> <p>Exceeding: Give examples of ways in which believers express their identity and belonging within faith communities.</p>	<p>Expected: Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Exceeding: Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.</p>	
Lesson 2	How do we know about the stone Age?	Henry VIII and Elizabeth I		All about stone circles	Discover how Ancient Humans created colour for artwork.		How do Christians show they belong?	Exercise and the digestive system	Social Conventions

Knowledge and Skills	<p>Expected: • Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Exceeding: • Ask questions such as: What was it like for people? What happened? How long ago?</p>	<p>Expected: Create short, musical patterns.</p> <p>Exceeding: Create short, musical patterns. Create repeated patterns with a range of instruments.</p>		<p>Expected: • Use simple databases to record information in areas across the curriculum.</p> <p>Exceeding: • Use simple databases to record information in areas across the curriculum and compare your findings with others to check accuracy.</p>	<p>Expected: Explore how products have been created.</p> <p>Exceeding: Explore how products have been created. Explore different methods and materials as ideas develop.</p>			<p>Expected: Recognise symbols of belonging for Christians and think about why symbols of belonging matter to believers.</p> <p>Exceeding: Give examples of ways in which believers express their identity and belonging within faith communities</p>	<p>Expected: Gather and record data to help in answering questions.</p> <p>Exceeding: Describe the simple functions of the basic parts of the digestive system in humans.</p>	
Lesson 3	Cave Art	Samuel Pepys and the Great Fire of London Pt. 1		All about Skara Brae	Recreating our own art work using natural materials we have made.			How do Muslims know that they belong?	Human and animal skeleton.	Labelling map of France
Knowledge and Skills	<p>Expected: Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Exceeding: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p>	<p>Expected: Imitate changes in pitch</p> <p>Exceeding: Imitate changes in pitch. Sing from memory with accurate pitch and show control of voice.</p>		<p>Expected: • Use simple databases to record information in areas across the curriculum.</p> <p>Exceeding: • Use simple databases to record information in areas across the curriculum and compare your findings with others to check accuracy.</p>	<p>Expected: Explore different methods and materials as ideas develop.</p> <p>Exceeding: Explore different methods and materials as ideas develop and adapt and refine ideas as they progress.</p>			<p>Expected: Recognise symbols of belonging for Muslims.</p> <p>Exceeding: Give examples of ways in which believers express their identity and belonging within faith communities</p>	<p>Expected: Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).</p> <p>Exceeding: Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>	
Lesson 4					Art teacher visiting school			How do Jewish people show they belong together as a community?		Colours

Knowledge and Skills							<p>Expected: Recognise symbols of belonging for Jewish people.</p> <p>Exceeding: Give examples of ways in which believers express their identity and belonging within faith communities</p>		
Lesson 5							How do Christians welcome a new baby? How do Muslims welcome a new baby?		Food likes and dislikes
Knowledge and Skills							<p>Expected: Give an account of what happens at a traditional Christian infant baptism/dedication and suggest what the actions and symbols mean.</p> <p>Exceeding: Respond sensitively to differences in the way believers express their identity and belonging and identify some similarities and differences between the ceremonies studied.</p>		
Lesson 6							How do some people show they belong to one another?		Songs and Rhymes

Knowledge and Skills								<p>Expected: Identify two ways that people show they belong to each other when they get married.</p> <p>Exceeding: Respond sensitively to differences in the way believers express their identity and belonging and identify some similarities and differences between the ceremonies studied.</p>		
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