

Medium Term Planning Summer Term 2018: Meet the Neighbours

Launch- Share homework on aspects of France						
Landing : French picnic with parents, prepared with typical foods and served by pupils, using French language.						
Essential Opportunities (Subject content NC coverage + schools)						
History	Geography	Art & DT	PE	RE	Music	French
	<p>Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.(France)</p> <ul style="list-style-type: none"> • Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time. • Understand geographical similarities and differences 	<p>Look at the work of famous French artists -</p> <p>Cezanne</p> <p>Van Gogh (worked in France)</p> <p>Monet</p> <p>DT - Shell Structures</p>	<p>Athletics</p> <p>Tennis</p>	<p>Introduction to Islam</p>	<p>Charanga</p> <p>Summer:Let Your Spirit Fly</p>	<p>Catherine Cheater</p> <p>Blanche Neige.</p>

through the study of human and physical geography of a region or area of the United Kingdom

- Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.

- Use a wide range of geographical sources in order to investigate places and patterns

Use the eight points of a compass, four-figure grid

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	references, symbols and key to communicate knowledge of the United Kingdom and the wider world.					
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Essentials for Progress (skills coverage)

	<p>To investigate places</p> <p>Describe key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: 	<p>To develop ideas</p> <p>Develop ideas from starting points throughout the curriculum</p> <p>Adapt and refine ideas as they progress</p> <p>Explore ideas in a variety of ways</p> <p>To master techniques</p> <ul style="list-style-type: none"> • Layer materials and colours effectively <p>Use different</p>		<p>Present the key teachings and beliefs of a religion.</p> <ul style="list-style-type: none"> • Refer to religious figures and holy books to explain answers. <p>Identify religious artefacts and explain how and why they</p>	<p>To Perform</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. 	<p>Read out loud everyday words and phrases.</p> <p>Use kinaesthetic/musical memory to learn songs and rhymes</p> <ul style="list-style-type: none"> • Use phonic knowledge to read words. • Read and understand short written phrases. • Read out loud
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	<p>settlements and land use.</p> <ul style="list-style-type: none"> • <p>Ask and answer geographical questions about the physical and human characteristics of a location</p> <p>Explain own views about locations, giving reasons.</p> <p>Describe geographical similarities and differences between countries.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p>	<p>techniques to convey ideas and produce effects, eg marbling, collage</p> <p>Observational drawing</p> <p>Use different hardnesses of pencils to show line, tone and texture.</p> <ul style="list-style-type: none"> • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. <p>DT</p> <p>Designing</p> <ul style="list-style-type: none"> • Generate realistic ideas and design criteria 		<p>are used.</p> <ul style="list-style-type: none"> • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. <p>Identify religious symbolism in literature and the arts.</p> <p>Show an understanding that personal experiences and feelings influence attitudes and actions.</p>	<ul style="list-style-type: none"> • Perform with control and awareness of others. 	<p>familiar words and phrases.</p>
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collaboratively through discussion, focusing on the needs of the user and purpose of the product.

- Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.

Making

- Order the main stages of making.
- Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.
- Explain their choice of materials according to functional properties

- Give some reasons why religious figures may have acted as they did.

- Ask questions that have no universally agreed answers

		<p>and aesthetic qualities.</p> <ul style="list-style-type: none"> • Use finishing techniques suitable for the product they are creating. 				
Using Communication			Using Maths			
<p>Writing - Cross Curricular Ideas.</p> <p>Speaking and Listening : Presentation of research Debates and discussions based on RE topics</p>			<p>Maths - Cross Curricular Ideas</p>			
Computing						
<p>Essential Opportunities</p> <ul style="list-style-type: none"> • Safety in Technology Design • write simple algorithms Select using code.org • use a variety of software for different go • Evaluate and present data 			<p>Essential for Progress (Skills)</p> <ul style="list-style-type: none"> • Word processing: e.g. font, style, size, use of bullet points, • Contribute to blogs that are moderated by teachers. • Give examples of the risks posed by online communications. • Understand the term 'copyright'. • Understand that comments made online that are hurtful or offensive are the 			

same as bullying.

- Use some of the advanced features of applications and devices in order to communicate ideas, work or messages

Science

Essential Opportunities

Sound

Look at sources, vibration, volume and pitch.

Essential for Progress (Skills)

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.

To work scientifically

Ask relevant questions.

- Set up simple, practical enquiries
- Make accurate measurements using standard units

- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.
- Identify differences, similarities or changes related to simple, scientific ideas and processes.
- Use straightforward, scientific evidence to answer questions or to support their findings.

Personal Development (PSHE)

Special people

Guilty

Jealous

Making wise choices

Love and Sex Matters book - Lesson 7: In need of restoration

Puberty

Who helps us stay safe

Stereotyping (SRE)

Positive changes

Change is normal

E-safety
 Hector's World Lesson 5 - importance of checking with an adult!

Curriculum Drivers

Community	Spiritual and Moral	Risk Taking	Mastery
<p>As people concerned with developing a sense of community we will continue to strengthen relationships within the school and across our community by: developing our mentoring programme Utilising the strength and expertise within and beyond our school community. Developing the children's understanding of a global / international community through our topic - meet the neighbours</p>	<p>In our spiritual and moral development we will be extending the children's understanding of the values of justice and creativity.</p>	<p>As people concerned in developing children's ability to take risks we will encourage the children to deduce and reason for themselves. Communicate in a foreign language.</p>	<p>As people concerned with developing mastery we will plan opportunities for children to deepen and broaden their understanding of key concepts and ideas through repetition of key concepts indifferent contexts.</p>

ENRICHMENT OPPORTUNITIES

Visit by Muslim speaker, practical compass and map work in the local area.	
Implications for next term	
Skills to revisit	Subject Knowledge