



Medium Term Planning - Spring Term 2. The Natural World.

National Curriculum Links Learn more, know more, remember more	History History of interest to the pupils. (Britain's settlement by Anglo-Saxons and Scots) Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of the world. Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past. (carried over from Spring 1)	Geography World Geography. Investigate places This concept involves understanding the geographical location of places and their physical and human features. (carried over from Spring 1)	PSHE (planned) Jigsaw Healthy Me <u>Weekly</u>	Music/Computing The lessons encourage children to discuss and experiment with the main elements of a piece of music and allows them to compose themselves. Purple Mash (carried over from Spring 1)	Art/D.T. Andy Goldsworthy – artist/sculptor using natural materials. Create our own nature sculptures.	P.E. (planned) Multi skills Hockey (carried over from Spring 1) <u>Weekly</u>	R.E (planned) Buddhism. North Yorkshire Agreed Syllabus <u>Weekly</u>	Science Biology: Humans and Animals. Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals. Scenario: Teignford hockey team have not won a match all season, and now is the time to turn things around if they want to win the league next year. Can you take on the challenge of coaching them to fitness? They need a whole pack of advice on diet, exercise and how to prevent injury, not to mention positive team spirit and self belief!
Lesson 1	Working with the timeline of Britain, the children learn about how the Anglo-Saxons fit into the British chronology, discuss the terms 'invaders' and 'settlers' and the implications of invasions.	North or South? To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere in the context of researching countries in different hemispheres. (Recap continents & oceans at the same time.)	Being fit & healthy	Understanding Music	Learn about Andy Goldsworthy and his nature art.	Multi Skills	Introduction to Buddhism.	Think about food. You agree to help the team improve their performance by becoming their health and fitness advisors. Today your task is to discover how many portions of fruit and vegetables the team eat each day and how much sugar is in their daily diet.

Knowledge and Skills

M1: Place events and artefacts in order on a timeline. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.
M2: Place events, artefacts and historical figures on a timeline using dates. Describe changes that have happened in the locality of the school throughout history.

M1: 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.

M2: • 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.

M1: Show an awareness of someone who is talking. Show an understanding that one's own behaviour affects other people. Listen to other people's point of view.

M2: Listen to others, showing attention. Think of the effect of behaviour on others before acting. Describe the points of view of others.

M1

- Create a sequence of long and short sounds.

- Clap rhythms.

- Create a mixture of different sounds (long and short, loud and quiet, high and low).

- Choose sounds to create an effect.

- Sequence sounds to create an overall effect.

- Create short, musical patterns.

- Create short, rhythmic phrases.

M2:

- Compose and perform melodic songs.

- Use sound to create abstract effects.

Choose, order, combine and control sounds to create an effect.

- Use digital technologies to compose pieces of music.

M1: Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. Explore how products have been created.

M2: Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Improve upon existing designs, giving reasons for choices.

M1: Use rolling, hitting, running, jumping, catching and kicking skills in combination. Use the terms 'opponent' and 'team-mate'. Develop tactics. Lead others when appropriate.

M2: Run over a longer distance, conserving energy in order to sustain performance. Understand the need to show accomplishment in managing risks. Show an ability to both lead and form part of a team. Support others and seek support if required when the situation dictates.

M1: Describe some of the teachings of a religion.

M2: Present the key teachings and beliefs of a religion. Identify religious artefacts and explain how and why they are used. Explain some of the religious practices of both clerics and individuals.

M1: • Ask simple questions.
• Observe closely, using simple equipment.
• Perform simple tests.
• Identify and classify.
• Use observations and ideas to suggest answers to questions.
• Gather and record data to help in answering questions.
-Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).
• Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

M2: Ask relevant questions.
• Set up simple, practical enquiries and comparative and fair tests.
• Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.
• Gather, record, classify and present data in a variety of ways to help in answering questions.
• 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.
• Identify that humans and some animals have skeletons and muscles for support, protection and movement.
• 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.

Lesson 2	<p>Research the basic needs of an Anglo-Saxon settlement and design your own. Children will:</p> <ul style="list-style-type: none"> -List the basic needs that a new settlement should provide. -Understand how local resources can be used by a settlement. -Interpret and draw sketch maps. <p><u>Build further on learning during lockdown.</u></p>	<p>Over and around: To identify the position and significance of latitude and longitude in the context of using co-ordinates to read maps. To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations.</p>	<p>Medicine Safety - Y2 What do I know about drugs - Y3 Alcohol - Y4</p>	Rhythm and Tempo	<p>Begin to plan your own nature artwork/sculpture.</p> <ul style="list-style-type: none"> - What materials will you use to create colour and depth? - What will your final art work be? 	Multi Skills	<p>Do Buddhist believers have a special place?</p>	<p>What is a balanced diet? The players are eating too much sugar and not enough fruit and veg, but that may not be the only problem. Some players are overweight and need help to understand what is meant by a balanced diet. Are you up to the challenge of explaining food groups and nutrition using model meals?</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Skills</p>	<p>M1: Describe significant people from the past. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p> <p>M2: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Use dates and terms to describe events. Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. <p>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>M1: 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>M2: • 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>M1: Show an awareness of someone who is talking. Show an understanding that one's own behaviour affects other people. Listen to other people's point of view.</p> <p>M2: Listen to others, showing attention. Think of the effect of behaviour on others before acting. Describe the points of view of others.</p>	<p>M1</p> <ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. <p>M2:</p> <ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. <p>Choose, order, combine and control sounds to create an effect.</p> <ul style="list-style-type: none"> • Use digital technologies to compose pieces of music. 	<p>M1: Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.</p> <p>M2: Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways.</p>	<p>M1: Use rolling, hitting, running, jumping, catching and kicking skills in combination. Use the terms 'opponent' and 'team-mate'. Develop tactics. Lead others when appropriate.</p> <p>M2: Run over a longer distance, conserving energy in order to sustain performance. Understand the need to show accomplishment in managing risks. Show an ability to both lead and form part of a team. Support others and seek support if required when the situation dictates.</p>	<p>M1: Describe some of the teachings of a religion.</p> <p>M2: Present the key teachings and beliefs of a religion. Identify religious artefacts and explain how and why they are used. Explain some of the religious practices of both clerics and individuals.</p>	<p>M1: • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. -Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p> <p>M2: Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • 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. • Identify that humans and some animals have skeletons and muscles for support, protection and movement. • 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 3	<p>Investigate the food and drink of the Anglo-Saxons and design a week's menu. Children will:</p> <ul style="list-style-type: none"> -Describe the food and drink that the Anglo-Saxons grew, raised, hunted and prepared. -Explain some of the difficulties Anglo-Saxon farmers experienced. -Discuss how healthy the diet of Anglo-Saxons was. <p><u>Build further on learning during lockdown.</u></p>	<p>Top and Bottom: To identify the position and significance of the Arctic and the Antarctic Circle in the context of comparing polar regions to the UK.</p>	Healthy eating	Melody and Pitch	Gather the materials for your artwork and start to create.	Hockey	Buddhist Festivals.	<p>Skeletons & Bones The hockey team members have had some problems with injuries and backache. They need expert advice from their fitness coaches so you need to brush up on your knowledge of skeletons, bones and joints.</p>
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Knowledge and Skills

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M2: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Use dates and terms to describe events. Use appropriate historical vocabulary to communicate, including:

- dates
- time period
- era
- change
- chronology.

• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

M1: 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.

M2: • 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.

M1: Show an awareness of someone who is talking. Show an understanding that one's own behaviour affects other people. Listen to other people's point of view.

M2: Listen to others, showing attention. Think of the effect of behaviour on others before acting. Describe the points of view of others.

M1

• Create a sequence of long and short sounds.

• Clap rhythms.

• Create a mixture of different sounds (long and short, loud and quiet, high and low).

• Choose sounds to create an effect.

• Sequence sounds to create an overall effect.

• Create short, musical patterns.

• Create short, rhythmic phrases.

M2:

• Compose and perform melodic songs.

• Use sound to create abstract effects.

Choose, order, combine and control sounds to create an effect.

• Use digital technologies to compose pieces of music.

M1: Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving. Cut materials safely using tools provided. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling)

M2: Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Cut materials accurately and safely by selecting appropriate tools. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).

M1: Use rolling, hitting, running, jumping, catching and kicking skills in combination. Use the terms 'opponent' and 'team-mate'. Develop tactics. Lead others when appropriate.

M2: Run over a longer distance, conserving energy in order to sustain performance. Understand the need to show accomplishment in managing risks. Show an ability to both lead and form part of a team. Support others and seek support if required when the situation dictates.

M1: Describe some of the teachings of a religion.

M2: Present the key teachings and beliefs of a religion. Identify religious artefacts and explain how and why they are used. Explain some of the religious practices of both clerics and individuals.

M1: • Ask simple questions.
• Observe closely, using simple equipment.
• Perform simple tests.
• Identify and classify.
• Use observations and ideas to suggest answers to questions.
• Gather and record data to help in answering questions.
-Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).
• Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

M2: Ask relevant questions.
• Set up simple, practical enquiries and comparative and fair tests.
• Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.
• Gather, record, classify and present data in a variety of ways to help in answering questions.
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Lesson 4	<p>Anglo Saxon beliefs. -Explain that the Anglo-Saxons were pagans when they first invaded Britannia. -Understand that the Romans had introduced Christianity to Britannia. -Research and describe an Anglo-Saxon god or goddess. -Make an Anglo-Saxon amulet.</p>	<p>In the Tropics: To identify the position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK. -Compare the UK with India. <u>Global Neighbours:</u> How do children live and learn in India? -encountering relevant voices and stories that aid understanding of poverty and injustice -exploring similarities and differences between their lives and the lives of people in various communities around the world</p>	Being Safe	Creating Music	Complete your nature artwork.	Hockey	Buddhism art/patterns.	<p>Moving Muscles Muscle strains have caused problems for the hockey players and some people experience muscle fatigue during matches. Can you help? You will need to investigate the link between muscle strength and regular training and exercise.</p>
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Knowledge and Skills

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M2: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Use dates and terms to describe events. Use appropriate historical vocabulary to communicate, including:

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• Choose sounds to create an effect.

• Sequence sounds to create an overall effect.

• Create short, musical patterns.

• Create short, rhythmic phrases.

M2:

• Compose and perform melodic songs.

• Use sound to create abstract effects.

Choose, order, combine and control sounds to create an effect.

• Use digital technologies to compose pieces of music.

M1: Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving. Cut materials safely using tools provided. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling)

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M1: Use rolling, hitting, running, jumping, catching and kicking skills in combination. Use the terms 'opponent' and 'team-mate'. Develop tactics. Lead others when appropriate.

M2: Run over a longer distance, conserving energy in order to sustain performance. Understand the need to show accomplishment in managing risks. Show an ability to both lead and form part of a team. Support others and seek support if required when the situation dictates.

M1: Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion

M2: Present the key teachings and beliefs of a religion. Identify religious artefacts and explain how and why they are used. Explain some of the religious practices of both clerics and individuals.

M1: • Ask simple questions.
• Observe closely, using simple equipment.
• Perform simple tests.
• Identify and classify.
• Use observations and ideas to suggest answers to questions.
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-Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).
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M2: Ask relevant questions.
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Lesson 5	<p>Children will describe the last few Anglo-Saxon Kings of England and learn about the Domesday Book.</p> <p>Children will:</p> <ul style="list-style-type: none"> -Describe the last few Anglo-Saxon kings of England. -Explain why the survey for the Domesday Book was undertaken. -Find information about and within the Domesday Book. 	<p>On the Line: To identify the position and significance of the Prime/ Greenwich Meridian by exploring countries on the Meridian Line.</p> <ul style="list-style-type: none"> -Choose a country on the Meridian line to research. 	<p>Healthy Friendships/ Group dynamics.</p>	<p>Creating Music</p>	<p>Evaluate artwork. What went well/what would you do different next time? How is your work like Andy Goldsworthy's?</p>	<p>Hockey</p>	<p>Consolidation.</p>	<p>A breath of fresh air Some of the hockey players report feeling out of breath when running up and down the hockey pitch in training and in matches. Could it be that improved fitness would mean they get less puffed out? It is your job to investigate this.</p>
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M2: Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways.

M1: Use rolling, hitting, running, jumping, catching and kicking skills in combination. Use the terms 'opponent' and 'team-mate'. Develop tactics. Lead others when appropriate.

M2: Run over a longer distance, conserving energy in order to sustain performance. Understand the need to show accomplishment in managing risks. Show an ability to both lead and form part of a team. Support others and seek support if required when the situation dictates.

M1: Relate emotions to some of the experiences of religious figures studied. Describe some of the teachings of a religion.

M2: Present the key teachings and beliefs of a religion. Identify religious artefacts and explain how and why they are used. Explain some of the religious practices of both clerics and individuals. Describe how some of the values held by communities or individuals affect behaviour and actions.

M1: • Ask simple questions.
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• Perform simple tests.
• Identify and classify.
• Use observations and ideas to suggest answers to questions.
• Gather and record data to help in answering questions.
-Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).
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• Identify differences, similarities or changes related to simple, scientific ideas and processes.
• Use straightforward, scientific evidence to answer questions or to support their findings.
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