**Medium Term Planning & Skill Progression Summer 1 2023**

**Kingfisher, Owl and Fox**

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| **Science** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Snap Science: The Earth and Beyond Lesson 1  To describe the shapes, positions and movement  of the planets in the solar system and some of  the differences between these and stars  Finding things out using a wide range of  secondary sources of information  Recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations. Carry out simple research independently.  Begin to recognise which secondary sources will be the most useful to research their ideas.  Carry out research independently.  Recognise which secondary sources will be the most useful to research their ideas.  Carry out research independently. | Snap Science: The Earth and Beyond Lesson 2 (adapt so that it covers formation of planets)  To use a model to describe and compare the  movements of different planets in space  Finding things out using a wide range of  secondary sources of information  Recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations. Carry out simple research independently.  Begin to recognise which secondary sources will be the most useful to research their ideas.  Carry out research independently.  Recognise which secondary sources will be the most useful to research their ideas.  Carry out research independently. | Snap Science: The Earth and Beyond Lesson 3  Use the Earth’s rotation to explain day and  night and the apparent movement of the Sun  across the sky  Noticing patterns | Snap Science: The Earth and Beyond Lesson 4  Use the idea of the Earth’s rotation to explain  day and night and the apparent movement of  the Sun across the sky  Observing changes over different periods of  time | Snap Science: The Earth and Beyond Lesson 5 and 6  To use a model to explain why sunrise and sunset occur at different moments in time in different parts of the world  To explain how the Earth’s tilt leads to seasonal  changes  Finding things out using a wide range of  secondary sources of information Recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations. Carry out simple research independently.  Begin to recognise which secondary sources will be the most useful to research their ideas.  Carry out research independently.  Recognise which secondary sources will be the most useful to research their ideas.  Carry out research independently. | Snap Science: The Earth and Beyond Lesson 7  To identify the phases of the Moon and explain  why these occur  Observing changes over different periods of  time |
| **History**  **Fossils – historical sources** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
|  | The fossil record:  The Paleozoic Era,(trilobites)  Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as ‘what was it like for a …… during ……?’  Names and places dates of significant events from the past on a timeline.  Uses a range of sources and understands the difference between primary and secondary sources of evidence.  Asks a range of questions about the past. Uses timelines to place and sequence local, national and international events.  Sequences historical periods.  Identifies and uses different sources of information and artefacts.  Investigates own lines of enquiry by posing questions to answer.  Evaluates the usefulness and accurateness of different sources of evidence.  Selects the most appropriate source of evidence for particular tasks. Uses timelines to place events, periods and cultural movements from around the world.  Uses timelines to demonstrate changes and developments in culture, technology, religion and society. | Ther fossil record: The Mesozoic Era  Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as ‘what was it like for a …… during ……?’  Names and places dates of significant events from the past on a timeline.  Uses a range of sources and understands the difference between primary and secondary sources of evidence.  Asks a range of questions about the past. Uses timelines to place and sequence local, national and international events.  Sequences historical periods.  Identifies and uses different sources of information and artefacts.  Investigates own lines of enquiry by posing questions to answer.  Evaluates the usefulness and accurateness of different sources of evidence.  Selects the most appropriate source of evidence for particular tasks. Uses timelines to place events, periods and cultural movements from around the world.  Uses timelines to demonstrate changes and developments in culture, technology, religion and society. |  |  |  |
| **Geography** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
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| **Art** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Research fossil patterns and collect a range of images for sketchbook. Explore sketching textures.  Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  Question and make thoughtful observations about starting points and select ideas and processes to use in their work.  Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  Question and make thoughtful observations about starting points and select ideas and processes to use in their work |  | **Design and make a printing block from cardboard/string/straws**  Research, create and refine a print block using a variety of techniques –cardboard  Select broadly the kinds of material to print with in order to get the effect they want  Choose the printing method appropriate to task.  Build up layers and colours/textures.  Describe varied techniques.  Be familiar with layering prints.  Work relatively independently. |  | **Print using fossil blocks made.**  Select broadly the kinds of material to print with in order to get the effect they want  Resist printing including marbling, silkscreen and coldwater paste.  Choose the printing method appropriate to task.  Build up layers and colours/textures.  Organise their work in terms of pattern, repetition, symmetry or random printing styles.  Choose inks and overlay colours  Describe varied techniques.  Be familiar with layering prints.  Be confident with printing on paper and fabric.  Alter and modify work.  Work relatively independently. |  |
| **Music** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** |  |
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| **Computing**  **NK**  **Data (2 Calculate)** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** |  |
| Exploring Probability  • To use a spreadsheet to investigate the probability of the results of throwing many dice.  Produce and explain the meaning and purpose of line graphs.  Produce and use bar charts, pie charts and line graphs appropriately.  Use graphs to provide supporting evidence for their conclusions about relationships.  Identify some of the implications of incorrect data.  Identify incorrect and implausible data.  Identify an incorrect point on a line graph.  Enter data into cells.  Enter data and formulae into cells, modify the data, make predictions of changes and check results.  Create and use a spreadsheet to produce costings which are within budget.  Identify and enter the correct formulae into cells, modify the data, make predictions of changes and check them.  Copy formulae to create tables of results.  Create graphs from spreadsheets  Create and use a spreadsheet to answer a ‘What if …...?’ mathematical investigation | Creating a Computational Model  • To use a spreadsheet to calculate the discount and final prices in a sale. Create a formula to help work out the prices of items in the sale  Produce and explain the meaning and purpose of line graphs.  Produce and use bar charts, pie charts and line graphs appropriately.  Use graphs to provide supporting evidence for their conclusions about relationships.  Identify some of the implications of incorrect data.  Identify incorrect and implausible data.  Identify an incorrect point on a line graph.  Enter data into cells.  Enter data and formulae into cells, modify the data, make predictions of changes and check results.  Create and use a spreadsheet to produce costings which are within budget.  Identify and enter the correct formulae into cells, modify the data, make predictions of changes and check them.  Copy formulae to create tables of results.  Create graphs from spreadsheets  Create and use a spreadsheet to answer a ‘What if …...?’ mathematical investigation | Use a Spreadsheet to Plan Pocket Money  Spending  • To use a spreadsheet to plan how to spend pocket money and the effect of saving money.  Produce and explain the meaning and purpose of line graphs.  Produce and use bar charts, pie charts and line graphs appropriately.  Use graphs to provide supporting evidence for their conclusions about relationships.  Identify some of the implications of incorrect data.  Identify incorrect and implausible data.  Identify an incorrect point on a line graph.  Enter data into cells.  Enter data and formulae into cells, modify the data, make predictions of changes and check results.  Create and use a spreadsheet to produce costings which are within budget.  Identify and enter the correct formulae into cells, modify the data, make predictions of changes and check them.  Copy formulae to create tables of results.  Create graphs from spreadsheets  Create and use a spreadsheet to answer a ‘What if …...?’ mathematical investigation | Planning a School Event • To use a spreadsheet to plan a school charity day to maximise the money donated to charity.  Produce and explain the meaning and purpose of line graphs.  Produce and use bar charts, pie charts and line graphs appropriately.  Use graphs to provide supporting evidence for their conclusions about relationships.  Identify some of the implications of incorrect data.  Identify incorrect and implausible data.  Identify an incorrect point on a line graph.  Enter data into cells.  Enter data and formulae into cells, modify the data, make predictions of changes and check results.  Create and use a spreadsheet to produce costings which are within budget.  Identify and enter the correct formulae into cells, modify the data, make predictions of changes and check them.  Copy formulae to create tables of results.  Create graphs from spreadsheets  Create and use a spreadsheet to answer a ‘What if …...?’ mathematical investigation | Planning a School Event • To use a spreadsheet to plan a school charity day to maximise the money donated to charity.  Produce and explain the meaning and purpose of line graphs.  Produce and use bar charts, pie charts and line graphs appropriately.  Use graphs to provide supporting evidence for their conclusions about relationships.  Identify some of the implications of incorrect data.  Create and use a spreadsheet to produce costings which are within budget.  Identify and enter the correct formulae into cells, modify the data, make predictions of changes and check them.  Copy formulae to create tables of results.  Create graphs from spreadsheets  Create and use a spreadsheet to answer a ‘What if …...?’ mathematical investigation |  |
| **Outdoor PE 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **Athletics (Year 5) Lesson 1 -** To be able to apply different speeds over varying distances.  Increase the distance when they are running, organizing and preparing themselves, take different roles within a running sequence.  Sustain and maintain running speed.  Improve on personal target.  Understand rules of different events.  Show strength, stamina and speed when running, jumping and throwing.  Know rules and judge events.  Have strength and stamina whilst running, beginning to pace themselves. | **Athletics (Year 5) Lesson 2 -** To develop fluency and co-ordination when running for speed.  Increase the distance when they are running, organizing and preparing themselves, take different roles within a running sequence.  Sustain and maintain running speed.  Improve on personal target.  Understand rules of different events.  Show strength, stamina and speed when running, jumping and throwing.  Know rules and judge events.  Have strength and stamina whilst running, beginning to pace themselves. | **Athletics (Year 5) Lesson 3 -** To develop technique in relay changeovers.  Sports Week  Increase the distance when they are running, organizing and preparing themselves, take different roles within a running sequence.  Sustain and maintain running speed.  Improve on personal target.  Understand rules of different events.  Show strength, stamina and speed when running, jumping and throwing.  Know rules and judge events.  Have strength and stamina whilst running, beginning to pace themselves. | **Athletics (Year 5) Lesson 4 -** To develop technique and co-ordination in the triple jump.  Choose which throw, running pace or action to complete to allow them to reduce their times/ increase distance within areas of athletics.  Adapt skills and techniques to different challenges and equipment.  Confident use what they know to complete different challenges that they are set. | **Athletics (Year 5) Lesson 5 -** To develop throwing with force for longer distances.  Choose which throw, running pace or action to complete to allow them to reduce their times/ increase distance within areas of athletics.  Adapt skills and techniques to different challenges and equipment.  Confident use what they know to complete different challenges that they are set. | **Athletics (Year 5) Lesson 6 -** To develop throwing with force for longer distances.  Recognise which activities help their speed, strength and stamina and know when they are important in games.  Recognise how specific activities affect their bodies.  Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance.  Understand why exercise is good for their fitness, health and wellbeing.  Understand why exercise is good for their fitness, health and wellbeing.  Understand the need to prepare properly for games. |
| **Outdoor PE 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **Tennis (Year 5)**  **Lesson 1 -** To develop returning the ball using a forehand groundstroke.  Develop the range and consistency of their skills in all games. Keep, adapt and make rules for striking and fielding and net games  Use and adapt tactics in different situations. Explain their ideas and plans. Recognise aspects of their work that need improving. Suggest practices to improve their play.  Develop a broader range of techniques and skills for attacking and defending. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities. Choose and use information to evaluate their own and others’ work. Suggest improvements in own and others’ performances.  Choose, combine and perform skills more fluently and effectively in invasion, striking and net games. Understand, choose and apply a range of tactics and strategies for defence and attack. Use these tactics and strategies more consistently in similar games. Develop their ability to evaluate their own and others’ work, and to suggest ways to improve it. Know why warming up and cooling down are important. | **Tennis (Year 5)**  **Lesson 2 -** To develop returning the ball using a backhand groundstroke.  Develop the range and consistency of their skills in all games. Keep, adapt and make rules for striking and fielding and net games  Use and adapt tactics in different situations. Explain their ideas and plans. Recognise aspects of their work that need improving. Suggest practices to improve their play.  Develop a broader range of techniques and skills for attacking and defending. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities. Choose and use information to evaluate their own and others’ work. Suggest improvements in own and others’ performances.  Choose, combine and perform skills more fluently and effectively in invasion, striking and net games. Understand, choose and apply a range of tactics and strategies for defence and attack. Use these tactics and strategies more consistently in similar games. Develop their ability to evaluate their own and others’ work, and to suggest ways to improve it. Know why warming up and cooling down are important. | **Tennis (Year 5)**  **Lesson 3 -** To work cooperatively with a partner to keep a continuous rally.  Develop the range and consistency of their skills in all games. Keep, adapt and make rules for striking and fielding and net games  Use and adapt tactics in different situations. Explain their ideas and plans. Recognise aspects of their work that need improving. Suggest practices to improve their play.  Develop a broader range of techniques and skills for attacking and defending. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities. Choose and use information to evaluate their own and others’ work. Suggest improvements in own and others’ performances.  Choose, combine and perform skills more fluently and effectively in invasion, striking and net games. Understand, choose and apply a range of tactics and strategies for defence and attack. Use these tactics and strategies more consistently in similar games. Develop their ability to evaluate their own and others’ work, and to suggest ways to improve it. Know why warming up and cooling down are important. | **Tennis (Year 5)**  **Lesson 4 -** To develop the underarm serve and understand the rules of serving.  Develop the range and consistency of their skills in all games. Keep, adapt and make rules for striking and fielding and net games  Use and adapt tactics in different situations. Explain their ideas and plans. Recognise aspects of their work that need improving. Suggest practices to improve their play.  Develop a broader range of techniques and skills for attacking and defending. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities. Choose and use information to evaluate their own and others’ work. Suggest improvements in own and others’ performances.  Choose, combine and perform skills more fluently and effectively in invasion, striking and net games. Understand, choose and apply a range of tactics and strategies for defence and attack. Use these tactics and strategies more consistently in similar games. 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Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities. Choose and use information to evaluate their own and others’ work. Suggest improvements in own and others’ performances.  Choose, combine and perform skills more fluently and effectively in invasion, striking and net games. Understand, choose and apply a range of tactics and strategies for defence and attack. Use these tactics and strategies more consistently in similar games. Develop their ability to evaluate their own and others’ work, and to suggest ways to improve it. Know why warming up and cooling down are important. |
| **French**  The world around us  What’s in the news? | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **Explore French speaking countries** | **Learn the names of French speaking countries** | **Link animals to countries where they are found to make sentences** | **Link weathers to counties to make sentences** | **Link geographical features to countries to make sentences** | **Use vocab to give presentations about French speaking countries** |
| **PSHE** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| 4. Getting on and Falling Out I can recognise how friendships change,  know how to make new friends and how  to manage when I fall out with my friends |  | 5. Girlfriends and Boyfriends I understand what having a boyfriend/  girlfriend might mean and that it is a  special relationship for when I am older |  | 6. Celebrating My  Relationships with People  and Animals  Assessment Opportunity H  I know how to show love and appreciation  to the people and animals who are special  to me |  |
| **RE**  **Buddhism** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
|  | **The Noble Eightfold Path**  Key learning objectives – to enable pupils to:   * understand that Buddhists see life as a journey towards Nirvana * understand the elements of the Noble Eightfold Path and their implications for living * understand the importance for Buddhists of living with clarity, calmness and peace of mind * reflect on their own life journeys and appreciate the need for calmness and peace in life   Use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups.  Express religious beliefs (ideas, feelings, etc.) in a range of styles and words used by believers and suggest what they mean.  Make links between the beliefs (teaching, sources etc.) of different religious groups and show how they are connected to believer’s lives.  Suggest reasons for the similar and different beliefs which people hold and explain how religious sources are used to provide answers to important questions about life and mortality.  Describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities.  Choose to express religious beliefs (ideas, feelings, etc.) in a range of styles and begin to use a wide vocabulary to describe religious beliefs.  Raise and suggest reasons for the similar and different beliefs which people hold and explain how religious sources are used to provide answers to important questions about life and morality.  Describe why people belong to religions and also why some people have no religion. Explain similarities and differences in the lives of individuals and communities.  Use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions. |  | **The Buddha image and Buddhist shrines**  Key learning objectives – to enable pupils to:   * understand the significance of the Buddha image and Buddhist shrines for Buddhists * understand the main features of Buddhist shrines and their symbolism * create a quiet area in the classroom * design their own shrines for someone they respect * reflect on ‘shrines’ in their own homes   Use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups.  Express religious beliefs (ideas, feelings, etc.) in a range of styles and words used by believers and suggest what they mean.  Make links between the beliefs (teaching, sources etc.) of different religious groups and show how they are connected to believer’s lives.  Suggest reasons for the similar and different beliefs which people hold and explain how religious sources are used to provide answers to important questions about life and mortality.  Describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities.  Choose to express religious beliefs (ideas, feelings, etc.) in a range of styles and begin to use a wide vocabulary to describe religious beliefs.  Raise and suggest reasons for the similar and different beliefs which people hold and explain how religious sources are used to provide answers to important questions about life and morality.  Describe why people belong to religions and also why some people have no religion. Explain similarities and differences in the lives of individuals and communities.  Use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions. |  | **Buddhist devotional practices, including meditation**  Key learning objectives – to enable pupils to:   * *understand key features of Buddhist devotional practice, including making offerings and chanting mantras* * *understand the significance of prayer flags and prayer wheels in Tibetan Buddhism* * *understand the importance of meditation in Buddhism* * *develop personal awareness of the benefits of meditation*   Use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups.  Express religious beliefs (ideas, feelings, etc.) in a range of styles and words used by believers and suggest what they mean.  Make links between the beliefs (teaching, sources etc.) of different religious groups and show how they are connected to believer’s lives.  Suggest reasons for the similar and different beliefs which people hold and explain how religious sources are used to provide answers to important questions about life and mortality.  Describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities.  Choose to express religious beliefs (ideas, feelings, etc.) in a range of styles and begin to use a wide vocabulary to describe religious beliefs.  Raise and suggest reasons for the similar and different beliefs which people hold and explain how religious sources are used to provide answers to important questions about life and morality.  Describe why people belong to religions and also why some people have no religion. Explain similarities and differences in the lives of individuals and communities.  Use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions. |