



## Medium Term Planning - Summer Term II

<p><b>National Curriculum Links</b> Learn more, know more, remember more</p>	<p><b>Science</b> <i>Living Things &amp; Their Habitats</i></p>	<p><b>Geography</b> <i>Linked to Science</i></p>	<p><b>PSHE</b> <i>Jigsaw - Dreams and Goals</i></p>	<p><b>French</b> <i>Habitats</i></p>	<p><b>RE</b> <i>Is it better to express your religion in arts and architecture or in charity and generosity?</i></p>	<p><b>PE</b> <i>Kwik Cricket</i></p>	<p><b>Diversity Days</b> <i>In no particular order</i></p>
<p>Lesson 1</p>	<p>How can we classify different plants, animals and organisms?</p>		<p>When I grow Up</p>	<p>Essentials for Living Things</p>	<p>What makes a place special? What is a sacred place? Are all places sacred? What is the value of a sacred place?</p>	<p>Throwing, catching &amp; bowling</p>	<p>Gypsy and Roma Traveller Month</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Skills</p>	<ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics.</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p><i>Understand how living things are classified - kingdom, phylum, etc. Learn about monera, Protista and fungi kingdoms.</i></p>		<ul style="list-style-type: none"> <li>I understand I will need money to help me achieve some of my dreams.</li> <li>I can identify what I would like my life to be like when I'm grown up.</li> </ul>	<ul style="list-style-type: none"> <li>Learn in French the essential elements that all plants and animals need to survive. Learning to look out for cognates (words that are similar in French and English).</li> <li>Show confidence in reading aloud, and in using reference materials.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and make connections between examples of religious creativity (buildings) (A1).</li> <li>Show understanding of the value of sacred buildings and art (B3).</li> <li>Apply ideas about values and from scriptures to the title question (C2).</li> </ul>	<ul style="list-style-type: none"> <li>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> </ul> <p><i>Throwing and catching practise leading to bowling techniques.</i></p>	<ul style="list-style-type: none"> <li></li> </ul>
<p>Lesson 2</p>	<p><b>How quickly does mould grow?</b></p>		<p><b>Investigate Jobs and Careers.</b></p>	<p><b>Global Habitats</b></p>	<p><b>How do mosque buildings express Islamic beliefs and values? What makes a fine mosque?</b></p>	<p><b>Bowling accuracy &amp; batting</b></p>	<p><b>Healthy Eating Week</b></p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Skills</p>	<ul style="list-style-type: none"> <li>Plan enquiries, including recognising and controlling variables where necessary.</li> </ul> <p><i>Under what conditions does mould grow fastest on bread? Seven day experiment.</i></p>		<ul style="list-style-type: none"> <li>I know about a range of jobs carried out by people and I have explored how much people earn in different jobs.</li> <li>I appreciate the contributions made by people in different jobs.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about some of the key habitats in our world.</li> <li>Read and understand the main points and some of the detail in short written texts.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and make connections between examples of religious creativity (buildings and art) (A1).</li> <li>Show understanding of the value of sacred buildings (B3).</li> <li>Apply ideas about values and from scriptures to the title question (C2).</li> </ul>	<ul style="list-style-type: none"> <li>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>Strike a bowled or volleyed ball with accuracy.</li> </ul> <p><i>Bowl at stumps. Add batters when accurate. Go through stance, etc. Explain wides and no balls.</i></p>	
<p>Lesson 3</p>	<p>How can we group animals?</p>	<p>Describe locations geographically.</p>	<p>My Dream Job</p>	<p>Plants</p>	<p>Muslim calligraphy, painting and poetry: what is inspiring?</p>	<p>Introduce Fielding</p>	<p>Refugee Week</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Skills</p>	<ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics.</li> </ul> <p><i>Research spiders and flies from different continents.</i></p>	<ul style="list-style-type: none"> <li>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</li> </ul> <p><i>Locate on map, and describe, where different species of spiders and flies inhabit.</i></p>	<ul style="list-style-type: none"> <li>I can identify a job I would like to do when I'm grown up and understands what motivates me and what I need to achieve it.</li> <li>I appreciate the opportunities that learning and education are giving me and understand how this will help build my future.</li> </ul>	<ul style="list-style-type: none"> <li>To learn in French which plants grow in specific habitats.</li> <li>Use dictionaries or glossaries to check words.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and make connections between examples of religious creativity (buildings and art) (A1).</li> <li>Show understanding of the value of sacred buildings and art (B3).</li> </ul>	<ul style="list-style-type: none"> <li>Field, defend and attack tactically by anticipating the direction of play.</li> </ul> <p><i>Fielding practise - balls thrown randomly and fielders have to return to person stood by bucket. Add game situation and explain rotation of fielders.</i></p>	

Lesson 4	How can vertebrates be classified?		Dreams & Goals of Young People in Other Cultures	Animals and their habitats	How do Christians use art in worship and in remembering Jesus? What do you admire about some works of art?	Revisit batting for power and effectiveness.	
Knowledge and Skills	<ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics.</li> </ul> <p>Research the five areas of the vertebrate (chordates) phylum.</p>		<ul style="list-style-type: none"> <li>I can describe the dreams and goals of young children in cultures different to mine.</li> <li>I can reflect on how these relate to my own.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about which animals live in specific habitats and look at some of their adaptations.</li> <li>Write short texts on familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and make connections between examples of religious art (A1).</li> <li>Show understanding of the value of art (B3).</li> <li>Apply ideas about values and from scriptures to the title question (C2).</li> </ul>	<ul style="list-style-type: none"> <li>Strike a bowled or volleyed ball with accuracy.</li> </ul> <p>Play diamond cricket to increase batting accuracy.</p>	•
Lesson 5	How are invertebrates classified?		How Can We Support Each Other?	Plant and Animal Presentation	Can a Christian place of worship be a building for the 'glory of God'? What does this mean?	Scoring and Playing	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Skills</p>	<ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics.</li> </ul> <p><i>Create fact file on one of the six classes of invertebrates.</i></p>		<ul style="list-style-type: none"> <li>I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways we can support each other.</li> <li>I appreciate the similarities and difference in aspirations between myself and young people from other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate which animal and which plant lives in a particular habitat and present to the class.</li> <li>Give a short-prepared talk that includes opinions.</li> <li>Be understood with little or no difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and make connections between examples of religious creativity (buildings and art) (A1).</li> <li>Show understanding of the value of sacred buildings and art (B3).</li> <li>Apply ideas about values and from scriptures to the title question (C2).</li> </ul>	<ul style="list-style-type: none"> <li>Work alone, or with team mates in order to gain points or possession.</li> </ul> <p><i>Play 'Rapid Runner' - grp of 3 make 20 catches while pairs score runs over 10m. Explain scoring system inc 6's, 4's, wides and no balls. Recap how to get someone 'out'.</i></p>	<ul style="list-style-type: none"> <li></li> </ul>
<p>Lesson 6</p>	<p>How can animals live in different places on our planet?</p>	<p>Describe the habitats of different species using correct terminology.</p>	<p>Rallying Support</p>	<p>Plant, Animal and Habitat Presentation</p>	<p>How and why do Muslim charities try to change the world?</p>	<p>Play the Game I</p>	

<p style="text-align: center;">Knowledge and Skills</p>	<ul style="list-style-type: none"> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <p><i>Research animals that have adapted to suit their surroundings including camouflage or mimicking.</i></p>	<ul style="list-style-type: none"> <li>Describe geographical diversity across the world.</li> <li>Describe and understand key aspects of physical geography, including: climate zones, biomes.</li> </ul> <p><i>In science research, name climate zone and biome the researched creature inhabits.</i></p>	<ul style="list-style-type: none"> <li>I can encourage my peers to support young people here and abroad to meet their aspirations and suggest ways we might do this.</li> <li>I understand why I am motivated to make a positive contribution to supporting others.</li> </ul>	<ul style="list-style-type: none"> <li>To consolidate all the language learnt in the unit by preparing a PowerPoint or oral presentation about an animal and / or plant in a particular habitat. <ul style="list-style-type: none"> <li>Include imaginative and adventurous word choices.</li> </ul> </li> <li>Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</li> </ul>	<ul style="list-style-type: none"> <li>Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</li> <li>Apply ideas about values and from scriptures to the title question (C2).</li> </ul>	<ul style="list-style-type: none"> <li>Uphold the spirit of fair play and respect in all competitive situations.</li> <li>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> </ul> <p><i>Play the game, reminding children of the rules and fair play. Assist the teams with scoring.</i></p>	
<p>Lesson 7</p>	<p><b>What are the different habitats in which organisms live?</b></p>	<p><b>Describe the habitats of different species using correct terminology.</b></p>		<p><b>Assessment of topic</b></p>	<p><b>How and why does Christian Aid try to change the world?</b></p>	<p><b>Play the Game II</b></p>	

	<ul style="list-style-type: none"> <li>• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> <li>• Present findings in written form, displays and other presentations.</li> </ul> <p><i>As a group, research different habitats around the globe. One has to be extreme - bottom of the ocean, near a volcano, deep in a cave, etc.</i></p>	<ul style="list-style-type: none"> <li>• Describe geographical diversity across the world.</li> <li>• Describe and understand key aspects of physical geography, including: climate zones, biomes.</li> </ul> <p><i>In science research, name climate zone and biome the researched creature inhabits.</i></p>			<ul style="list-style-type: none"> <li>• Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</li> <li>• Apply ideas about values and from scriptures to the title question (C2).</li> </ul>	<ul style="list-style-type: none"> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>• Work alone, or with team mates in order to gain points or possession.</li> <li>• Strike a bowled or volleyed ball with accuracy.</li> <li>• Field, defend and attack tactically by anticipating the direction of play.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
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