



Medium Term Planning Years 2/3/4 - Spring Term 1

National Curriculum Links Learn more, know more, remember more	History and Geography	Music	SEAL (planned)	Computing (Term 2)	Art/D.T. (Term 2)	P.E. (planned)		R.E (planned)	Science	French
	Y2 – Explore weather and climate in the UK and around the world *Locate the world's countries with a focus on countries of particular interest to pupils (Japan, South America). *Use maps, atlases, globes and computer mapping to locate countries and describe features studied *Use a wide range of geographical sources in order to investigate patterns and places.	Have the opportunity to learn a musical instrument – Ukulele lessons (Y3/4)/Percussion (Y2) Understand and explore how music is created, produced and communicated, including tempo, pitch and appropriate musical notations	Going for goals	Use technology responsibly, securely and safely. Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs	Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations Play competitive games, modified where appropriate, (for example netball, hockey...) and apply basic principles for attacking and defending		What does it mean to belong to a faith community?	Rocks and fossils Compare and group rocks and describe the formation of fossils	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	Where is Japan?	Year 3/4 - Ukulele lesson Year 2 - Creating and responding to vocal sounds and body percussion	Taking responsibility - for their successes and when things go wrong	Online safety	Japanese blossom trees	Netball	Swimming	Do we all belong to something?	Identify and classify a variety of rocks based on their different characteristics (Identifying and classifying)	What's the weather like?

Knowledge and Skills	<p>Ask questions about Japan To know where Japan is in the world. M1 - Recap on the names of the oceans and continents. M1/2 label a map with names of islands and neighbouring countries M2 - note similarities between the four island of Japan and the four countries of the UK</p>	<p>Year 3/4 - Play notes on an instrument so they are clear. Perform with control and awareness of others. Recognise the symbols for a crotchet, minim and semi breve and say how many beats they represent. Recognise the notes EGBDF and FACE. Devise non standard symbols to indicate when to play and rest.</p> <p>Year 2 - Choose sounds to create an effect</p>	<p>Reflect on how effort leads to success. Share with others a number of positive features of own efforts.</p>	<p>Understand how online services work. Give examples of the risks posed by online communications. Understand that comments made online that are hurtful or offensive are the same as bullying.</p>	<p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p>	<p>Look at the basic passing throws.</p> <p>To continue to use the passing skills looking at coordination and timing</p>	<p>Swim unaided up to 25 m. Use one or more strokes, coordinating breathing as appropriate for the stroke. Swim at the surface and below the water.</p>	<p>We all belong to something and belonging is an important part of our lives</p>	<p>Compare and group together different types of rocks on the basis of their simple, physical properties</p>	<p>Learn names and locations of towns in France. Make simple statements about the weather</p>
Lesson 2	<p>Compare and contrast physical geography (Japan and UK)</p>	<p>Year 3/4 - Ukulele lesson</p> <p>Year 2 - Notating pitch shape and duration using simple line graphs</p>	<p>Taking responsibility - for their successes and when things go wrong</p>	<p>Online safety</p>	<p>Design/Make a volcano</p>	<p>Netball</p>	<p>Swimming</p>	<p>How do Christians show they belong?</p>	<p>Discover how rocks are formed differently depending on where they are found</p>	<p><i>What's the weather like today.</i></p>
Knowledge and Skills	<p>What is physical geography? Name and locate the equator, Northern and Southern hemisphere, tropic of Capricorn and Cancer. What does the location of Japan suggest about its climate? M1/2 - Ask and answer geographical questions about physical characteristics geography of Japan M1/2 - Use maps , atlases and globes. M1/2 - make comparisons to the UK</p>	<p>Year 3/4 - Play notes on an instrument so they are clear. Perform with control and awareness of others. Recognise the symbols for a crotchet, minim and semi breve and say how many beats they represent. Recognise the notes EGBDF and FACE. Devise non standard symbols to indicate when to play and rest.</p> <p>Year 2 - Imitate changes in pitch</p>	<p>Keep trying after a first attempt. Identify a few areas for improvement.</p>	<p>Contribute to blogs that are moderated by the teachers. Understand the term copyright.</p>	<p>Design with purpose by identifying opportunities to design. Make products by working efficiently (such as carefully selecting materials)</p>	<p>Looking at the rule of footwork</p> <p>Introducing footwork skill into the sessions</p>	<p>Swim unaided up to 25 m. Use one or more strokes, coordinating breathing as appropriate for the stroke. Swim at the surface and below the water.</p>	<p>Recognise symbols of belonging for Christians Give examples of ways in which Christians express their identity and belonging within faith communities</p>	<p>Relate the simple physical properties of some rocks to their formation (igneous or sedimentary)</p>	<p>To perform simple communication tasks about the weather</p>

Lesson 3	The Ring of Fire	Year 3/4 - Ukulele lesson Year 2 - Understanding and developing an expressive song performance with voices and instruments	Waiting for what they want; persistence (keeping going)	Spreadsheets	Paint/decorate volcano	Netball	Swimming	How do Muslims know that they belong?	Make our own fossils and recreate fossilisation (Observation over time)	What weather
Knowledge and Skills	The Ring of Fire. Why are there so many earthquakes and volcanoes in Japan? Look at tectonic plates, locate major volcanoes in Japan and the San Andreas fault (South America). What is a Tsunami? M2 - Communicate geographically - include mountains, volcanoes and earthquakes M1/2- use world, maps , atlases and globes	Year 3/4 - Play notes on an instrument so they are clear. Perform with control and awareness of others. Recognise the symbols for a crotchet, minim and semi breve and say how many beats they represent. Recognise the notes EGBDF and FACE. Devise non standard symbols to indicate when to play and rest. Year 2 - Take part in singing accurately following the melody	Show the ability to stick at an activity	Children can navigate around a spreadsheet. Children can explain what rows and columns are. Children can save and open sheets. Children can enter data into cells. Children can open the Image toolbox and find and add clipart. Children can use the 'move cell' tool so that images can be dragged around the spreadsheet.	Mix colours effectively.	Choose to use the correct pass and footwork within a small 2v2 game Pupils to use their previous netball skill In small game set ups.	Swim unaided up to 25 m. Use one or more strokes, coordinating breathing as appropriate for the stroke. Swim at the surface and below the water.	Recognise symbols of belonging for Muslims Give examples of ways in which Muslims express their identity and belonging within faith communities	Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.	To practise new language with a friend and write new words
Lesson 4	What is human geography? Focus on Japan	Year 3/4 - Ukulele lesson Year 2 - Keeping a steady beat at different speeds	Showing resilience - bouncing back or maintaining effort through a difficult experience or after a mistake or failure	Spreadsheets	Mother's Day cards	Netball	Swimming	How do Jewish people show they belong together as a community?	Research on Mary Anning (Research using secondary sources)	La meteo

Knowledge and Skills	<p>What is human geography? Look at the two major religions. Japan as the last country with a dynastic emperor. Food, temples and zen gardens.</p> <p>Try Japanese food.</p> <p>Learn how to use chopsticks,</p> <p>M2- Ask and answer geographical questions about the human characteristics of a location,</p> <p>M1 - answer questions such as 'What is this place like?</p>	<p>Year 3/4 - Play notes on an instrument so they are clear. Perform with control and awareness of others. Recognise the symbols for a crotchet, minim and semi breve and say how many beats they represent. Recognise the notes EGBDF and FACE. Devise non standard symbols to indicate when to play and rest.</p> <p>Year 2 - Identify the beat of a tune</p>	<p>Bounce back after a disappointment or failure. Find alternative ways if the first attempt doesn't work.</p>	<p>Children can use images in a spreadsheet. Children can work out how much they need to pay using coins by using a spreadsheet to help calculate.</p>	<p>Cut materials accurately and safely by selecting appropriate tools. Select and arrange materials for a striking effect.</p>	<p>Look at positions And playing areas</p> <p>To put into practise the key playing positions</p>	<p>Swim unaided up to 25 m. Use one or more strokes, coordinating breathing as appropriate for the stroke. Swim at the surface and below the water.</p>	<p>Recognise symbols of belonging for Jews</p> <p>Give examples of ways in which Jews express their identity and belonging within faith communities</p>	<p>Report on findings from enquiries, including oral and written explanations, displays or presentation of results and conclusions</p>	<p>Climate in France and be able to say what the climate is like in towns in France.</p>
Lesson 5	Life at school in Japan	<p>Year 3/4 - Ukulele lesson</p> <p>Year 2 - Marking beats within a 4 beat metre</p>	<p>Showing resilience - bouncing back or maintaining effort through a difficult experience or after a mistake or failure</p>	Spreadsheets	Komodo dragon	Netball	Swimming	<p>How do Christians welcome a new baby? How do Muslims welcome a new baby?</p>	<p>Investigate the permeability of different soil samples (Comparative and fair testing)</p>	Today's weather
Knowledge and Skills	<p>What is life like at school?</p> <p>Compare and contrast life for children in Japanese schools with schools in the UK.</p> <p>M2 - Explain own views about locations, giving reasons</p> <p>M1 - Ask questions about life in schools</p>	<p>Year 3/4 - Play notes on an instrument so they are clear. Perform with control and awareness of others. Recognise the symbols for a crotchet, minim and semi breve and say how many beats they represent. Recognise the notes EGBDF and FACE. Devise non standard symbols to indicate when to play and rest.</p> <p>Year 2 - Identify the beat of a tune</p>	<p>Bounce back after a disappointment or failure. Find alternative ways if the first attempt doesn't work.</p>	<p>Children can use the 'more than', 'less than' and 'equals' tools to compare different numbers and help to work out solutions to calculations. Children can use the 'spin' tool to count through times tables.</p> <p>4</p>	<p>Select and arrange materials for a striking effect. Ensure work is precise.</p>	<p>Uphold the spirit of fair play</p> <p>Uphold the spirit of fair play and respect in all competitive situations</p>	<p>Swim unaided up to 25 m. Use one or more strokes, coordinating breathing as appropriate for the stroke. Swim at the surface and below the water.</p>	<p>Give an account of what happens at a traditional Christian infant baptism</p> <p>Identify some similarities and differences between the ceremonies studied</p>	<p>Recognise that soils are made from rocks and organic matter</p> <p>Set up simple, practical enquiries and comparative and fair tests</p>	<p>To identify specific sounds and be able to write simple words.</p>

Lesson 6	The capital city of Japan – Tokyo	Year 3/4 - Ukulele lesson Year 2 – Changing tempo	Setting and achieving goals	Spreadsheets	Easter cards	Netball	Swimming	How do some people show they belong to one another?	Prepare report on permeability investigation	My weather forecast
Knowledge and Skills	<p>Learn about the capital city of Japan. Tokyo. What is life like in Tokyo? Children research and make up fact files. Summarise as a class.</p> <p>M1 – Identify the key features of a location in order to say whether it is a city, town etc...</p> <p>M2 – Explain own views about locations.</p>	<p>Year 3/4 – Play notes on an instrument so they are clear. Perform with control and awareness of others. Recognise the symbols for a crotchet, minim and semi breve and say how many beats they represent. Recognise the notes EGBDF and FACE. Devise non standard symbols to indicate when to play and rest.</p> <p>Year 2 – Recognise changes in timbre, dynamics and pitch</p>	<p>Enjoy working hard in a range of activities. Focus on activities. 'Tune out' some distractions.</p>	<p>Children can describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row. Children can find specified locations in a spreadsheet.</p>	<p>Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs)</p>	<p>Choose Appropriate To cause problem s for the opposition.</p> <p>Defend and attack tactically by anticipating the opposition's next move.</p>	<p>Swim unaided up to 25 m. Use one or more strokes, coordinatin g breathing as appropriate for the stroke. Swim at the surface and below the water.</p>	<p>Identify two ways people show they belong to each other when they get married Identify some similarities and differences between the ceremonies studied</p>	<p>Recognise that soils are made from rocks and organic matter Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables</p>	<p>Able to compose and present a weather forecast or poster</p>