



# Medium Term Planning – Summer Term 1

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">National Curriculum Links</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Learn more, know more, remember more</p>	<p style="text-align: center;"><b>History</b></p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900;</p> <p style="text-align: center;"><b>Geography</b></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p style="text-align: center;"><b>Global Neighbours</b></p> <p>exploring similarities and differences between their lives and the lives of people in various communities around the world.</p> <p>identifying some ways in which their lives are connected with the lives of people in places across the globe</p>	<p style="text-align: center;"><b>Jigsaw (PSHCE)</b></p> <p style="text-align: center;">Relationships</p>	<p style="text-align: center;"><b>Computing</b></p> <p style="text-align: center;">Coding</p>	<p style="text-align: center;"><b>P.E.</b></p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p style="text-align: center;"><b>R.E</b></p> <p>What can we learn from religions about deciding what is right and wrong?</p> <p style="text-align: center;"><b>Global Neighbours</b></p> <p>identifying some key Christian teachings which inspire Christians to tackle poverty and injustice and exploitation of the natural world.</p> <p>encountering relevant voices and stories that aid understanding of poverty and injustice</p>	<p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;">Forces</p>	<p style="text-align: center;"><b>Diversity</b></p> <p style="text-align: center;">Themed Days/ Lessons (not in lesson order)</p>
<p style="text-align: center;">Lesson 1</p>	<p style="text-align: center;">Islamic Civilisation Knowledge</p>	<p style="text-align: center;">Recognising Me</p>	<p style="text-align: center;">Sparklers &amp; Rockets</p>	<p style="text-align: center;">Netball</p>	<p style="text-align: center;">What can we learn from religions about deciding what is right and wrong?</p>	<p style="text-align: center;">Water Resistance</p>	<p style="text-align: center;">World Earth Day</p>

Knowledge and Skills	<ul style="list-style-type: none"> <li>• Use original ways to present information and ideas.</li> <li>• Use dates and terms accurately in describing events.</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> </ul> <p>1. Mind map of current knowledge and things they would like to know. 2. Where did it begin? Map of Middle East, focus on Baghdad. 3. House of Wisdom – 10 facts in pairs.</p>	<ul style="list-style-type: none"> <li>• I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.</li> <li>• I know how to keep building my own self-esteem.</li> </ul> <p>-Pairs – discuss celebrity they admire because of personal qualities. -Make class definitions of 'personality' and 'self-esteem'. -Why is self esteem important?</p>	<ul style="list-style-type: none"> <li>• Set IF conditions for movements. Specify types of rotation giving the number of degrees.</li> </ul> <p>Purple Mash</p>	<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>Give examples of rules for living and suggest ways in which the Golden Rule might have an impact on the behaviour of those who try to keep it and people with whom they deal.</p>	<ul style="list-style-type: none"> <li>• Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.</li> </ul>	<p>22<sup>nd</sup> April  (Thursday)</p>
Lesson 2	Prophet Muhammad PBUH	Safety with Online Communities	Switching Background & Splatty Bug	Netball	<p>What important messages are in the Ten Commandments? How do they help Jewish people know how to live?</p>	Friction	Deaf Awareness Week
Knowledge and Skills	<ul style="list-style-type: none"> <li>• Use dates and terms accurately in describing events.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p>1. When was PM born? What was happening elsewhere around the world at that time? 2. 10 facts about PM. 3. Qs to ask PM. Which would be easier to answer?</p>	<ul style="list-style-type: none"> <li>• I understand that belonging to an online community can have positive and negative consequences.</li> <li>• I can recognise when an online community feels unsafe or uncomfortable</li> </ul> <p>-Play safe/unsafe game – use statements. -give age limit quiz.</p>	<ul style="list-style-type: none"> <li>• Use IF THEN ELSE conditions to control events or objects.</li> </ul> <p>Purple Mash</p>	<ul style="list-style-type: none"> <li>• Field, defend and attack tactically by anticipating the direction of play.</li> </ul>	<p>Give examples of rules for living from Judaism and suggest ways in which they might help believers act in particular situations.</p> <p>Discuss ideas about how people decide right and wrong.</p>	<ul style="list-style-type: none"> <li>• Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.</li> <li>• Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.</li> </ul>	<p>4<sup>th</sup> – 9<sup>th</sup> May</p>
Lesson 3	Golden Age - Medicine	Being in an Online Community	Rock, Paper, Scissors and Metric Conversions	Netball	<p>What does Christianity say about how to live a good life?</p>	Gears, Pulleys, Levers I	International Nurses Day

Knowledge and Skills	<ul style="list-style-type: none"> <li>•Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>•Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>•Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> </ul> <p>1-timeline of medical knowledge of Islamic learners. 2-match illustrations to ideas about Islamic medicine. 3-write summary of past two lessons.</p>	<ul style="list-style-type: none"> <li>•understand there are rights and responsibilities in an online community or social network</li> <li>•recognise when an online community is helpful or unhelpful to me</li> </ul> <p>-Name online groups they or family are part of. -Show fake groups. Which would they join? Most popular? -Same online groups – who? Why? Risks? responsibilities?</p>	<ul style="list-style-type: none"> <li>• Use lists to create a set of variables.</li> </ul> <p>Purple Mash</p>	<ul style="list-style-type: none"> <li>• Work alone, or with team mates in order to gain points or possession</li> <li>• Choose the most appropriate tactics for a game.</li> </ul>	<p>Give examples of rules for living from Christianity and Judaism and suggest ways in which they might help believers with difficult decisions.</p> <p>Discuss ways in which Christian and Jewish people might decide what is right and wrong.</p>	<ul style="list-style-type: none"> <li>• Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	12 <sup>th</sup> May (Weds)
Lesson 4	Islamic Art	Online Gaming	Maya Presentation	Playground Leaders	How can people decide what is right and wrong without God's help?	Gears, Pulleys, Levers II	
Knowledge and Skills	<ul style="list-style-type: none"> <li>•Create original pieces that show a range of influences and styles.</li> <li>• Use the qualities of materials to enhance ideas.</li> </ul> <p>1-look at geometric designs and use of symmetry and colours. Begin to design. 2-continue design. 3-make own paper to write or recreate art on.</p>	<ul style="list-style-type: none"> <li>•know there are rights and responsibilities when playing a game online</li> <li>•recognise when an online game is becoming unhelpful or unsafe</li> </ul> <p>-Positive &amp; Negative aspects of online gaming. -Read scenario and mark 'risky' points and explain why. -Use game cards to develop features to ensure safety of users.</p>	<ul style="list-style-type: none"> <li>• Change the position of objects between screen layers (send to back, bring to front).</li> </ul> <p>Powerpoint</p>	<ul style="list-style-type: none"> <li>• Embrace both leadership and team roles and gain the commitment and respect of a team.</li> </ul>	<p>Give examples of rules for living from Humanism and suggest ways in which they might help believers with difficult decisions.</p> <p>Discuss their own and others' ideas about how people decide right and wrong, including ideas that come from Humanism and religious traditions.</p>	<ul style="list-style-type: none"> <li>•Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	
Lesson 5	End of Islamic Age	Screen Time	Golden Age of Islam Documentary	Playground Leaders	What do religious stories tell believers about temptation?	Gears, Pulleys, Levers II	

<p>Knowledge and Skills</p>	<ul style="list-style-type: none"> <li>• human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources</li> </ul> <p>1-understand the main reasons for the end of the Islamic Golden Age. 2-3-Ghengis Khan and the Mongol army.</p>	<ul style="list-style-type: none"> <li>• recognise when I am spending too much time using devices (screen time)</li> <li>• identify things I can do to reduce screen time, so my health isn't affected</li> </ul> <p>-List things that can be done on mobile device. -Read scenario and note effects of too much screen time. Physical, social, mental. -Think of ways to reduce screen time. Charter?</p>	<ul style="list-style-type: none"> <li>• Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</li> </ul>	<p>Make connections between stories of temptation in Judaism and Christianity and why people can find it difficult to be good.</p> <p>Discuss their own and others' ideas about how people decide right and wrong and how this can be affected by temptation.</p>	<ul style="list-style-type: none"> <li>• Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	
<p>Lesson 6</p>	<p>Golden Age of Islam Documentary</p>		<p>Golden Age of Islam Documentary</p>	<p>Playground Leaders</p>	<p>How have religious teachings helped to affect somebody's actions?</p>	<p>Forces Assessment</p>	
<p>Knowledge and Skills</p>	<ul style="list-style-type: none"> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> <li>• Use dates and terms accurately in describing events.</li> </ul> <p>1-3-In groups, create a documentary to be filmed and show to Class 2 (or around the Fed).</p>	<ul style="list-style-type: none"> <li>• explain how to stay safe when using technology to communicate with my friends</li> <li>• recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others</li> </ul> <p>-Show Abby convo and do follow up. Were there signs that something was amiss? -Explain grooming. How did Simon groom Abby? -Design poster of SMARRT rules.</p>	<ul style="list-style-type: none"> <li>• Choose the most suitable applications and devices for the purposes of communication.</li> <li>• Use many of the advanced features in order to create high quality, professional or efficient communications.</li> </ul>	<p>Devise games and activities of both a competitive and non-competitive nature in which other children participate.</p>	<p>Give examples of ways in which some inspirational people have been guided by their religion.</p>		