



Curious. Inspired. Resilient

Year _ Medium Term Plan (Term _)

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Main Driver: Geography/History	Hook Lesson – Into the Rainforest Immerse children in the sights and sounds of the Amazon Rainforest through images, videos and soundscapes. Locate the Amazon and Brazil using globes, atlases and digital maps. Introduce South America and the Equator. Outcome: labelled map locating Brazil and the Amazon.	2. What is a Tropical Rainforest? Explore the climate, vegetation and layers of the rainforest. Investigate how location close to the Equator influences temperature and rainfall. Outcome: labelled diagram of rainforest layers and cardboard rainforest scene	3. Rivers, Plants and Animals Study the Amazon River and key physical features. Explore how plants and animals are adapted to life in the rainforest. Outcome: rainforest fact file or annotated photographs.	4. People and the Rainforest Investigate how people use rainforest resources. Explore farming, logging, transport and settlement. Discuss positive and negative impacts of human activity. Outcome: benefits and challenges chart.	5. Amazon vs the UK Compare the Amazon Rainforest with a local woodland, park or UK region. Use fieldwork observations where possible. Children identify similarities and differences in climate, vegetation, land use and environment. Outcome: comparison chart or Venn diagram.	6. Final Outcome and Assessment – Why are Rainforests Important? Children create a geographical presentation, poster or report explaining the importance of the Amazon Rainforest. Include location, climate, human activity and conservation. Outcome: completed final piece demonstrating geographical understanding.
Art/DT	1. Hook Lesson – Exploring Rainforest Art Introduce Henri Rousseau and a range of rainforest artwork. Explore how artists represent plants, animals and dense environments. Record first impressions and ideas in sketchbooks. Outcome: sketchbook response page.	2. Drawing Rainforest Plants and Animals Study rainforest leaves, flowers and animals. Develop observational drawing skills and detail. Outcome: sketchbook studies and annotations.	3. Colour, Pattern and Texture Explore rainforest colours, patterns and textures. Experiment with different media and mark-making techniques. Outcome: texture and colour investigation page.	4. Exploring Layering and Composition Investigate foreground, middle ground and background. Plan a rainforest scene using overlapping shapes and layered features. Outcome: design for final artwork.	5. Creating a Mixed Media Rainforest Use drawing, collage and mixed media to create a rainforest composition. Apply colour, texture and layering techniques. Outcome: completed artwork.	6. Final Outcome and Assessment – Evaluating Rainforest Art Present and evaluate completed artwork. Art gallery Discuss how colour, texture, layering and composition were used to represent the rainforest. Outcome: artistic evaluation.
Science	1. Hook Lesson – How Do We Group Living Things? Explore a variety of living things from different habitats. Discuss ways organisms can be grouped. Generate scientific questions. Outcome: initial classification activity.	2. Sorting and Grouping Living Things Investigate observable characteristics. Sort plants and animals using different criteria. Outcome: classification chart.	3. Using Classification Keys Introduce and use simple classification keys. Identify unfamiliar organisms using branching questions. Outcome: completed identification activities.	4. Creating Classification Keys Design simple classification keys for selected plants or animals. Test and refine keys with partners. Outcome: pupil-created classification key.	5. Comparing Habitats Compare rainforest species with species found in a local habitat. Use fieldwork observations in the school grounds. Discuss similarities and differences. Outcome: comparison table or diagram.	6. Final Outcome and Assessment – How Does Classification Help Scientists? Children use and explain a classification key. Explain how living things can be grouped and how environmental change affects habitats. Outcome: scientific explanation using evidence gathered across the unit.
English - Writing	Biography: David Attenborough	Biography: David Attenborough	Biography: David Attenborough	Persuasive letter from Paddington	Persuasive letter from Paddington	Persuasive letter from Paddington

English - Reading	Topic linked texts	Topic linked texts	Topic linked texts	Topic linked texts	Topic linked texts	Topic linked texts
Maths	Place Value	Place Value	Place Value	Place Value	Addition & Subtraction	Addition & Subtraction
Computing	The Internet		Audio production- garageband	Repetition in games Logotastic Transum Logo turtle		Using repetition to create a game: Scratch
PSHE	Being me in my world: Becoming a class team	Becoming a school citizen	Rights. Responsibilities and democracy	Rewards and consequences	Our learning charter	Owning our learning charter
RWV	Why is Jesus inspiring to some people? What does the word 'inspiring' mean? Who is inspiring?	What do we know about Jesus' life story? Is his story inspiring for some people?	Was Jesus inspiring because of his actions?	What did Jesus teach? Was he a good teacher? Was he an inspiring teacher?	Did Jesus' teachings inspire people? How and why?	Who did Jesus say he was? Why is he so important to Christians?
PE	Dance: Traditional dances of the British Isles Maple dancing	Dance: Traditional dances of the British Isles Clog dancing	Dance: Traditional dances of the British Isles Barn dancing	Dance: Traditional dances of the British Isles Sword dancing	Dance: Traditional dances of the British Isles Gay Gordons	Dance: Traditional dances of the British Isles Irish Dancing
Music	Changes in pitch, tempo and dynamics (Theme: Rivers)	Changes in pitch, tempo and dynamics (Theme: Rivers)	Changes in pitch, tempo and dynamics (Theme: Rivers)	Changes in pitch, tempo and dynamics (Theme: Rivers)	Changes in pitch, tempo and dynamics (Theme: Rivers)	Changes in pitch, tempo and dynamics (Theme: Rivers)
French	Je me presente: Lesson objective: In this lesson pupils will revise basic greetings and will learn how to ask and answer the question 'how are you?' in the foreign language.	Lesson objective: In this lesson pupils will consolidate all vocabulary taught in the previous lesson and progress to learning how to ask and answer the question 'what is your name?' in the foreign language.	Lesson objective: In this lesson pupils will consolidate numbers 1-10 and will progress to learning numbers 11-20 in the foreign language.	Lesson objective: In this lesson pupils will consolidate their knowledge of numbers 1-20 in the foreign language and apply this knowledge to be able to say how old they are.	Lesson objective: In this lesson pupils will learn how to ask and answer the question 'where do you live?' in the foreign language and will also be introduced to simple adjectival agreement, completing the unit with a short presentation.	Lesson objective: In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.