



## Medium Term Plan – Autumn 1

### Dreams & Ambitions

#### Goldcrest

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	<b>A) Investigate and interpret the past</b> This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.	3.1. Use sources of evidence to deduce information about the past.  3.2. Select suitable sources of evidence, giving reasons for choices.  3.3. Use sources of information to form testable hypotheses about the past.  3.4. Seek out and analyse a wide range of evidence in order to justify claims about the past.  3.5. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.  3.6. Understand that no single source of evidence gives the full answer to questions about the past.  3.7. Refine lines of enquiry as appropriate.	Week 1: Queen Victoria  To learn all about the life of Queen Victoria. We explore where the Victorian Era gets its name from. Who was Queen Victoria? How and when did she live? And why did she gain the nickname 'The Grandmother Of Europe'?  Week 2: Everyday Life in the Victorian Age  To explore what life was like during the Victorian Era, exploring 19th Century Britain. We take a look at what it was like to live during the 1800s, the differences between the rich and poor, and we look at what life was like for Victorian kids.
	<b>B) Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an	3.1. Identify continuity and change in the history of the locality of the school.  3.2. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.	Week 3: Victorian Children at Work

	<p>understanding that life is different for different sections.</p>	<p>3.3. Compare some of the times studied with those of the other areas of interest around the world.</p> <p>3.4. Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>3.5. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>What was it like to be a kid during Victorian times? We explore the jobs that children had during the 19th Century. We head to the old site of the Bryant and May Match Factory in London and take a closer look at jobs such as 'Rat Catcher', 'Coal Miner', and 'Chimney Sweep'.</p>
	<p><b>C) Understand chronology</b> This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in differ</p>	<p>3.1. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>3.2. Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>3.3. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>3.4. Use dates and terms accurately in describing events.</p>	<p>Week 4. The Industrial Revolution</p> <p>What was the Industrial Revolution? We will find out how did the world go from farming to factories. What were the consequences of this? And how did the Victorian Era shape the modern world?</p>
	<p><b>D) Communicate historically</b> This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<p>3.1. Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> <p>3.2. Use literacy, numeracy and computing skills to a exceptional</p>	<p>Week 5: Bridges - Tower Bridge London linked to Rivet Boy and introducing Isambard Kingdom Brunel.</p> <p>Week 6: Towers – Sagrada Familia. Gaudi-contrasting what was happening in Europe – Spain in the same timeframe.</p> <p>Week 7: Victorian School</p>

		<p>standard in order to communicate information about the past.</p> <p>3.3. Use original ways to present information and ideas.</p>	<p>What was school like in Victorian times? Do you find school fun and exciting, or dull and boring? Either way, I think you'll have a new found appreciation for your teacher, school, and classmates after finding out what it was like to go to school in the Victorian Era.</p> <p>Week 8: Victorian Inventions</p> <p>Did you know that there are loads of everyday items that we used today that were invented in the 1800s? In this video, we test your knowledge and play a fun game of 'Victorian OR Not!' Next, we learn a little about the kids book authors that helped shape the world as we know it. Then finally, you can take part in an exciting group learning activity, just like a classroom full of Victorian era children.</p>
Geography	<p><b>A) Investigate places</b></p> <p>This concept involves understanding the geographical location of places and their physical and human features.</p>	<p>3.1 Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>3.2. Identify and describe how the physical features affect the human activity within a location.</p> <p>3.3. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>3.4. Use different types of fieldwork sampling (random and systematic)</p>	<p>Week 5. Local interest trip to the Brunel railway bridge situated between South Stoke and Little Stoke.</p> <p>Week 6. Discovering the impact of opening the Great Western Railway on southern England.</p>

		<p>to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>3.5. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</p> <p>3.6. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>	
	<p><b>B) Investigate patterns</b> This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how they change over time.</p>	<p>3.3. Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>3.4. Describe geographical diversity across the world.</p> <p>3.5. Describe how countries and geographical regions are interconnected and interdependent.</p>	
	<p><b>C) Communicate geographically</b> This concept involves understanding geographical representations, vocabulary and techniques.</p>	<p>3.1. Describe and understand key aspects of: <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p> <p>3.2. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>3.3. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>	

Art; Design & Technology	<b>A) Master practical skills</b> This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed)	A.3.5. Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).  A.3.6. Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).  A.3.12. Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).	Week 1. Learn about the work of William Morris and create a wallpaper design inspired by his patterns. Week 2. Collaborative class painting inspired by the Pre-Raphaelite movement. Week 3. Study paintings of Queen Victoria and Prince Albert and colour match then create a well observed responsive portrait. Week 4. Learn about the lives of Isambard Kingdom Brunel, the Victorian engineer and Antoni Gaudí, the Spanish Catalan Architect who's beyond lifetime dream and ambition was to build the Sagrada Família in Barcelona. Study some bridge designs developed by Brunel and some of the amazing aspects of design both outside and inside the Sagrada Família and make some sketches of your favourite ideas. Week 5. Introduce the world of bridge designs inspired by our studies of the Brunel Bridge looking at famous bridges and new designs. Week 6. Design and plan the construction of an aesthetically pleasing wildlife footbridge over the Thames at Goring using inspiration from bridge designs research and Gaudí's love of nature. It should include viewing platforms, stopping places, interesting information points focusing both on the
	<b>B) Design, make, evaluate and improve</b> This concept involves developing the process of design thinking and seeing design as a process.	B.3.1. Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).  B.3.2. Make products through stages of prototypes, making continual refinements.  B.3.3. Ensure products have a high quality finish, using art skills where appropriate.  B.3.4. Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.	
	<b>C) Take inspiration from design throughout history</b> This concept involves appreciating the design process that has influenced the products we use in everyday life.	C.3.1. Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.  C.3.2. Create innovative designs that improve upon existing products.  C.3.3. Evaluate the design of products so as to suggest improvements to the user experience.	

			<p>river and riverbanks.</p> <p>Week 7. Build a model of your wildlife footbridge. Assess and evaluate the bridge designs.</p>
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	Key Skills	Milestones Covered	Lesson Outline
Science	<p><b>A) Work scientifically</b></p> <p>This concept involves learning the methodologies of the discipline of science.</p>	<p>A.3.1. Plan enquiries, including recognising and controlling variables where necessary.</p> <p>A.3.2. Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</p> <p>A.3.3. Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</p> <p>A.3.4. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</p> <p>A.3.5. Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</p> <p>A.3.6. Present findings in written form, displays and other presentations.</p> <p>A.3.7. Use test results to make predictions to set up further comparative and fair tests.</p> <p>A.3.8. Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p><b>Evolution &amp; Inheritance</b></p> <p>Week1 –Children discuss what they think ‘evolution’ means and learn about Charles Darwin. They are given ‘secret notebooks’ to record their ideas for the unit in and note three things they believe about evolution and three things they want to find out. They discuss possible reasons for dinosaurs no longer existing and learn about the idea that some evolved over time into birds. Children put historical events in chronological order and watch a video on geological time.</p> <p>Week 2 –Children recap the idea of evolution being a process of change in living things over time and think how families often share characteristics. They learn that this is called ‘inheritance’ and that it helps to explain evolution. Children play ‘Chinese whispers’ to reinforce this idea of change and adaptation.</p> <p>Week 3 – Children compare animals</p>

	<p><b>E) Understand evolution and inheritance</b>  This concept involves understanding that organisms come into existence, adapt, change and evolve and become extinct.</p>	<p>E.3.1. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>E.3.2. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>E.3.3. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>and discuss their similarities and differences. They learn that individuals within a species have different characteristics and learn about Charles Darwin's theory of natural selection. They role play an animal and move to the area of the classroom (a 'hot' side and a 'cold' side) where they think the animal would best survive. In groups, children create a poster of an imaginary island, detailing the climate and food sources etc. Choosing one island, the group decides which children (role playing as animals) would survive there or not.</p> <p>Week 4 –Children learn about Darwin's travels to the Galapagos islands and focus on his study of finches. Two volunteers demonstrate the idea of beak adaptation, trying to use different beaks to eat certain food. They learn about survival of the fittest and how adaptations are only advantageous if the species lives long enough to reproduce and pass on their features. Children create a fact card, using research, about a plant or animal and how it has adapted to its environment.</p> <p>Week 5 – Children learn that animals don't choose the characteristics that best suit their environment. They look at an animal that evolved to suit its</p>
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			<p>environment in a relatively short space of time. Following an example, children work in pairs to design an imaginary creature that would survive well in a school or other environment of their choice. They use art materials to make their plant or animal and share with the class, thinking about how the environments might change in the future.</p> <p>Week 6 – In pairs or groups, children research an element of evolution and inheritance and present their research to the class through a presentation. Children look at their initial thoughts on evolution and write a short description and explanation about evolution in their notebooks.</p> <p>Week 7 – Assessment activity/overflow</p>
RE	<b>A) Understand beliefs and teachings</b> This concept involves understanding the key teachings of various religions.	A.3.1. Explain how some teachings and beliefs are shared between religions.  A.3.2. Explain how religious beliefs shape the lives of individuals and communities.	<p>Week 1:  <b>Is your knowledge of the world explained by faith or science?</b>            What kind of questions do you want to ask about the world? Do other people ask these kinds of questions?</p> <p>Week 2:  <b>To recall the Christian Creation Story</b>            What can you remember about this story? Do you know which part of the Bible it is in?</p>
	<b>B) Understand practices and lifestyles</b> This concept involves understanding the day to day lives and practices of	B.3.1. Explain the practices and lifestyles involved in belonging to a faith community.  B.3.2. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may	



	various religions.	adopt different lifestyles.	<p>Week 3:  <b>To research scientists who are Christian.</b>  Does someone's faith influence their work? Discuss?</p> <p>Week 4:  <b>To reflect on human influence on the world from faith and science perspectives.</b>  Look at Psalm 8</p> <p>Lesson 5:  <b>Science and Faith - conflicting or complementary?</b>  Lesson 6 Debate:  <b>Science and Faith - conflicting or complementary?</b>  Revisit the questions that the pupils created at the start of the unit.  Individual reflection- What do you think? Science and Faith conflicting or complementary?</p>
	<b>C) Understand how beliefs are conveyed</b> This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.	B.3.3. Show an understanding of the role of a spiritual leader. C.3.1. Explain some of the different ways that individuals show their beliefs.	
	<b>D) Reflect</b> This concept involves an appreciation of how religion plays an important role in the lives of some people.	D.3.1. Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. D.3.2. Explain their own ideas about the answers to ultimate questions. D.3.3. Explain why their own answers to ultimate questions may differ from those of others.	
	<b>E) Understand values</b> This concept involves an appreciation of how many people place values as an important aspect of their lives.	E.3.1. Explain why different religious communities or individuals may have a different view of what is right and wrong. E.3.2. Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). E.3.3. Express their own values and remain respectful of those with different values.	

Computing	<b>B) Connect</b> This concept involves developing an understanding of how to safely connect with others.	B.3.1. Collaborate with others online on sites approved and moderated by teachers.  B.3.2. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.  B.3.3. Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.  B.3.4. Understand the effect of online comments and show responsibility and sensitivity when online.  B.3.5. Understand how simple networks are set up and used.	Week 1. E-safety lesson. Week 2. To explain the importance of internet addresses. Weeks 3. To recognise how data is transferred across the internet. Week 4. To evaluate different ways of working together online Week 5. To explain how sharing information online can help people to work together. Week 6. To recognise how we communicate using technology. Week 7. To evaluate different methods of online communication.
	<b>C) Communicate</b> This concept involves using apps to communicate one's ideas.	C.3.1. Choose the most suitable applications and devices for the purposes of communication.  C.3.2. Use many of the advanced features in order to create high quality, professional or efficient communications.	
Music	<b>A) Perform</b> This concept involves understanding that music is created to be performed.	A.3.1. Sing or play from memory with confidence.  A.3.2. Perform solos or as part of an ensemble.  A.3.3. Sing or play expressively and in tune.  A.3.4. Hold a part within a round.	Week 1. Listen and appraise Happy by Pharrell Williams. Play games and sing song. Week 2. Listen and appraise Top of the World by the Carpenters. Play games and perform instrumental parts. Week 3. Listen and appraise Don't Worry be Happy sung by Bobby

		<p>A.3.5. Sing a harmony part confidently and accurately.</p> <p>A.3.6. Sustain a drone or a melodic ostinato to accompany singing.</p> <p>A.3.7. Perform with controlled breathing (voice) and skillful playing (instrument).</p>	<p>McFerrin. Sing the song and improvise using voices and/or instruments within the song.</p> <p>Week 4. Listen and appraise Walking on Sunshine performed by Katrina and the Waves. .Sing the song and perform composition(s) within the song.</p> <p>Week 5. Listen and appraise When you're smiling sung by Frank Sinatra. Choose what you perform today. Start to prepare for the end-of-unit performance.</p> <p>Week 5. Listen and appraise Love will save the day sung by Brendan Reilly. Prepare for the end-of-unit performance.</p> <p>Week 6 &amp; 7. Use BBC Teach music to introduce the children to Macbeth, a Shakespeare musical play which links to our theme of Dreams and Ambitions to Battles and Wars.</p>
	<p><b>B) Compose</b> This concept involves appreciating that music is created through a process which has a number of techniques.</p>	<p>B.1.1. Create a sequence of long and short sounds.</p> <p>B.1.2. Clap rhythms.</p> <p>B.1.3. Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>B.1.4. Choose sounds to create an effect.</p> <p>B.1.5. Sequence sounds to create an overall effect.</p> <p>B.1.6. Create short, musical patterns.</p> <p>B.1.7. Create short, rhythmic phrases.</p>	
	<p><b>C) Describe music</b> This concept involves appreciating the features and effectiveness of musical elements.</p>	<p>D.3.1. Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"> <li>• pitch</li> <li>• dynamics</li> <li>• tempo</li> <li>• timbre</li> <li>• texture</li> <li>• lyrics and melody</li> <li>• sense of occasion</li> <li>• expressive</li> <li>• solo</li> <li>• rounds</li> </ul>	

French	<b>A) Read fluently</b> This concept involves recognising key vocabulary and phrases.	A.1.1. Read out loud everyday words and phrases.  A.1.2. Use phonic (or logographic in Mandarin) knowledge to read words.  A.1.3. Read and understand short written phrases.  A.1.4. Read out loud familiar words and phrases.  A.1.5. Use books or glossaries to find out the meanings of new words.	Week 1. Name types of word class in a sentence. Describe the colour of a shape. Describe the colour and size of shape. Write a sentence using a size and colour adjective following a model. Week 2. Say sentences using a noun and size/colour adjective. Ask a question by using a question voice. Name the 2 groups of nouns. Week 3. Name the indefinite article for each group of nouns Find a translation of a noun in a dictionary Find the gender of a noun in the dictionary and use the correct indefinite article. Week 4. Identify masculine and feminine nouns. Say what happens to an adjective if it is describing a feminine noun. Pronounce size and colour adjectives in feminine form. Say a sentence using adjectives and nouns in both masculine and feminine. Week 5. Create a zig zag book. Select words from the dictionary. Write a sentence using a model with an indefinite article, noun and adjective. Week 6. Children write their sentences in zig zag book and illustrate.
	<b>B) Write imaginatively</b> This concept involves using key vocabulary and phrases to write ideas.	B.1.1. Write or copy everyday words correctly.  B.1.2. Label items and choose appropriate words to complete short sentences.  B.1.3. Write one or two short sentences.  B.1.4. Write short phrases used in everyday conversations correctly.	
	<b>C) Speak confidently</b> This concept involves using key vocabulary and phrases to verbally communicate ideas.	C.1.1. Understand a range of spoken phrases.  C.1.2. Understand standard language (sometimes asking for words or phrases to be repeated).  C.1.3. Answer simple questions and give basic information.  C.1.4. Give responses to questions about everyday events.  C.1.5. Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns.	

	<p><b>D) Understand the culture of the countries in which the language is spoken</b> This concept involves the background knowledge and cultural capital needed to infer meaning from interaction</p>	<p>D.1.1. Identify countries and communities where the language is spoken.</p> <p>D.1.2. Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.</p> <p>D.1.3. Show awareness of the social conventions when speaking to someone.</p>	
PE	<p><b>A) Develop practical skills in order to participate, compete and lead a healthy lifestyle</b> This concept involves learning a range of physical movements and sporting techniques.</p>	<p>C.3.1. Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <p>C.3.2. Work alone, or with team mates in order to gain points or possession.</p> <p>C.3.3. Strike a bowled or volleyed ball with accuracy.</p> <p>C.3.4. Use forehand and backhand when playing racket games.</p> <p>C.3.5. Field, defend and attack actively by anticipating the direction of play.</p> <p>C.3.6. Choose the most appropriate tactics for a game.</p> <p>C.3.7. Uphold the spirit of fair play and respect in all competitive situations.</p> <p>C.3.8. Lead others when called upon and act as a good role model within a team.</p>	<p><u>Weeks 1-7</u></p> <p>1. Outdoor - <u>Invasion Games</u> Hockey</p> <ul style="list-style-type: none"> <li>To shoot under pressure from close range</li> <li>To perform long corner routines as part of a team</li> <li>To use goal-side marking to prevent attacker from getting close to the goal</li> <li>To use a banana run to force an oncoming attacker out wide</li> <li>To use a hit-out to successfully restart a game</li> <li>Indian dribble and to play competitively using new skills</li> </ul> <p>2. Indoor - <u>Ball games</u> Basketball</p> <ul style="list-style-type: none"> <li>How to counterattack using the fast break</li> <li>The retreat dribble to</li> </ul>

			<p>maintain possession</p> <ul style="list-style-type: none"> <li>• To perform a free throw with consistency</li> <li>• To use speed and agility to perform a v-cut to get free from a defender</li> <li>• To drive to the basket using strength and coordination</li> <li>• The three-point shot and how different points are awarded</li> </ul>
PSHE	Me and My Relationships	<p>I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p> <p>I can use assertive behaviours to keep myself safe from peer influence or pressure.</p> <p>I can work through challenges I have with my friends with respect, assertiveness and understanding.</p> <p>I can give examples of negotiation and compromise. I can use these in a practical situation</p> <p>I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.</p>	<p>Week 1 = Working Together</p> <p>Week 2 = Solve the Friendship Problem</p> <p>Week 3 = Dan's Day</p> <p>Week 4 = Behave Yourself</p> <p>Week 5 = Assertiveness Skills</p> <p>Week 6 = Don't Force Me</p> <p>Week 7 = Acting Appropriately</p>

For English and maths plan see separate long-term plans.