



Medium Term Plan – Autumn 2

Britain Through the Ages- Windrush

Robins

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	1. Investigate and interpret the past	A2.1 Use evidence to ask questions and find answers to questions about the past. A2.2 Suggest suitable sources of evidence for historical enquiries. A2.3 Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. A2.4 Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. A2.5 Suggest causes and consequences of some of the main events and changes in history.	Lesson 1- to explore the history of Windrush Lesson 2- to understand who the Windrush generation are Lesson 3- to explore where the Windrush generation are today Lesson 4- to understand about Dame Floella Benjamin's life Lesson 5- to explore the impact that the Windrush generation has had on Britain Lesson 6- to explore how Windrush is celebrated Lesson 7- to compare the Caribbean and Britain
	2. Build an overview of world history	B2.3 Compare some of the times studied with those of other areas of interest around the world. B2.4 Describe the social, ethnic, cultural or religious diversity of past society. B2.5 Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	
	3. Understand chronology	C2.1 Place events, artefacts and historical figures on a time line using dates. C2.2 Understand the concept of change over time,	

		representing this, along with evidence, on a time line. C2.3 Use dates and terms to describe events.	
	4. Communicate historically	D2.1 Use appropriate historical vocabulary to communicate, including: dates time period era change chronology. D2.2 Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	
Art & Design	1. Develop ideas	A2.1 Develop ideas from starting points throughout the curriculum. A2.2 Collect information, sketches and resources. A2.3 Adapt and refine ideas as they progress. A2.4 Explore ideas in a variety of ways. A2.5 Comment on artworks using visual language.	<u>Britain Through the Ages</u> Lesson 1- Caribbean water colours Lesson 2- Printed tropical flowers inspired by Althea Mc Nish Lesson 3- 3D tropical flowers collage Lesson 4- Squeegy parrot paintings Lesson 5- Parrot sketches Lesson 6- Briana McCarthy inspired portraits Lesson 7- Carnival mask collages
	2. Master techniques	Paint B2.1 Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. B2.2 Mix colours effectively. B2.3 Use watercolour paint to produce washes for backgrounds then add detail. B2.4 Experiment with creating mood with colour. Collage B2.5 Select and arrange materials for a striking effect. B2.6 Ensure work is precise. B2.7 Use coiling, overlapping, tessellation, mosaic and montage. Drawing B2.12 Use different hardnesses of pencils to show line, tone	

		and texture. B2.13 Annotate sketches to explain and elaborate ideas. B2.14 Sketch lightly (no need to use a rubber to correct mistakes). B2.15 Use shading to show light and shadow. B2.16 Use hatching and cross hatching to show tone and texture. Print B2.17 Use layers of two or more colours. B2.18 Replicate patterns observed in natural or built environments. B2.20 Make precise repeating patterns.	
	3. Take inspiration from the greats	C2.1 Replicate some of the techniques used by notable artists, artisans and designers. C2.2 Create original pieces that are influenced by studies of others.	
Design & Technology	1. Master practical skills	Materials A2.5 Cut materials accurately and safely by selecting appropriate tools. A2.6 Measure and mark out to the nearest millimetre. A2.7 Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). A2.8 Select appropriate joining techniques. Construction A2.14 Choose suitable techniques to construct products or to repair items. A2.15 Strengthen materials using suitable techniques.	Plan, design and make a photo frame as a present for someone. Use cutting, measuring, joining and decorating techniques. (4/5 lessons/hours)

	2. Design, make, evaluate and improve.	B2.1 Design with purpose by identifying opportunities to design. B2.2 Make products by working efficiently (such as by carefully selecting materials). B2.3 Refine work and techniques as work progresses, continually evaluating the product design.	
	3. Take inspiration from design throughout history.	C2.1 Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. C2.2 Improve upon existing designs, giving reasons for choices.	

	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	A.2.1. Ask relevant questions. A.2.2. Set up simple, practical enquiries and comparative and fair tests. A.2.3. Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. A.2.4. Gather, record, classify and present data in a variety of ways to help in answering questions. A.2.5. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. A.2.6. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. A.2.7. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. A.2.8. Identify differences, similarities or changes related to simple, scientific ideas and processes. A.2.9. Use straightforward, scientific evidence to answer questions or to support their findings.	<u>Movement and Feeding</u> Understanding what makes a balanced diet and sorting foods into different groups. Investigating diets of different animals. Learning about the three types of animals – herbivores, omnivores and carnivores. Preparing a healthy meal. Learning how some animals, including humans, have skeletons and muscles for support, protection and movement.
	2. Movement	C 2.1 Identify that animals including humans need the right types and	

	and Feeding	amount of nutrition and that they cannot make their own food: they get nutrition from what they eat. C 2.3 Learning how some animals, including humans, have skeletons and muscles for support, protection and movement.	
RE	1. Understand beliefs and teachings	A2.1 Present the key teachings and beliefs of a religion. A2.2 Refer to religious figures and holy books to explain answers.	How does the worldwide Christian family celebrate, worship and mark key events? <u>Lesson 1</u> How is Christmas celebrated by Christians around the world? <u>Lesson 2</u> How is Advent celebrated around the world? <u>Lesson 3</u> What happens at a baptism/christening? <u>Lesson 4</u> What happens at a Christian wedding? <u>Lesson 5</u> What happens during Holy Communion? <u>Lesson 6</u> What does Christmas look like for other faiths? <u>Lesson 7</u> Assessment and Reflection
	2. Understand practices and lifestyles	B2.1 Identify religious artefacts and explain how and why they are used. B2.2 Describe religious buildings and explain how they are used. B2.3 Explain some of the religious practices of both clerics and individuals.	
	3. Understand how beliefs are conveyed	C2.1 Identify religious symbolism in literature and the arts.	
	4. Reflect	D2.1 Show an understanding that personal experiences and feelings influence attitudes and actions. D2.2 Give some reasons why religious figures may have acted as they did. D2.3 Ask questions that have no universally agreed answers.	
	5. Understand values	E2.1 Explain how beliefs about right and wrong affect people's behaviour. E2.2 Describe how some of the values held by communities or individuals affect behaviour and actions. E2.3 Discuss and give opinions on stories involving moral dilemmas.	

Computing	Creating Media- Stop Frame Animation	To explain that animation is a sequence of drawings or photographs ● I can draw a sequence of pictures ● I can create an effective flip book—style animation ● I can explain how an animation/flip book works To relate animated movement with a sequence of images ● I can predict what an animation will look like ● I can explain why little changes are needed for each frame ● I can create an effective stop-frame animation To plan an animation ● I can break down a story into settings, characters and events ● I can describe an animation that is achievable on screen ● I can create a storyboard To identify the need to work consistently and carefully ● I can use onion skinning to help me make small changes between frames ● I can review a sequence of frames to check my work ● I can evaluate the quality of my animation To review and improve an animation ● I can explain ways to make my animation better ● I can evaluate another learner’s animation ● I can improve my animation based on feedback To evaluate the impact of adding other media to an animation ● I can add other media to my animation ● I can explain why I added other media to my animation ● I can evaluate my final film	<u>Creating media- Animation</u> <u>Lesson 1</u> Can a picture move? Learners will discuss whether they think that a picture can move. They will learn about simple animation techniques and create their own animations in the style of flipbooks (flick books) using sticky notes. <u>Lesson 2</u> Frame by frame. In the previous lesson, learners created their own flip book–style animations. In this lesson, they will develop this knowledge, and apply it to make a stop-frame animation using a tablet. <u>Lesson 3</u> What’s the story? During this lesson, they will create a storyboard showing the characters, settings, and events that they would like to include in their own stop-frame animations next lesson. <u>Lesson 4</u> Picture perfect. Use tablets to carefully create stop frame animations, paying attention to consistency. <u>Week 5</u> Evaluate and make it right. Evaluate their animations and try to improve them by creating a brand-new animation based on their feedback. <u>Week 6</u> Lights, camera, action. Add other media and effects into their animations, such as music and text.
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Music	1. Connect	• Give examples of the risks posed by online communications. • Understand the term 'copyright'. • Understand that comments made online that are hurtful or offensive are the same as bullying. Understand how online services work.	Glockenspiel Stage 1 <u>Lesson 1</u> Learn to play E and D. Read music. <u>Lesson 2</u> Perform and share. <u>Lesson 3</u> Learn to play C and D. Read music. <u>Lesson 4</u> Learn to play D, E and F. <u>Lesson 5</u> Learn to play C, D, E and F. <u>Lesson 6</u> Composition.
	2. Communicate	Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.	
	3. Describe music	D2.1 Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. D2.2 Evaluate music using musical vocabulary to identify areas of likes and dislikes. D2.3 Understand layers of sounds and discuss their effect on mood and feelings.	
French	1. Read fluently	A2.1 Read and understand the main points in short written texts. A2.2 Read short texts independently. A2.3 Use a translation dictionary or glossary to look up new words.	<u>Lesson 1</u> Say the individual sounds in the words. Repeat the Christmas vocabulary. Listen and identify the Christmas vocabulary. <u>Lesson 2</u> Name the Christmas vocabulary (some). Say aloud a sentence with voici/et with a list of nouns. Identify the word Père Noël in a story. <u>Lesson 3</u> Name the Christmas vocabulary. Follow a story as it is read. Identify some French traditions for Christmas and New Year
	2. Write imaginatively	B2.1 Write a few short sentences using familiar expressions. B2.2 Express personal experiences and responses. B2.3 Write short phrases from memory with spelling that is readily understandable.	
	3. Speak confidently	C2.1 Understand the main points from spoken passages. C2.2 Ask others to repeat words or phrases if necessary. C2.3 Ask and answer simple questions and talk about interests. C2.4 Take part in discussions and tasks. C2.5 Demonstrate a growing vocabulary.	

	4. Understand the culture of the countries in which the language is spoken	D2.1 Describe with some interesting details some aspects of countries or communities where the language is spoken. D2.2 Make comparisons between life in countries or communities where the language is spoken and this country.	celebrations. <u>Lesson 4</u> Name the Christmas vocabulary. Read and identify the words for the Christmas vocabulary and copy correctly. <u>Lesson 5</u> Say bonne année. Say what the tradition of Epiphany is in France. Join in with the actions of a song. Follow a text as it is read. <u>Lesson 6</u> Develop cultural awareness through song and dance.
PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<u>Gymnastics</u> B.1.14. Plan, perform and repeat sequences. B.1.15. Move in a clear, fluent and expressive manner. B.1.16. Refine movements into sequences. B.1.17. Show changes of direction, speed and level during a performance. B.1.18. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. B.1.19. Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). B.1.20. Swing and hang from equipment safely (using hands). <u>Hockey</u>	Gymnastics- Shape <u>Lesson 1</u> Static Shapes- To develop flexibility, strength, technique, control and balance. I can perform static body shapes <u>Lesson 2</u> Shapes in the Air- To develop flexibility, strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in combination. I can make body shapes in the air. <u>Lesson 3</u> Beanbags and Balls- To develop flexibility, strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in

		B.1.2. Strike a ball and field with control. B.1.3. Choose appropriate tactics to cause problems for the opposition. B.1.4. Follow the rules of the game and play fairly. B.1.5. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). B.1.6. Pass to team mates at appropriate times. B.1.7. Lead others and act as a respectful team member.	combination. I can carry out rhythmic gymnastics moves. <u>Lesson 4</u> Rhythmic Gymnastics- To develop flexibility, strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in combination. I can perform a rhythmic gymnastics routine. <u>Lesson 5</u> Symmetry- To develop flexibility, strength, technique, control and balance. I can create symmetrical shapes. <u>Lesson 6</u> Shape Up- To develop flexibility, strength, technique, control and balance. I can apply the gymnastics skills I have learnt. <u>Hockey</u> <u>Lesson 1</u> We are learning to keep close control of the ball using the flat side of the stick. <u>Lesson 2</u> We are learning to control a ball and pass it into space. <u>Lesson 3</u> We are learning to use a defensive body position. <u>Lesson 4</u>
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			Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together. <u>Lesson 5- Lets Celebrate our Differences</u> Recognise the factors that make people similar to and different from each other. Recognise that repeated name calling is a form of bullying. Suggest strategies for dealing with name calling (including talking to a trusted adult). <u>Lesson 6 Zeb</u> Understand and explain some of the reasons why different people are bullied. Explore why people have prejudiced views and understand what this is. <u>Lesson 7 Safe or Unsafe</u> Identify situations which are safe or unsafe. Identify people who can help if a situation is unsafe. Suggest strategies for keeping safe.
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For English and maths plan see separate long term plans.