



Medium Term Plan – Autumn 2

A Journey Through Time

Ibis

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	1. Investigate and interpret the past	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. 	<p>Week 1: What was the Stone Age and when did it occur? Timeline and KWL grid.</p> <p>Week 2: How do we know about the Stone Age? - Introduction to the Stone Age</p> <p>Week 3: Prehistoric Achievement</p> <p>Week 4: Skara Brae? Research</p> <p>Week 5: Produce a leaflet on Skara Brae based on research in Week 4.</p> <p>Week 6: Investigating Stone Age lifestyle choices.</p>
	2. Build an overview of world history	<ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	
	3. Understand chronology	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Use dates and terms accurately in describing events. 	

		Use original ways to present information and ideas.	
	1. Investigate and interpret the past	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. <p>Understand that no single source of evidence gives the full answer to questions about the past.</p>	
Geography	1. Investigate places	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. 	Week 4: Research Skara Brae
	2. Communicate geographically	<ul style="list-style-type: none"> • Human geography, including: settlements and land use. 	Week 6: Investigating Stone Age lifestyle choices
Art & Design	1. Develop ideas	<ul style="list-style-type: none"> • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. 	Week 1. Pebble and Fossil painting Week 2. Lascaux's Cave – Chalk pastels Week 3. Stone Age homes - Models Week 4. Stone Age Coil pots – Clay Week 5. Stone Age Silhouettes – Wash Week 6. Stone Age Figures - Textiles
	2. Master Techniques	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. 	
Design & Technology	1. Master practical skills	<ul style="list-style-type: none"> • Create series and parallel circuits 	<u>Designing and making an alarm system.</u> Plan, design and make an electrical alarm

	2. Design, make, evaluate and improve.	<ul style="list-style-type: none">• Design products that have a clear purpose and an intended user.• Make products by working efficiently (such as by carefully selecting materials).• Refine work and techniques as work progresses, continually evaluating the product design.	system for house security. Use cutting, mechanics, measuring, art skills and decorating techniques. (4/5 lessons/hours)
	3. Take inspiration from design throughout history.	<ul style="list-style-type: none">• Explore objects and designs to identify likes and dislikes of the designs.• Disassemble products to understand how they work.	
Enrichment Opportunities	Helping others?		

	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	<ul style="list-style-type: none"> • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during experiments. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying 	<ol style="list-style-type: none"> 1. Investigating how a variety of sounds are made. 2. Investigating how sound travels through different materials 3. Investigating pitch 4. Finding patterns between the pitch of a sound and features of the object that produce it 5. :Measuring the volume of sound 6. Recognising sounds get fainter as distance from source increases.

		scientific evidence that has been used to support or refute ideas or arguments.	
	9. Investigating sound and hearing	<p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <ul style="list-style-type: none"> 	
RE	1. Understand beliefs and teachings	<ul style="list-style-type: none"> • Present key teachings and beliefs of a religion • Refer to religious figures and holy books to explain answers. 	<p><u>Does the Christian narrative need Mary?</u></p> <p>Week 1. Who is Mary and why did God choose her to be the mother of Jesus?</p> <p>Week 2. Linking Bible stories to Christian beliefs about Mary.</p> <p>Week 3. To investigate the Symbols of Mary</p> <p>Week 4. How important is Mary in different Christian faiths?</p> <p>Week 5. Mary in the Orthodox Church</p> <p>Week 6. Recapping and assessment of Weeks 1 to 5</p>
	2. Understand practices and lifestyles	<ul style="list-style-type: none"> • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. 	
	3. Understand how beliefs are conveyed	<ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts. 	
	4. Reflect	<ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. 	
	5. Understand values	<ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or 	

		<p>individuals affect behaviour and actions.</p> <ul style="list-style-type: none"> Discuss and give opinions on stories involving moral dilemmas. 	
Computing	1. Code	<ul style="list-style-type: none"> A.2.1. Use specified screen coordinates to control movement. A.2.2. Set the appearance of objects and create sequences of changes. A.2.3. Create and edit sounds. Control when they are heard, their volume, duration and rests. A.2.4. Control the shade of pens. A.2.5. Specify conditions to trigger events. A.2.6. Use IF THEN conditions to control events or objects. 	<p><u>Programming A – Repetition in shapes</u> Week 1. Programming a screen turtle. Week 2. Programming letters. Week 3. Patterns and Repeats Week 4. Using loops to create shapes. Week 5. Breaking things down. Week 6. Creating a program.</p>
Music	1. Perform	<ul style="list-style-type: none"> Sing or play from memory with confidence. Perform solos or as part of an ensemble. Perform with control and develop skills using instruments. Maintain a simple part within a group. Play notes on an instrument with care so that they are clear. 	<p><u>Glockenspiel 2</u> Week 1. Finding out about pulse – use pulse to create a rap. Week 2. Finding out about music – Pitch – use instruments. Week 3. Learn and play some of the notes in the song Definitely Week 4. Playing the song Definitely Week 5. Compose a song using the 3 notes from Definitely Week 6. Perform the song with improvisation.</p>
	2. Compose	<ul style="list-style-type: none"> Compose and perform melodic songs with chorus and verses. Create rhythmic patterns with an awareness of timbre and duration. Create repeated patterns with a range of instruments. Choose, order, combine and control sounds to create an effect. 	
	3. Transcribe	<ul style="list-style-type: none"> Recognise the notes EDF and FACE on the musical stave 	Week 3. Learn and play notes DEF
French	1. Read fluently	<p>A.1.1. Read out loud everyday words and phrases. A.1.5. Use books or glossaries to find out the meanings of new words.</p>	<p><u>Cave Languages – Lessons 33-37</u> 1. Building simple sentences with ‘tu as’ a and ‘voici’. 2. Drawing and writing sentences about items in a pencil case 3. Draw and write sentences using ‘voici’ and ‘et’. 4. Ordering masculine and feminine words. 5. Writing sentences from memory using ‘J’ai’ and ‘voici’.</p>
	2. Write imaginatively	<p>B.1.2. Label items and choose appropriate words to complete short sentences. B.1.4. Write short phrases used in everyday conversations correctly. B.2.1. Write a few short sentences using familiar expressions.</p>	
	3. Speak confidently	<p>C.1.1. Understand a range of spoken phrases. C.1.2. Understand standard language (sometimes asking for words or phrases to be repeated).</p>	

		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. C.2.1. Understand the main points from spoken passages. C.2.2. Ask others to repeat words or phrases if necessary.	6. Evaluation of points 1-5 7. Reinforce noun gender - Christmas words.
	4. Understand the culture of the countries in which the language is spoken	D.1.1. Identify countries and communities where the language is spoken. D.1.2. Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. D.1.3. Show awareness of the social conventions when speaking to someone. D.2.1. Describe with some interesting details some aspects of countries or communities where the language is spoken.	
PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	Hockey: <u>Games</u> • A2.1.Throw and catch with control and accuracy. • A2.3Choose appropriate tactics to cause problems for the opposition. • A2.4 Follow the rules of the game and play fairly. • A2.5 Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • A2.6 Pass to team mates at appropriate times. • A2.7 Lead others and act as a respectful team member. 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.	<u>Hockey</u> 1. Passing and Receiving to develop flexibility, strength, technique, control and balance. 2. Moving with the Ball to develop flexibility, strength, technique, control and balance. 3. Getting Past a Player to develop flexibility, strength, technique, control and balance. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. 4. Tackling to develop flexibility, strength, technique, control and balance. To play competitive games, modified where appropriate and apply basic

		<p>Swimming:</p> <ul style="list-style-type: none"> • Swim up to 25m metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. 	<p>principles suitable for attacking and defending</p> <ol style="list-style-type: none"> 5. Hitting and Shooting to develop flexibility, strength, technique, control and balance. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 6. Using Your Skills to develop flexibility, strength, technique, control and balance. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
PSHE	7. Understanding Others	<ul style="list-style-type: none"> • Listen first to others before trying to be understood. • Change behaviours to suit different situations. • Describe and understand others' points of view. 	<p><u>Valuing Differences</u></p> <ol style="list-style-type: none"> 1. Understanding and managing conflict 2. Understanding the right to personal space. 3. Understanding different types of relationships including friends and acquaintances. 4. Understanding how people are different to each other (including differences of race, gender, religion); 5. Understanding respect and ways of showing respect to others' differences. 6. Understand and identify stereotypes, including those promoted in the media.

For English and maths plan see separate long term plans.