Medium Term Plan – Autumn 2

Britain through the Ages

Owls

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	A. Investigate and interpret the past	1.1. Observe or handle evidence to ask questions and find answers to questions about the past. 1.2. Ask questions such as: What was it like for people? What happened? How long ago? 1.3. Use artefacts, pictures, stories, online sources and databases to find out about the past. 1.4. Identify some of the different ways the past has been represented.	<u>Historical Events</u> Week 1: Our own timeline Week 2: Gunpowder Plot Week 3: Great Fire of London Week 4: Reign of Queen Elizabeth I Week 5: Reign of Queen Elizabeth II Week 6: King Charles III Coronation
	B. Build an overview of world history	1.1. Describe historical events. 1.2. Describe significant people from the past. 1.3. Recognise that there are reasons why people in the past acted as they did.	
	C. Understand chronology	1.1. Place events and artefacts in order on a time line. 1.2. Label time lines with words or phrases such as: past, present, older and newer. 1.3. Recount changes that have occurred in their own lives. 1.4. Use dates where appropriate.	
	D. Communicate historically	1.1. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. 1.2. Show an understanding of the concept of a nation and a nation's history. 1.3. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	

Art & Design	A. Develop ideas	1.1. Respond to ideas and starting points. 1.2. Explore ideas and collect visual information. 1.3. Explore different methods and materials as ideas develop.	Week 1: Observational drawing Week 2: Sketching & shading Week 3: Drawing texture Week 4: Zentangle art Week 5: Drawing a nativity scene Week 6: Christmas art
	B. Master techniques	1.12. Draw lines of different sizes and thickness. 1.13. Colour (own work) neatly following the lines. 1.14. Show pattern and texture by adding dots and lines. 1.15. Show different tones by using coloured pencils.	
Design & Technology	A. Master practical skills	1.4. Cut materials safely using tools provided. 1.5. Measure and mark out to the nearest centimetre. 1.6. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). 1.7. Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). 1.14. Create products using levers, wheels and winding mechanisms.	<u>Moving Pictures</u> 1: To be able to create a sliding mechanism. 2: To be able to use levers to create a moving mechanism. 3: To investigate and create wheel mechanisms. 4: To be able to design a picture with a moving mechanism. 5: To be able to make a moving picture based on a design. 6: To be able to evaluate a moving picture.
	B. Design, make, evaluate and improve	1.1. Design products that have a clear purpose and an intended user. 1.2. Make products, refining the design as work progresses.	
	C. Take inspiration from design throughout history	1.1. Explore objects and designs to identify likes and dislikes of the designs. 1.2. Suggest improvements to existing designs. 1.3. Explore how products have been created.	

	Key Skills	Milestones Covered	Lesson Outline
Science	A. Work scientifically	1.1. Ask simple questions. 1.2. Observe closely, using simple equipment. 1.5. Use observations and ideas to suggest answers to questions. 1.6. Gather and record data to help in answering questions.	<u>Changing Seasons</u> Week 1: What do we know about the four seasons? Week 2: What changes do we see in the autumn? Week 3: Recording the weather
	H. Understand light and seeing	1.1. Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.	

	K. Understand the Earth's movement in space	1.2. Observe changes across the four seasons. 1.3. Observe and describe weather associated with the seasons and how day length varies.	Week 4: How does the sun affect day length? Week 5: Different sources of light Week 6: What changes do we see in the winter?
RE	A. Understand beliefs and teachings	1.1. Describe some of the teachings of a religion. 1.2. Describe some of the main festivals or celebrations of a religion.	<u>What do most Christians celebrate together?</u> Week 1: What do people celebrate? What symbols show Christmas? Week 2: Explore the Christmas story. Week 3: What do the Christmas gifts mean? Week 4: What is baptism? Week 5: Was Jesus a gift for the World? Week 6: How do different people celebrate Christmas?
	B. Understand practices and lifestyles	1.1. Recognise, name and describe some religious artefacts, places and practices.	
	C. Understand how beliefs are conveyed	1.1. Name some religious symbols. 1.2. Explain the meaning of some religious symbols.	
	D. Reflect	1.1. Identify the things that are important in their own lives and compare these to religious beliefs. 1.3. Ask questions about puzzling aspects of life.	
	E. Understand values	1.1. Identify how they have to make their own choices in life.	
Computing	Creating media	I can draw lines on a screen and explain which tools I used I can make marks on a screen and explain which tools I used I can use the paint tools to draw a picture I can make marks with the square and line tools I can use the shape and line tools effectively I can use the shape and line tools to recreate the work of an artist I can choose appropriate shapes I can create a picture in the style of an artist I can make appropriate colour choices I can choose appropriate paint tools and colours to recreate the work of an artist I can say which tools were helpful and why I know that different paint tools do different jobs I can change the colour and brush sizes	Digital painting Week 1: To describe what different freehand tools do. Week 2: To use the shape tool and the line tools. Week 3: To make careful choices when painting a digital picture. Week 4: To explain why I chose the tools I used. Week 5: To use a computer on my own to paint a picture. Week 6: To compare painting a picture on a computer and on paper.

		I can make dots of colour on the page I can use dots of colour to create a picture in the style of an artist on my own I can explain that pictures can be made in lots of different ways I can say whether I prefer painting using a computer or using paper I can spot the differences between painting on a computer and on paper	
Music	A. Perform	1.1. Take part in singing, accurately following the melody. 1.2. Follow instructions on how and when to sing or play an instrument. 1.3. Make and control long and short sounds, using voice and instruments. 1.4. Imitate changes in pitch.	<u>Rhythm in the way we walk and Banana Rap</u> Listen and appraise varied styles of music. Learn to sing the songs Rhythm in the way we walk and Banana Rap. Musical games. Improvise with percussion instruments. Performance. Nativity performance
	B. Compose	1.1 Create a sequence of long and short sounds. 1.2 Clap rhythms. 1.3 Create a mixture of different sounds (long and short, loud and quiet, high and low). 1.4 Choose sounds to create an effect. 1.5 Sequence sounds to create an overall effect. 1.6 Create short, musical patterns. 1.7 Create short, rhythmic phrases	
	D. Describe music	1.1. Identify the beat of a tune. 1.2. Recognise changes in timbre, dynamics and pitch.	
PE	A. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	1.1. Use the terms 'opponent' and 'team-mate'. 1.2. Use rolling, hitting, running, jumping, catching and kicking skills in combination. 1.3. Develop tactics. 1.4. Lead others when appropriate. 1.9. Copy and remember actions. 1.10. Move with some control and awareness of space. 1.11. Link two or more actions to make a sequence. 1.12. Show contrasts (such as small/tall, straight/curved and wide/narrow). 1.13. Travel by rolling forwards, backwards and sideways. 1.14. Hold a position whilst balancing on different points of the body.	<u>Gymnastics</u> Week 1: To perform 'like' actions in a sequence Week 2: To carry and set up apparatus safely Week 3: To perform shapes on both large and small body parts Week 4: To take off and land and use shapes in our jumps Week 5: To travel on our feet, using good body tension

		1.15. Climb safely on equipment. 1.16. Stretch and curl to develop flexibility. 1.17. Jump in a variety of ways and land with increasing control and balance.	Week 6: To create different levels in our performance <u>Send and Return</u> Week 1: To send a ball over a net to our partner Week 2: To track and stop a moving object using both hands Week 3: Learn why different muscles are important when playing games. Week 4: To send balls accurately from different positions e.g. kneeling or sitting Week 5: To spot space on the playing area and hit the ball there. Week 6: To play a game with a partner.
PSHE	Valuing Difference	• I can say ways in which people are similar as well as different. • I can say why things sometimes seem unfair, even if they are not to me. • I can talk about what bullying is. • I can say ways to show kindness towards others.	1: To know the key differences between teasing, being unkind and bullying. 2: To recognise that everyone is different and will have different thoughts and ideas. 3: To celebrate and begin to show empathy for those who are different. 4: To identify those who are special to them (and their special qualities). 5: To identify ways in which we can show kindness towards others and how that makes them feel.

For English and maths plan see separate long term plans.