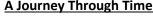


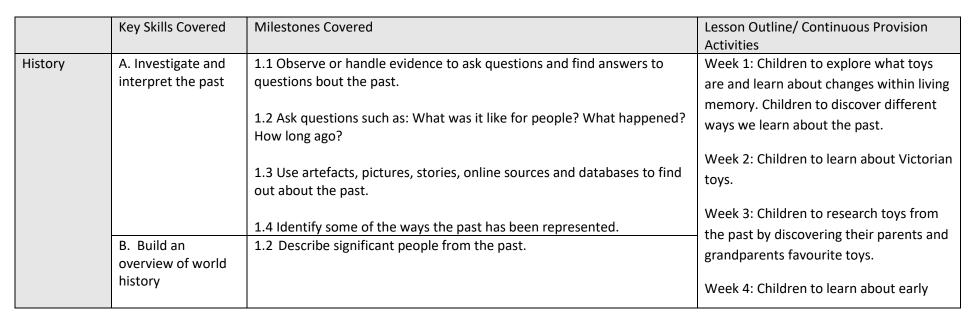


## Medium Term Plan - Autumn 2

## A Journey Through Time









	C. Understand chronology	1.3 Recount changes that have happened in their own lives 1.4 Use dates where appropriate	20 <sup>th</sup> century toys and compare them to modern toys.  Week 5: Children to learn about how toys have changed over the past 200 years
	D. Communicate historically	<ul> <li>1.1 Use words and phrases such as: a long time ago, recently, when my parents/cares were children, years, decades and centuries to describe the passing of time.</li> <li>1.2 Show an understanding of the concept of nation and a nation's history.</li> <li>1.3 Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	
Geography	A Investigate places	1.1 Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)	Week 6 and 7:. Children to learn about toys from different countries.
Art & Design	A. Develop ideas	<ul><li>1.1 Respond to ideas and starting points.</li><li>1.2 Explore ideas and collect visual information.</li><li>1.3 Explore different methods and materials as ideas develop.</li></ul>	Week 5: Children will follow a tutorial to draw a nutcracker.
	B. Master techniques	<ul><li>1.1. Use thick and thin brushes.</li><li>1.2. Mix primary colours to make secondary.</li><li>1.3. Add white to colours to make tints and black</li></ul>	Week 6: Children will paint their nutcracker using watercolour paints.
	Painting Drawing	to colours to make tones.  1.4. Create colour wheels.	Week 7: Children to create Christmas

		1.12 Draw lines of different sizes and thickness.	cards and Christmas art.
Design & Technology	A. Master practica skills  Materials  Construction	<ul> <li>1.4 Cut materials safely using tools provided.</li> <li>1.6 Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</li> <li>1.7 Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</li> <li>1.13 Use materials to practice drilling, screwing, gluing and nailing</li> </ul>	Week 1: Children to look at some Victorian toys and figure out how to play with them.  Week 2: Children to make a thaumatrope and cup in ball toy from a template.  Week 3: Children to design their own thaumatrope or cup in ball toy.  Week 4: Children to create their toy from their design.
	B. Design, make, evaluate and improve.	materials to make and strengthen products.  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.	<ul><li>1.1 Explore objects and designs to identify likes and dislikes of the designs.</li><li>1.2 Suggest improvements to existing designs.</li><li>1.3 Explore how products have been created.</li></ul>	

	Key Skills	Milestones Covered	Lesson Outline
Science	A. Work scientifically	1.1 Ask simple questions.	Changing Seasons
		1.2 Observe closely, using simple equipment.	Week 1: to learn about the different
			seasons.

		<ul><li>1.4 Identify and classify.</li><li>1.5 Use observations and ideas to suggest answers to questions.</li><li>1.6 Gather and record data to help in answering questions.</li></ul>	Week 2: to learn about the changes that happen in autumn.  Week 2: to learn about different types of weather.  Week 3: to learn about the sun and how
	H. Understand light and seeing This concept involves understanding how light and reflection affect sight.	H.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.	it affects daylight.  Week 4: to learn about the changes that happen in winter.  Should we celebrate Harvest or Christmas?  Week 1: Children to learn about the different celebrations of Harvest and Christmas. They will learn about what happens at each of them at home, school and in the church. Children to think
	K. Understand the Earth's movement in space This concept involves understanding what causes seasonal changes, day and night.	<ul><li>K.1.1. Observe the apparent movement of the Sun during the day.</li><li>K.1.2. Observe changes across the four seasons.</li><li>K.1.3. Observe and describe weather associated with the seasons and how day length varies.</li></ul>	
RE	A. Und.erstand beliefs and teachings	<ul><li>1.1 Describe some of the teachings of a religion.</li><li>1.2 some of the main festivals or celebrations of a religion.</li></ul>	
	B. Understand practices and lifestyles	1.1 Recognise and name some religious artefacts, places and practices.	
	C. Understand how beliefs are conveyed	<ul><li>1.1 Name some religious symbols.</li><li>1.2 Explain the meaning of some religious symbols.</li></ul>	about which celebration they prefer.  Week 2: Children to learn about Remembrance Sunday and why it is

D	). Reflect	1.1 Identify the things that are important in their own lives and compare these to religious beliefs.	important. Children to make poppies and other remembrance crafts.
		1.2 Relate emotions to some of the experiences of religious figures studied.	Week 3: Children to learn about the Jewish festival of Sukkot. They will learn about the different symbols and why it is
E.	. Understand values	<ul> <li>1.3 Ask questions about puzzling aspects of life.</li> <li>1.1 Identify how they have to make their own choices in life.</li> <li>1.2 Explain how actions affect others.</li> <li>1.3 Show an understanding of the term 'morals'.</li> </ul>	important to be thankful for food.  Week 4: Children to learn about the story behind Christmas and focus on the giving of gifts and why it is important to be thankful at Christmas.
		1.5 Show all anderstanding of the term morals.	Week 5: Children to think about whether Christmas or Harvest is more important to Jews and why.  Week 6: Children to think about whether Christmas or Harvest is more important to Christians and why.
			Week 7: Children to think about which festival they think is more important now. Children to think about their opinions from the start of term to how they feel now.

Computing	g Creating Media – Digital	-I can draw lines on a screen and explain which tools I used	Week 1: to describe what different tools
companie	Painting	- I can make marks on a screen and explain which tools I used	do.
	1 cinting	- I can use the paint tools to draw a picture	Week 2: to use the shape tool and the
		-I can make marks with the square and line tools	line tool.
		- I can use the shape and line tools effectively	Week 3: to make careful choices when
		- I can use the shape and line tools to recreate the work of an artist	painting a digital picture.
		-I can choose appropriate shapes	Week 4: to explain why I chose the tools I
		- I can create a picture in the style of an artist	used.
		- I can make appropriate colour choices	Week 5: to use a computer on my own to
		-I can choose appropriate paint tools and colours to recreate the work	paint a picture.
		of an artist	Week 6: to compare painting a picture
		- I can say which tools were helpful and why	on a computer and on paper.
		- I know that different paint tools do different jobs	
		-I can change the colour and brush sizes	
		- 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.	Rhythm in the Way we Walk
		1.2 Follow instructions on how and when to sing or play an instrument.	Listen to and appraise Hip Hop songs. Learn and perform a selection of songs.
		4.2 Mail and a stable and a laboratory and a stable at	Improvise with percussion instruments.
		1.3 Make and control long and short sounds, using voice and	
		instruments.	Christmas Nativity and Christmas carols
		1.4 Imitate changes in pitch.	and songs.
		1.4 illitate changes in pitch.	

	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.	
		1.1 Create short, rhythmic phrases.	
	C. 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	1.1 Use the terms 'opponent' and 'team-mate'.	Send and Return Unit 2
	order to participate,	1.2 Use rolling, hitting, running, jumping, catching and kicking skills in combination.	Week 1: to send the ball over a net to our partner.
	compete and lead a healthy	1.3 Develop tactics	Week 2: to track and stop a moving object using both our hands.
	lifestyle.	1.4 Lead others when appropriate	Week 3: To learn why different muscles
	Games, Gymnastics	A.1.9. Copy and remember actions.	are important when playing games. Week 4: to send balls accurately from different positions e.g. kneeling or
			sitting. Week 5: to spot space in the playing area
			week J. to spot space in the playing area

A.1.10. Move with some control and awareness of space.	and hit the ball there.
	Week 6: to play a game with a partner.
A.1.11. Link two or more actions to make a sequence.	
	Gymnastics Unit 1
A.1.12. Show contrasts (such as small/tall, straight/curved and	
wide/narrow).	Week 1: to perform 'like' actions in a
	sequence.
A.1.13. Travel by rolling forwards, backwards and sideways.	Week 2: to carry and set up apparatus
	safely.
A.1.14. Hold a position whilst balancing on different points of the body.	Week 3: to perform shapes on large and
	small body parts.
A.1.15. Climb safely on equipment.	Week 4: to take off and land and use
	shape in our jumps.
A.1.16. Stretch and curl to develop flexibility.	Week 5: to travel on out feet, showing
	good body tension.
A.1.17. Jump in a variety of ways and land with increasing control and	Week 6: to learn how to create different
balance.	levels in our performance.

PSHE	Valuing Difference	I can say ways in which people are similar as well as different.	Week 1: To know the key differences between teasing, being unkind and
		I can say why things sometimes seem unfair, even if they are not to	bullying.
		me.	Week 2: To recognise that everyone is different and will have different thoughts
		I can talk about what bullying is.	and ideas.
		I can say ways to show kindness towards others.	Week 3: To celebrate and begin to show empathy for those who are different.
		realisaly ways to show killaness towards others.	Week 4: To identify those who are special to them (and their special
			qualities). Week 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.