



## Medium Term Plan – Autumn 1

### Dreams & Ambitions

#### Ibis

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	1. Investigate and interpret the past	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<p><u>Week 1.</u> Martin Luther King, including background, segregation and dream.</p> <p><u>Week 2.</u> Research location of relevant American states and impact of his struggle.</p> <p><u>Week 3.</u> Considering the 'I have a dream' speech and its impact today.</p> <p><u>Week 4.</u> Introduce Neil Armstrong, including background, ambition and Race for Space.</p> <p><u>Week 5.</u> Research location of Cape Canaveral and moon landing.</p> <p><u>Week 6.</u> Locate the area of Cape Canaveral and the Kennedy Space Centre. Why was this particular location originally selected for the space missions?</p>
	2. Build an overview of world history	<ul style="list-style-type: none"> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	
	3. Understand chronology	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this along with evidence on a time line.</li> <li>• Use dates and terms to describe events</li> </ul>	
	4. Communicate historically	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</li> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> </ul>	

Geography	1. Investigate places	<ul style="list-style-type: none"> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> </ul>	<p><u>Week 2.</u> Locate the American states involved in Martin Luther King's struggle against segregation and racism.</p> <p><u>Week 6.</u> Locate the area of Cape Canaveral and the Kennedy Space Centre. Why was this particular location originally selected for the space missions?</p>
Art & Design	1. Develop ideas	<ul style="list-style-type: none"> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> </ul>	<p><u>Week 1.</u> Create a portrait of Martin Luther King and learn about expressionism in art.</p> <p><u>Week 2.</u> Create a MLK 3D model and learn about Augusta Savage - Clay</p> <p><u>Week 3.</u> Draw like Lois Mailou Jones</p> <p><u>Week 4.</u> Space Art – Paint a moon</p> <p><u>Week 5.</u> Space Art – Colour mixing using pastels</p> <p><u>Week 6.</u> Making Dream catchers</p>
	2. Master techniques	<p><b>Sketching</b></p> <ul style="list-style-type: none"> <li>• Use different hardness of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul> <p><b>Sculpture:</b></p> <ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other mouldable materials.</li> </ul>	

		<ul style="list-style-type: none"> <li>Add materials to provide interesting detail.</li> </ul>	
	3. Take inspiration from the greats	<ul style="list-style-type: none"> <li>Create original pieces that show a range of influences and styles.</li> </ul>	
Design & Technology	1. Master practical skills	<ul style="list-style-type: none"> <li>Create products using levers, wheels and winding mechanisms.</li> </ul>	<u>Story Books – Pop up books</u>  Plan, design and make a pop-up story book for a child. Use cutting, mechanics, measuring, art skills and decorating techniques. (4/5 lessons/hours)
	2. Design, make, evaluate and improve.	<ul style="list-style-type: none"> <li>Design products that have a clear purpose and an intended user.</li> </ul>	
	3. Take inspiration from design throughout history.	<ul style="list-style-type: none"> <li>Explore objects and designs to identify likes and dislikes of the designs.</li> </ul>	
	4.	<ul style="list-style-type: none"> <li>Ensure products have a high-quality finish, using art skills where appropriate.</li> </ul>	
Enrichment Opportunities			

	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	<ul style="list-style-type: none"> <li>Plan enquiries, including recognising and controlling variables where necessary.</li> </ul>	<u>Electricity</u> <u>Week 1.</u> Identify common appliances

		<ul style="list-style-type: none"> <li>• Use appropriate techniques, apparatus, and materials during experiments.</li> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</li> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</li> <li>• Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</li> <li>• Present findings in written form, displays and other presentations.</li> <li>• Use test results to make predictions to set up further comparative and fair tests.</li> <li>• Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<p>that run on electricity</p> <p><u>Week 2.</u> Construct a simple series electrical circuit and understand the components of a simple circuit</p> <p><u>Week 3.</u> Identify whether or not a lamp will light in a simple series circuit.</p> <p><u>Week 4.</u> Recognise that a switch opens and closes a circuit using a lamp to monitor.</p> <p>Week 5. Recognise some common conductors and insulator</p> <p><u>Week 6.</u> Using Switches – Children design a game and create it.</p>
	10. Understand electrical circuits	<p><u>Understand electrical circuits</u></p> <ul style="list-style-type: none"> <li>• Look at appliances, circuits, lamps, switches, insulators and conductors.</li> <li>• Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials.</li> </ul>	
RE	1. Understand beliefs and teachings	<ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Refer to religious figures and holy books to explain answers.</li> </ul>	<p><u>Do Murtis help Hindus understand God?</u></p>
	2. Understand practices and lifestyles	<ul style="list-style-type: none"> <li>• Identify religious artefacts and explain how and why they are used.</li> <li>• Describe religious buildings and explain how they are used.</li> <li>• Explain some of the religious practices of both clerics and individuals.</li> </ul>	<p><u>Week 1.</u> What is Murtis?</p> <p><u>Week 2.</u> Understanding the main values of Hinduism and the Trimurti</p> <p><u>Week 3.</u> Understanding Hindu Symbolism</p>
	3. Understand	<ul style="list-style-type: none"> <li>• Identify religious symbolism in literature and the arts.</li> </ul>	

	how beliefs are conveyed		<u>Week 4.</u> Explore various deities, through traditional Hindu stories <u>Week 5.</u> Explore the avatars of Vishnu and explore what Hindus learn about God from the avatars. <u>Week 6.</u> Explore how the Murtis are used in worship and understand Puja
	4. Reflect	<ul style="list-style-type: none"> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> <li>• Give some reasons why religious figures may have acted as they did.</li> <li>• Ask questions that have no universally agreed answers.</li> </ul>	
	5. Understand values	<ul style="list-style-type: none"> <li>• Explain how beliefs about right and wrong affect people's behaviour.</li> <li>• Describe how some of the values held by communities or individuals affect behaviour and actions.</li> <li>• Discuss and give opinions on stories involving moral dilemmas.</li> </ul>	
Computing	1. Code	<ul style="list-style-type: none"> <li>• Combine the use of pens with movement to create interesting effects.</li> <li>• Set IF conditions for movements. Specify types of rotation giving the number of degrees.</li> <li>• Specify conditions to trigger events.</li> <li>• Use specified screen coordinates to control movement.</li> </ul>	<u>We are software developers – Hour of code</u> <u>Week 1.</u> Algorithms <u>Week 2.</u> Programming on paper <u>Week 3.</u> Introduction to online puzzles. <u>Week 4.</u> Developing Programming techniques <u>Week 5.</u> Programming using Angry Birds <u>Week 6.</u> Debugging in Maze
	2. Connect	<ul style="list-style-type: none"> <li>• Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</li> <li>• Understand the effect of online comments and show responsibility and sensitivity when online.</li> </ul>	
Music	A. Perform	<ul style="list-style-type: none"> <li>• A2.1. Sing or play from memory with accurate pitch.</li> <li>• A3.2 Perform solos or as part of an ensemble.</li> <li>• A2.4 Perform with control and awareness of others.</li> <li>• A3.6 Sustain a drone or a melodic ostinato to accompany singing.</li> </ul>	<u>Mama Mia by Abba</u> <u>Week 1.</u> Listen and Appraise the song Mamma Mia and other Abba songs <u>Week 2.</u> Learn to Sing the Song including rhythm

	B. Compose	<ul style="list-style-type: none"> <li>• B2.1 Compose and perform melodic songs with chorus and verses.</li> <li>• B3.2 Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• B2.3 Create repeated patterns with a range of instruments.</li> <li>• B2.5 Use drones as accompaniments.</li> <li>• B2.6 Choose, order, combine and control sounds to create an effect.</li> </ul>	<p><u>Week 3.</u> Play Instruments with the Song</p> <p><u>Week 4.</u> Using band/orchestral instruments with classroom instruments to create an ensemble</p> <p><u>Week 5.</u> Improvise with the Song: using your voices and instruments</p> <p><u>Week 6.</u> Perform the song with improvisation.</p>
French	1. Read fluently	<ul style="list-style-type: none"> <li>• Use a translation dictionary or glossary to look up new words.</li> <li>• Show confidence in reading aloud</li> </ul>	<p><u>Cave Languages</u></p> <p><u>Week 1.</u> Cultural awareness, simple sentences.</p> <p><u>Week 2.</u> Blending sounds to produce words.</p> <p><u>Week 3.</u> Introduction to Noun gender</p> <p><u>Week 4.</u> Pencil case nouns in masculine and feminine forms</p> <p><u>Week 5.</u> Comment t'appelles-tu?</p> <p><u>Week 6.</u> Creating sentences using J'ai.</p>
	2. Write imaginatively	<ul style="list-style-type: none"> <li>• Write a few short sentences using familiar expressions.</li> <li>• Use knowledge of grammar to enhance or change the meaning of phrases.</li> <li>• Use dictionaries or glossaries to check words.</li> </ul>	
	3. Speak confidently	<ul style="list-style-type: none"> <li>• Understand the main points and opinions in spoken passages.</li> <li>• Take part in conversations to seek and give information.</li> <li>• Ask and answer simple questions and talk about interests.</li> <li>• Demonstrate a growing vocabulary.</li> <li>• Be understood with little difficulty.</li> </ul>	
	4. Understand the culture of the countries in which the language is spoken	<ul style="list-style-type: none"> <li>• Make comparisons between life in countries or communities where the language is spoken and this country.</li> <li>• Describe, with some interesting detail, some similarities and differences between countries and communities where the language is spoken.</li> </ul>	

PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<p><u>Games</u></p> <ul style="list-style-type: none"> <li>• A2.1.Throw and catch with control and accuracy.</li> <li>• A2.3Choose appropriate tactics to cause problems for the opposition.</li> <li>• A2.4 Follow the rules of the game and play fairly.</li> <li>• A2.5 Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>• A2.6 Pass to team mates at appropriate times.</li> <li>• A2.7 Lead others and act as a respectful team member.</li> </ul> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• C2.1 Plan, perform and repeat sequences.</li> <li>• C2.2 Move in a clear, fluent and expressive manner.</li> <li>• C2.3 Refine movements into sequences.</li> <li>• C2.4 Show changes of direction, speed and level during a performance.</li> <li>• C2.5 Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</li> <li>• C2.6 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).</li> </ul>	<p><u>Netball</u></p> <p><u>Week 1.</u> Identify and complete chest passes and shoulder passes used in netball.</p> <p><u>Week 2.</u> Complete Chest Pass, Bounce Pass, Shoulder Pass, Footwork and pivot.</p> <p><u>Week 3.</u> Understand the rule of contact and the 3 second rule.</p> <p><u>Week 4.</u> Completing the different types of dodges and understand that marking helps to intercept the ball and dodging enables a player to get away from a marker.</p> <p><u>Week 5.</u> I can shoot accurately in a range of ways. Shooting, attacking, defending, dodging.</p> <p><u>Week 6.</u> I can identify the different positions in netball and the different areas players can be in. Using attacking, defending, positioning, shooting In a game.</p> <p><u>Gymnastics</u></p> <p><u>Week 1.</u> Jumps and leaps.</p> <p><u>Week 2.</u> Different types of rolls.</p> <p><u>Week 3.</u> Straddle, star and tuck jumps .</p> <p><u>Week 4.</u> Mirroring and matching</p> <p><u>Week 5</u> Balancing and linking movements.</p>
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			<u>Week 6.</u> Developing sequences.
PSHE	7. Understand others	<ul style="list-style-type: none"> <li>• Listen first to others before trying to be understood.</li> <li>• Change behaviours to suit different situations.</li> <li>• Describe and understand others' points of view.</li> </ul>	<u>Me and My Relationships</u>  <u>Week 1.</u> How feelings can affect our physical state <u>Week 2.</u> Key qualities of a positive friendship. <u>Week 3.</u> Learning how to be assertive. <u>Week 4.</u> Working collaboratively in a team. <u>Week 5.</u> Recognise that different people can have different feelings in the same situation <u>Week 6.</u> Understanding feelings can change knowing more about a person. <u>Week 7.</u> Understanding pressure and bullying

For English and maths plan see separate long term plans.