



**Medium Term Plan – Autumn 1**

**Dreams & Ambitions**

**Owls**

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	A. Investigate and interpret 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.	<p><u>Children who changed the World.</u>            Week 1: What are dreams and ambitions? Overview of the rights of the child.            Week 2: Ryan Hreljac and what he did for others.            Week 3: Malala Yousafzai and her life.            Week 4: Riley Hebbard and what she did for others.            Week 5: Greta Thunberg and her dreams for the world.            Week 6: What are your dreams and ambitions?</p>
	B. Build an overview of world history	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	1.3. 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. 1.3. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	
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?). 1.3. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.	<p>Week 2: Locate Canada and Africa.            Week 3: Locate Pakistan and the UK            Week 4: Locate USA and Sudan            Week 5: Discuss global warming &amp; human effects on climate</p>

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: Self portrait & Owl Week 2: Colour mixing and colour wheels Week 3: Magic pencil drawing. Week 5: Observational drawing Week 6: Harvest art
	B. Master techniques	1.1. Use thick and thin brushes. 1.2. Mix primary colours to make secondary. 1.3. Add white to colours to make tints and black to colours to make tones. 1.4. Create colour wheels. 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	B. Design, make, evaluate and improve.	1.1. Design products that have a clear purpose and an intended user.	Week 4: Design a simple game.
	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.	

	Key Skills	Milestones Covered	Lesson Outline
Science	A. Work scientifically	1.1. Ask simple questions. 1.2. Observe closely, using simple equipment. 1.3. Perform simple tests. 1.4. Identify and classify. 1.5. Use observations and ideas to suggest answers to questions. 1.6. Gather and record data to help in answering questions.	<u>Parts of Animals</u> Week 1: Identify and name parts of the human body Week 2: Functions of different body parts Week 3: Sense of smell and taste Week 4: Sense of touch and hearing Week 5: Identify and name parts of animals bodies Week 6: Similarities and differences between human and animal bodies
	C. Understand animals and humans	1.1. Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. 1.3. Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets.)	

		1.4. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	
	I. Investigate sound and hearing	1.1. Observe and name a variety of sources of sound, noticing that we hear with our ears.	
RE	A. Understand beliefs and teachings	1.1. Describe some of the teachings of a religion.	<u>Who should you follow?</u> Week 1: Who are leaders? Week 2: Story of Moses Week 3: Story of Joshua Week 4: The role of a Rabbi and a Vicar. Week 5: Why do people need leaders? Week 6: What makes a good leader?
	B. Understand practices and lifestyles	1.1. Recognise, name and describe some religious artefacts, places and practices.	
	D. Reflect	1.1. Identify the things that are important in their own lives and compare these to religious beliefs. 1.2. Relate emotions to some of the experiences of religious figures studied. 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. 1.2. Explain how actions affect others.	
Computing	Computing systems and networks	<ul style="list-style-type: none"> <li>• Identify technology</li> <li>• Identify a computer and its main parts</li> <li>• Use a mouse in different ways</li> <li>• Use a keyboard to type on a computer</li> <li>• Use the keyboard to edit text</li> <li>• Create rules for using technology responsibly</li> <li>• Recognise the uses and features of information technology</li> <li>• Identify the uses of information technology in the school</li> <li>• Identify information technology beyond school</li> <li>• Explain how information technology helps us</li> <li>• Explain how to use information technology safely</li> <li>• Recognise that choices are made when using information technology</li> </ul>	<u>Technology around us</u> Week 1: Technology in our classroom Week 2: Using technology Week 3: Developing mouse skills Week 4: Using a computer keyboard Week 5: Developing keyboard skills Week 6: Using a computer responsibly

Music	A. Perform	<p>1.1. Take part in singing, accurately following the melody.</p> <p>1.2. Follow instructions on how and when to sing or play an instrument.</p> <p>1.3. Make and control long and short sounds, using voice and instruments.</p> <p>1.4. Imitate changes in pitch.</p>	<p><u>Hey You!</u> Listen to and appraise Hip Hop songs. Learn and perform the song Hey You! Improvise with percussion instruments.</p> <p>Harvest festival songs</p>
	B. Compose	<p>1.1 Create a sequence of long and short sounds.</p> <p>1.2 Clap rhythms.</p> <p>1.3 Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>1.4 Choose sounds to create an effect.</p> <p>1.5 Sequence sounds to create an overall effect.</p> <p>1.6 Create short, musical patterns.</p> <p>1.7 Create short, rhythmic phrases</p>	
	D. Describe music	<p>1.1. Identify the beat of a tune.</p> <p>1.2. Recognise changes in timbre, dynamics and pitch.</p>	
PE	A. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<p>1.1. Use the terms 'opponent' and 'team-mate'.</p> <p>1.2. Use rolling, hitting, running, jumping, catching and kicking skills in combination.</p> <p>1.3. Develop tactics.</p> <p>1.4. Lead others when appropriate.</p> <p>1.5. Copy and remember moves and positions.</p> <p>1.6. Move with careful control and coordination.</p> <p>1.7. Link two or more actions to perform a sequence.</p> <p>1.8. Choose movements to communicate a mood, feeling or idea.</p>	<p><u>Dance</u> Week 1: Show moods and feelings we would experience in the jungle. Week 2: Move as if we are living in the jungle. Week 3: Create and perform movements which show friendship. Week 4: Perform leading and following movements. Week 5: Perform a short dance with a clear start, middle and end. Week 6: Use repeated actions in our dance.</p> <p><u>Send and Return</u> Week 1: Slide a beanbag to a target. Week 2: Hit a ball in different ways with our hands.</p>

			<p>Week 3: Move towards a ball to return it.</p> <p>Week 4: Work with a partner to stop and return a beanbag.</p> <p>Week 5: What is a rally? Rallying with a partner.</p> <p>Week 6: Send a ball into space to make it harder for our opponent.</p>
PSHE	Me and My relationships	<ul style="list-style-type: none"> <li>• I can name different feelings and how they might make me behave.</li> <li>• I can suggest ways of dealing with 'not so good' feelings and how to help others.</li> <li>• I can recognise when I need help and who to ask.</li> <li>• I can listen to others and wait my turn to speak.</li> <li>• I can tell you which trusted adults at home and school keep me safe.</li> </ul>	<p>1: Describe different feelings and how they can make our bodies feel.</p> <p>2: To know some strategies of dealing with 'not so good' feelings.</p> <p>3: To understand how our actions can hurt the feelings of others.</p> <p>4: To recognise the special qualities in family and friends.</p> <p>5: To know which special people keep us safe and how.</p>

For English and maths plans see separate long term plans.