



## Medium Term Plan – Autumn 1

### Dreams & Ambitions – Medical Pioneers

#### 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.	<u>Medical Pioneers.</u> Week 1: What are our dreams and ambitions? Week 2: Edward Jenner Week 3: Florence Nightingale Week 4: Mary Seacole Week 5: Louis Pasteur Week 6: Marie Curie
	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	1.1. 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. 1.4. 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.	
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: Owl collage Week 2: Clay owls Week 3: Self portrait

	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. 1.5. Use a combination of materials that are cut, torn and glued. 1.6. Sort and arrange materials. 1.7. Mix materials to create texture. 1.9. Include lines and texture. 1.10. Use rolled up paper, straws, paper, card and clay as materials. 1.11. Use techniques such as rolling, cutting, moulding and carving. 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.	Week 4: Exploring colour mixing Week 5: Creating colour wheels Week 6: Shades of light and dark Week 7: Art in the style of Kandinsky
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	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>Why do most Christians call God creator?</u> Week 1: How do you think the world came to be? Week 2: Creation story Week 3: God's amazing creation Week 4: Our favourite things in the world Week 5: God the creator Week 6: How would God want us to look after the world?
	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. 1.2. Explain how actions affect others. 1.3. Show an understanding of the term 'morals'.	
Computing	Computing systems and networks	I can explain how these technology examples help us I can explain technology as something that helps us I can locate examples of technology in the classroom I can name the main parts of a computer I can switch on and log into a computer I can use a mouse to click and drag I can click and drag to make objects on a screen I can use a mouse to create a picture I can use a mouse to open a program I can save my work to a file I can say what a keyboard is for I can type my name on a computer I can delete letters I can open my work from a file I can use the arrow keys to move the cursor I can discuss how we benefit from these rules I can give examples of some of these rules I can identify rules to keep us safe and healthy when we are using technology in and beyond the home	<u>Technology around us</u> Week 1: To identify technology Week 2: To identify a computer and its main parts Week 3: To use a mouse in different ways Week 4: To use a keyboard to type on a computer Week 5: To use the keyboard to edit text Week 6: To create rules for using technology responsibly
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.	<u>Hey You!</u> Listen to and appraise Hip Hop songs.

		1.3. Make and control long and short sounds, using voice and instruments. 1.4. Imitate changes in pitch.	Learn and perform the song Hey You! Improvise with percussion instruments. Performance.  Harvest festival songs
	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. 1.5. Copy and remember moves and positions. 1.6. Move with careful control and coordination. 1.7. Link two or more actions to perform a sequence. 1.8. Choose movements to communicate a mood, feeling or idea.	<u>Dance</u> Week 1: To move as if we are in the jungle. Week 2: To move like a friendly bear. Week 3: To create and perform movements which demonstrate friendship. Week 4: How to mirror other people's actions. Week 5: Some basic Lindy Hop actions. Week 6: What it feels like to perform a dance.  <u>Send and Return</u> Week 1: To slide a beanbag to a target. Week 2: To hit a ball in different ways with our hands. Week 3: To move towards a ball to return it. Week 4: To work with a partner to stop and return a beanbag.

			<p>Week 5: What a rally is and rallying with a partner.</p> <p>Week 6: to 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 for 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 plan see separate long term plans.