Medium Term Plan – Autumn term 2

Britain Through the Ages

Robins

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	1. 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.	Lesson 1- Why do we remember things? - To think about why we remember things and why we wear poppies. Lesson 2- The origins of Remembrance Day - To find out about the armistice and the origins of Remembrance Day. Lesson 3- Who do we remember on Remembrance Day? To think about who we remember on Remembrance Day. Lesson 4- What happens on Remembrance Day? - To find out what happens on Remembrance Day and why. Lesson 5- Why is it important to remember? - To think about why it is important to remember. Lesson 6- The Life of Walter Tull- Find out about why Walter Tull is a
	2. 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.	
	3. Understand chronology	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.	
	4. Communicate historically	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.	significant person in history.
Geography	1. 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?). 1.2. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. 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. 1.4. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. 1.5. Use aerial images and plan perspectives to recognise landmarks and basic physical features. 1.6. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 1.7 Name and locate the world's continents and oceans.	
	2. Investigate patterns	1.1. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. 1.2. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 1.3. Identify land use around the school.	
	3. Communicate geographically	1.1.Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm,	

		house, office and shop. 1.2. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. 1.3. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).	
Art & Design	1. Develop ideas	A.1.1. Respond to ideas and starting points. A.1.2. Explore ideas and collect visual information. A.1.3. Explore different methods and materials as ideas develop.	1. 3D oil pastel poppies- drawing leaves and stems of poppies, then add 3D poppy. 2. Poppy Suncatchers- using tissue paper and laminating sheets to create poppy sun catchers. 3. Poppy silhouettes- using collage and painting techniques to create a silhouette picture. 4. Poppy patterns- using painting techniques and mixed media to create different patterns on poppy shapes. 5. Georgia O'Keeffe inspired poppy pictures- using drawing and painting techniques to create a picture inspired by Georgia O'Keeffe. 6. Poppy prints- using printing techniques to create a poppy mono print.
	2. Master techniques	Painting B.1.1. Use thick and thin brushes. B.1.2. Mix primary colours to make secondary. B.1.3. Add white to colours to make tints and black to colours to make tones. B.1.4. Create colour wheels. Collage B.1.5. Use a combination of materials that are cut, torn and glued. B.1.6. Sort and arrange materials. B.1.7. Mix materials to create texture. Sculpture B.1.8. Use a combination of shapes. B.1.9. Include lines and texture. B.1.10. Use rolled up paper, straws, paper, card and clay as materials. B.1.11. Use techniques such as rolling, cutting, moulding and carving. Drawing B.1.12. Draw lines of different sizes and thickness. B.1.13. Colour (own work) neatly following the lines.	

		B.1.14. Show pattern and texture by adding dots and lines. B.1.15. Show different tones by using coloured pencils Print B.1.16. Use repeating or overlapping shapes. B.1.17. Mimic print from the environment (e.g. wallpapers). B.1.18. Use objects to create prints (e.g. fruit, vegetables or sponges). B.1.19. Press, roll, rub and stamp to make prints. Textiles B.1.20. Use weaving to create a pattern. B.1.21. Join materials using glue and/or a stitch. B.1.22. Use plaiting. B.1.23. Use dip dye techniques. Digital Media B.1.24. Use a wide range of tools to create different textures, lines, tones, colours and shapes.	
	3. Take inspiration from the greats	C.1.1. Describe the work of notable artists, artisans and designers. C.1.2. Use some of the ideas of artists studied to create pieces.	
Design & Technology	1. Master practical skills	Food A.1.1. Cut, peel or grate ingredients safely and hygienically. A.1.2. Measure or weigh using measuring cups or electronic scales. A.1.3. Assemble or cook ingredients. Materials A.1.4. Cut materials safely using tools provided. A.1.5. Measure and mark out to the nearest centimetre. A.1.6. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). A.1.7. Demonstrate a range of joining techniques (such as gluing,	Flying Kites 1. To explore the history of different kites and what they look like. 2. To explore materials used to make simple kites. 3. To be able to make a simple Carp Kite. 4. To explore designs of diamond kites. 5. To be able to construct a kite

		hinges or combining materials to strengthen). Textiles A.1.8. Shape textiles using templates. A.1.9. Join textiles using running stitch. A.1.10. Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). Electricals and electronics A.1.11. Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage). Computing A.1.12. Model designs using software. Construction A.1.13. Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. Mechanics A.1.14. Create products using levers, wheels and winding mechanisms.	by following a design. 6. To be able to evaluate your finished kite.
	2. Design, make, evaluate and improve.	B.1.1. Design products that have a clear purpose and an intended user. B.1.2. Make products, refining the design as work progresses. B.1.3. Use software to design.	
	3. Take inspiration from design throughout history.	C.1.1. Explore objects and designs to identify likes and dislikes of the designs. C.1.2. Suggest improvements to existing designs. C.1.3. Explore how products have been created.	

	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work	A.1.1. Ask simple questions.	Living Things

	scientifically	A.1.2. Observe closely, using simple equipment. A.1.3. Perform simple tests. A.1.4. Identify and classify. A.1.5. Use observations and ideas to suggest answers to questions. A.1.6. Gather and record data to help in answering questions.	1. Sort living from non-living things; identify things that were once alive. 2. Create a list of properties of living things. 3. Compare the stages of human growth, from birth to adulthood. 4. Demonstrate how animals are similar and different from their parents when they are babies. 5. Explain the life stages of an animal or plant. 6. Create an information fact file on living or non-living items.
	2. Understand humans and animals	C.1.1. Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. C.1.2. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. C.1.3.Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). C.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. C.1.5. Notice that animals, including humans, have offspring which grow into adults. C.1.6. Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). C.1.7. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.	
	3. Investigate Living Things	D.1.1. Explore and compare the differences between things that are living, that are dead and that have never been alive. D.1.2. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. D.1.3. Identify and name a variety of plants and animals in their habitats, including micro-habitats.	

		D.1.4. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	
RE	1. Understand beliefs and teachings	A.1.1. Describe some of the teachings of a religion. A.1.2. Describe some of the main festivals or celebrations of a religion.	Why is the Synagogue Important to Jewish People? 1. What is special about buildings around us? Look at a range of buildings, identify their uses, and discuss who visits them and why. 2. Why do we meet together? Discuss reasons why people like to meet in special places, linking back to prior learning about the Christian Church. 3. What is inside the synagogue? Write questions to ask about the synagogue building. 4. What happens during worship in a synagogue? Look at a service and label a diagram of the synagogue. 5. How are festivals celebrated at home and in the synagogue? Discuss Rosh Hashanah and Hanukkah. 6. What does the synagogue offer the community, apart from prayer? Create a synagogue poster showing all the ways the synagogue help the community.
	2. Understand practices and lifestyles	B.1.1. Recognise, name and describe some religious artefacts, places and practices.	
	3. Understand how beliefs are conveyed	C.1.1. Name some religious symbols. C.1.2. Explain the meaning of some religious symbols.	
	4. Reflect	D.1.1. Identify the things that are important in their own lives and compare these to religious beliefs. D.1.2.Relate emotions to some of the experiences of religious figures studied. D.1.3. Ask questions about puzzling aspects of life.	
	5. Understand values	E.1.1. Identify how they have to make their own choices in life. E.1.2. Explain how actions affect others. E.1.3. Show an understanding of the term ‘morals’.	
Computing	Computing systems and networks	-To identify technology -To identify a computer and its main parts	Digital Photography 1. Taking photographs- recognising

		-To use a mouse in different ways -To use a keyboard to type on a computer -To use the keyboard to edit text -To create rules for using technology responsibly -To recognise the uses and features of information technology -To identify the uses of information technology in the school -To identify information technology beyond school -To explain how information technology helps us -To explain how to use information technology safely -To recognise that choices are made when using information technology	what devices can be used to take photographs, how to take a photograph and explain how to take a digital photo. 2. Landscape or Portrait- explaining the process of taking a good photograph, taking photos in both landscape and portrait format, explaining why a photo looks better in portrait or landscape format. 3. What makes a good photograph? - identifying what is wrong with a

	Creating Media	-To describe what different freehand tools do -To use the shape tool and the line tools -To make careful choices when painting a digital picture -To explain why I chose the tools I used -To use a computer on my own to paint a picture -To compare painting a picture on a computer and on paper -To use a computer to write -To add and remove text on a computer -To identify that the look of text can be changed on a computer -To make careful choices when changing text -To explain why I used the tools that I chose -To compare typing on a computer to writing on paper -To use a digital device to take a photograph -To make choices when taking a photograph -To describe what makes a good photograph -To decide how photographs can be improved -To use tools to change an image -To recognise that photos can be changed -To say how music can make us feel -To identify that there are patterns in music -To experiment with sound using a computer -To use a computer to create a musical pattern -To create music for a purpose -To review and refine our computer work	photograph, discussing how to take a good photograph, improving a photograph by retaking it. 4. Lighting- exploring the effect that light has on a photo, experimenting with different light sources, explaining why a picture may be unclear. 5. How can photographs be changed? - recognising that images can be changed, using a tool to achieve a desired effect, explaining choices. 6. Is it real? - recognising that photos can be changed, applying a range of photography skills to capture a photo, recognising which photos have been changed, identifying which photos are real and which have been changed.

Music	1. Perform	A.1.1. Take part in singing, accurately following the melody. A.1.2. Follow instructions on how and when to sing or play an instrument. A.1.3. Make and control long and short sounds, using voice and instruments. A.1.4. Imitate changes in pitch.	Ho Ho Ho! In each lesson: Listen and Appraise the Ho Ho Ho a Christmas song: Lesson 1- Ho Ho Ho by Joanna Mangona Lesson 2- Bring Him Back Home (Nelson Mandela) by Hugh Masekela Lesson 3- Suspicious Minds by Elvis Presley Lesson 4- Sir Duke by Stevie Wonder Lesson 5- Fly Me to the Moon by Frank Sinatra Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Flexible Games (see Activity Manual for support) b. Learn to Sing the Song: Vocal warm-ups and singing c. Play Instruments with the Song Perform the Song - perform and share your learning as you progress through the Unit of Work.
	1. Compose	B.1.1. Create a sequence of long and short sounds. B.1.2. Clap rhythms. B.1.3. Create a mixture of different sounds (long and short, loud and quiet, high and low). B.1.4. Choose sounds to create an effect. B.1.5. Sequence sounds to create an overall effect. B.1.6. Create short, musical patterns. B.1.7. Create short, rhythmic phrases.	
	2. Transcribe	C.1.1. Use symbols to represent a composition and use them to help with a performance.	
	3. Describe music	D.1.1. Identify the beat of a tune. D.1.2. Recognise changes in timbre, dynamics and pitch.	

PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	Games A.1.1. Use the terms 'opponent' and 'team-mate'. A.1.2. Use rolling, hitting, running, jumping, catching and kicking skills in combination. A.1.3. Develop tactics. A.1.4. Lead others when appropriate. Dance A.1.5. Copy and remember moves and positions. A.1.6. Move with careful control and coordination. A.1.7. Link two or more actions to perform a sequence. A.1.8. Choose movements to communicate a mood, feeling or idea. Gymnastics A.1.9. Copy and remember actions. A.1.10. Move with some control and awareness of space. A.1.11. Link two or more actions to make a sequence. A.1.12. Show contrasts (such as small/tall, straight/curved and wide/narrow). A.1.13. Travel by rolling forwards, backwards and sideways. A.1.14. Hold a position whilst balancing on different points of the body. A.1.15. Climb safely on equipment. A.1.16. Stretch and curl to develop flexibility. A.1.17. Jump in a variety of ways and land with increasing control and balance.	<u>Dance 1</u> 1. How to move like Penguin Small 2. How to move like a polar bear 3. How to move like a snowman 4. How to move like the sea using canon 5. How to make an ending to a dance 6. How to perform a class dance with beginning, middle and end <u>Attack, Defend, Shoot 2</u> 1. to throw different types of equipment. 2. to move to space after passing the ball. 3. to pass and move forward to a target with a partner. 4. to position ourselves as a goalkeeper. 5. to intercept a ball from a person on the other team. 6. to use skills developed in a competition.

PSHE	Me and My Relationships Valuing Difference	Children will be able to; • Define the terms bullying and teasing and describe the difference between them; • Recognise that bullying can happen online as well as in person; • Identify what to do in a bullying situation, including telling a safe adult; • Explain why images of themselves or others should not be shared without permission. • Identify some of the physical and non-physical differences and similarities between people; • Identify what makes them unique and special; • Describe ways to show kindness, care and respect to others. • Identify some of the physical and non-physical differences and similarities between people; • Identify what makes them unique and special; • Describe ways to show kindness, care and respect to others. • Recognise and describe acts of kindness and unkindness; • Explain how these impact on other people's feelings; • Suggest kind words and actions they can show to others; • Show acts of kindness to others in school.	1. Bullying or teasing? – Ask the class to think of two things that make them special which they can share. Model this for the children with some examples of your own. 2. What makes us who we are? - Discuss as a class the things they found that were similar between each and other and the things that were different to each other. Stress that we are all special because there is no-one else exactly like us on this planet. Give each child a piece of paper. Ask them to draw a picture of themselves. 3. My special people – Go over what we mean by special people, people who are important in our lives. Give the children a blank sheet of large (e.g. A3) paper on which to make a poster about themselves and their special people. 4. How do we make others feel? – Ask the children to share what makes them feel good about themselves e.g I am helpful; I score goals in football; I am a good friend. Emphasise that we can be affected by other people's behaviour on the outside and on the inside of our bodies. Put children into

			groups of 5. Each child in group to be given sticker with a number on (from 1-5). Give the children the simple script to practise and act out. Each group shows their plays. 5. When someone is feeling left out – Play 'Stuck In the Mud'. Ask the pupils to consider the following questions in relation to the game: How did you cooperate when you were playing the game? Why did you need to cooperate? How did it feel when you were 'caught'? How did you manage those feelings? How did it feel to be freed? Did anyone feel left out? How did that feel? (Or, if nobody felt left out, how might it feel?) Conclude that it feels good to be part of a team or group and that it can feel upsetting to be left out. We should try to find ways to include everyone. 6. An act of kindness - What do we mean by being kind? Can anyone give an example of someone being kind? What do we mean by being unkind? Can anyone give an example (without mentioning any names) of someone being unkind? What was the last kind

			thing that someone said to you or did for you? What was the last kind thing you said to someone or did for someone? Read the story ‘An act of kindness’ asking the key questions as indicated in the story.

For English and maths plan see separate long term plans.