



## Medium Term Plan – Summer 1

### A Journey Through Time - The Ancient Egyptians

#### Robins

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	1. Investigate and interpret the past	<p>2.1. Use evidence to ask questions and find answers to questions about the past.</p> <p>2.2. Suggest suitable sources of evidence for historical enquiries.</p> <p>2.3. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>2.4. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>2.5. Suggest causes and consequences of some of the main events and changes in history.</p>	<p><u>The Ancient Egyptians</u></p> <p>Week 1</p> <p>Introduction to Ancient Egypt- Place Egypt on a map and put the main events on a timeline.</p> <p>Week 2</p> <p>Tutankhamun- The discovery of the tomb. Write a diary entry as if you are Howard Carter finding the tomb for the first time.</p> <p>Week 3</p> <p>The Pyramids- Find out about the pyramids and write sentences using your research.</p> <p>Week 4</p> <p>Mummification- Find out about the Egyptian tradition and order the mummification pictures.</p> <p>Week 5</p>
	2. Build an overview of world history	<p>2.1. Describe changes that have happened in the locality of the school throughout history.</p> <p>2.2. Give a broad overview of life in Britain from ancient until medieval times.</p> <p>2.3. Compare some of the times studied with those of other</p>	

		<p>areas of interest around the world.</p> <p>2.4. Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>2.5. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Egyptian Gods- choose a god to research and create a poster about them.</p> <p>Week 6</p> <p>Cleopatra- Find out facts about the famous pharaoh. Write facts and add pictures.</p> <p>Week 7</p> <p>Write like an Egyptian- find out about hieroglyphics and create a cartouche using them.</p>
	3. Understand chronology	<p>2.1. Place events, artefacts and historical figures on a time line using dates.</p> <p>2.2. Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>2.3. Use dates and terms to describe events.</p>	
	4. Communicate historically	<p>2.1. Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> <p>2.2. Use literacy, numeracy and computing skills to a good</p>	

		standard in order to communicate information about the past.	
Geography	1. Investigate places	<p>2.1. Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>2.2. Explain own views about locations, giving reasons.</p> <p>2.3. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>2.4. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>2.5. Use a range of resources to identify the key physical and human features of a location.</p>	Week 1-3 Place Egypt on a map of Africa and the world. Place key areas on a map of Egypt.
	2. Investigate patterns	<p>2.1. Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p>2.2. Describe geographical similarities and differences between countries.</p>	
	3. Communicate geographically	<p>2.1. Describe key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• human geography, including: settlements and land use.</li> </ul>	
Art & Design	1. Develop ideas	A.2.1. Develop ideas from starting points throughout the curriculum.	The Ancient Egyptians Week 1

		<p>A.2.2. Collect information, sketches and resources.</p> <p>A.2.3. Adapt and refine ideas as they progress.</p> <p>A.2.4. Explore ideas in a variety of ways.</p> <p>A.2.5. Comment on artworks using visual language.</p>	<p>Queen Nefertiti- collage using shiny paper and coloured card.</p> <p>Week 2</p> <p>Tutankhamun- colourful paired collages of Tutankhamun using gold and blue.</p>
	2. Master techniques	<p>Painting</p> <p>B.2.1. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>B.2.2. Mix colours effectively.</p> <p>B.2.3. Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>B.2.4. Experiment with creating mood with colour.</p> <p>Collage</p> <p>B.2.5. Select and arrange materials for a striking effect.</p> <p>B.2.6. Ensure work is precise.</p> <p>B.2.7. Use coiling, overlapping, tessellation, mosaic and montage.</p> <p>Sculpture</p> <p>B.2.8. Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p> <p>B.2.9. Include texture that conveys feelings, expression or movement.</p> <p>B.2.10. Use clay and other mouldable materials.</p> <p>B.2.11. Add materials to provide interesting detail.</p> <p>Drawing</p> <p>B.2.12. Use different hardnesses of pencils to show line, tone and texture.</p> <p>B.2.13. Annotate sketches to explain and elaborate ideas.</p> <p>B.2.14. Sketch lightly (no need to use a rubber to correct mistakes).</p>	<p>Week 3</p> <p>Ra's Falcon necklace- creating falcon necklaces using paper plates and art straws.</p> <p>Week 4</p> <p>Egyptian sunsets- use watercolours and black card to create an Egyptian inspired sunset silhouette.</p> <p>Week 5</p> <p>Clay canopic jars- create models of canopic jars out of clay (paint in following lesson).</p> <p>Week 6</p> <p>Egyptian patterns- use Press Print to create monoprints of Egyptian patterns.</p> <p>Week 7</p> <p>Egyptian gods- oil pastel drawings of Egyptian gods on black paper.</p>

		<p>B.2.15. Use shading to show light and shadow.</p> <p>B.2.16. Use hatching and cross hatching to show tone and texture.</p> <p>Print</p> <p>B.2.17. Use layers of two or more colours.</p> <p>B.2.18. Replicate patterns observed in natural or built environments.</p> <p>B.2.19. Make printing blocks (e.g. from coiled string glued to a block).</p> <p>B.2.20. Make precise repeating patterns.</p>	
	3. Take inspiration from the greats	<p>C.2.1.Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>C.2.2.Create original pieces that are influenced by studies of others.</p>	
Design & Technology	1. Master practical skills	<p>Materials</p> <p>A.2.5. Cut materials accurately and safely by selecting appropriate tools.</p> <p>A.2.6. Measure and mark out to the nearest millimetre.</p> <p>A.2.7. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p> <p>A.2.8. Select appropriate joining techniques.</p> <p>Textiles</p> <p>A.2.9. Understand the need for a seam allowance.</p> <p>A.2.10. Join textiles with appropriate stitching.</p> <p>A.2.11.Select the most appropriate techniques to decorate textiles.</p> <p>Construction</p> <p>A.2.14. Choose suitable techniques to construct products or to repair items.</p>	<p>Fabric Bunting</p> <p>1. Evaluating Bunting</p> <p>Explore and evaluate a range of existing products in the context of evaluating bunting designs.</p> <p>2. Designing Our Bunting</p> <p>Generate, develop, model and communicate their ideas</p> <p>through talking, drawing, templates, mock-ups and, where appropriate,</p>

		A.2.15. Strengthen materials using suitable techniques.	information and communication technology in the context of using a basic graphics program to design a bunting flag.
	2. Design, make, evaluate and improve.	<p>B.2.1. Design with purpose by identifying opportunities to design.</p> <p>B.2.2. Make products by working efficiently (such as by carefully selecting materials).</p> <p>B.2.3. Refine work and techniques as work progresses, continually evaluating the product design.</p> <p>B.2.4. Use software to design and represent product designs.</p>	<p>3. Templates</p> <p>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping and finishing) in the context of cutting a template and using it to shape a piece of fabric.</p>
	3. Take inspiration from design throughout history.	<p>C.2.1. Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</p> <p>C.2.2. Improve upon existing designs, giving reasons for choices.</p> <p>C.2.3. Disassemble products to understand how they work.</p>	<p>4. Running Stitch</p> <p>Select from and use a range of tools and equipment to perform practical tasks (for example joining) in the context of using running stitch to join fabric.</p> <p>5. Selecting Fabrics</p> <p>Select from and use a wide range of materials and components, including textiles, according to their characteristics in the context of selecting materials to join to fabric</p>

			<p>bunting.</p> <p>6. Joining Fabrics</p> <p>Select from and use a wide range of tools and equipment to perform practical tasks (for example joining and finishing) in the context of joining fabrics using different techniques.</p>
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	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	<p>A.2.1. Ask relevant questions.</p> <p>A.2.2. Set up simple, practical enquiries and comparative and fair tests.</p> <p>A.2.3. Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</p> <p>A.2.4. Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>A.2.5. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</p> <p>A.2.6. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>A.2.7. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</p> <p>A.2.8. Identify differences, similarities or changes related to simple, scientific ideas and processes.</p> <p>A.2.9. Use straightforward, scientific evidence to answer questions</p>	<p>Parts of Plants</p> <ol style="list-style-type: none"> <li>1. Draw and label a plant, explaining what each part does to help it live and grow.</li> <li>2. Discuss how plants need water; how the roots absorb water and nutrients; and how the stem is used to help move the water to different areas of the plant.</li> <li>3. Learn how plants make their own food using photosynthesis.</li> <li>4. Learn about pollination.</li> <li>5. Learn about the life cycle of a flowering plant including different types of seed dispersal.</li> <li>6. Recap knowledge learnt during topic.</li> </ol>

		or to support their findings.	Alongside these plans the children will be having practical experience of growing plants in our school kitchen garden.
	2. Parts of Plants	<p>B.2.1. Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.</p> <p>B.2.2. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>B.2.3. Investigate the way in which water is transported within plants.</p> <p>B.2.4. Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	
RE	1. Understand beliefs and teachings	<p>A.2.1. Present the key teachings and beliefs of a religion.</p> <p>A.2.2. Refer to religious figures and holy books to explain answers.</p>	<p>What is the Qur'an and why do many Muslims try to learn it by heart?</p> <ol style="list-style-type: none"> <li>1. How far is prayer a religious form of communication? Discuss why people pray. Freeze frame different scenarios and describe the reactions of different characters.</li> <li>2. What is the Qur'an? Discuss how Muslims show respect to the Qur'an.</li> <li>3. How is the Qur'an treated? Create a poster about the Qur'an.</li> <li>4. How is the Qur'an used by Muslims at home and in the mosque? Compare how the Qur'an is used at home and in the mosque.</li> </ol>
	2. Understand practices and lifestyles	<p>B.2.1. Identify religious artefacts and explain how and why they are used.</p> <p>B.2.2. Describe religious buildings and explain how they are used.</p> <p>B.2.3. Explain some of the religious practices of both clerics and individuals.</p>	
	3. Understand how beliefs are conveyed	C.2.1. Identify religious symbolism in literature and the arts.	
	4. Reflect	<p>D.2.1. Show an understanding that personal experiences and feelings influence attitudes and actions.</p> <p>D.2.2. Give some reasons why religious figures may have acted as</p>	



		<p>they did.</p> <p>D.2.3. Ask questions that have no universally agreed answers.</p>	<p>5. What are the main teachings from the Qur'an? Read the stories of 'The Prophet and the Ants' and 'The Crying Camel', answer the questions and discuss the meanings of the two stories.</p> <p>6. What is a Hafiz? Discuss why Muslims try to learn the words of the Qur'an. Memorise a short poem and try to recite it to a partner.</p>
	5. Understand values	<p>E.2.1. Explain how beliefs about right and wrong affect people's behaviour.</p> <p>E.2.2. Describe how some of the values held by communities or individuals affect behaviour and actions.</p> <p>E.2.3. Discuss and give opinions on stories involving moral dilemmas.</p>	
Computing	Desktop Publishing	<p>To recognise how text and images convey information</p> <ul style="list-style-type: none"> <li>• I can explain the difference between text and images</li> <li>• I can recognise that text and images can communicate messages clearly</li> <li>• I can identify the advantages and disadvantages of using text and images</li> </ul> <p>To recognise that text and layout can be edited</p> <ul style="list-style-type: none"> <li>• I can change font style, size, and colours for a given purpose</li> <li>• I can edit text</li> <li>• I can explain that text can be changed to communicate more clearly</li> </ul> <p>To choose appropriate page settings</p> <ul style="list-style-type: none"> <li>• I can define the term 'page orientation'</li> <li>• I can recognise placeholders and say why they are important</li> <li>• I can create a template for a particular purpose</li> </ul> <p>To add content to a desktop publishing publication</p> <ul style="list-style-type: none"> <li>• I can choose the best locations for my content</li> </ul>	<p>Creating Media- Desktop Publishing</p> <p>1. Words and Pictures- To recognise how text and images convey information</p> <p>2. Can you edit it? - To recognise that text and layout can be edited</p> <p>3. Great template- To choose appropriate page settings</p> <p>4. Can you add content? - To add content to a desktop publishing publication</p> <p>5. Lay it out- To consider how different layouts can suit different purposes</p> <p>6. Why desktop publishing? - To consider the benefits of desktop publishing</p>

		<ul style="list-style-type: none"> <li>• I can paste text and images to create a magazine cover</li> <li>• I can make changes to content after I've added it</li> </ul> <p>To consider how different layouts can suit different purposes</p> <ul style="list-style-type: none"> <li>• I can identify different layouts</li> <li>• I can match a layout to a purpose</li> <li>• I can choose a suitable layout for a given purpose</li> </ul> <p>To consider the benefits of desktop publishing</p> <ul style="list-style-type: none"> <li>• I can identify the uses of desktop publishing in the real world</li> <li>• I can say why desktop publishing might be helpful</li> <li>• I can compare work made on desktop publishing to work created by hand</li> </ul>	
Music	1. Perform	<p>A.2.1. Sing from memory with accurate pitch.</p> <p>A.2.2. Sing in tune.</p> <p>A.2.3. Maintain a simple part within a group.</p> <p>A.2.4. Pronounce words within a song clearly.</p> <p>A.2.5. Show control of voice.</p> <p>A.2.6. Play notes on an instrument with care so that they are clear.</p> <p>A.2.7. Perform with control and awareness of others.</p>	<p>Bringing us together- Disco</p> <p>Lesson 1- Bringing us together. Warm-up Games. Flexible Games. Start to learn the song Bringing Us Together.</p> <p>Lesson 2- Good Times by Nile Rodgers, Bringing Us Together. Warm-up Games. Flexible Games. Sing the song Bringing Us Together. Play instrumental parts.</p> <p>Lesson 3- Ain't Nobody by Chaka Khan Bringing Us Together. Warm-up Games. Flexible Games (optional). Sing the song Bringing Us Together. Play instrumental parts. Improvise.</p> <p>Lesson 4- We Are Family by Sister Sledge. Bringing Us Together. Warm-up Games. Flexible Games. Sing</p>
	2. Compose	<p>B.2.1. Compose and perform melodic songs.</p> <p>B.2.2. Use sound to create abstract effects.</p> <p>B.2.3. Create repeated patterns with a range of instruments.</p>	

		<p>B.2.4. Create accompaniments for tunes.</p> <p>B.2.5. Use drones as accompaniments.</p> <p>B.2.6. Choose, order, combine and control sounds to create an effect.</p> <p>B.2.7. Use digital technologies to compose pieces of music.</p>	<p>the song Bringing Us Together. Play instrumental parts. Improvise. Compose.</p> <p>Lesson 5- Ain't No Stopping Us Now by McFadden and Whitehead Bringing Us Together. Warm-up Games. Flexible Games. Sing the song Bringing Us Together. Play instrumental parts.</p>
	3. Transcribe	<p>C.2.1. Devise non-standard symbols to indicate when to play and rest.</p> <p>C.2.2. Recognise the notes EGBDF and FACE on the musical stave.</p> <p>C.2.3. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p>	<p>Improvise. Play your composition(s) within the song.</p> <p>Lesson 6- Car Wash by Rose Royce Bringing Us Together. Warm-up Games. Flexible Games. Sing the song Bringing Us Together. Prepare for the end-of-unit performance.</p>
	4. Describe music	<p>D.2.1. Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>D.2.2. Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>D.2.3. Understand layers of sounds and discuss their effect on mood and feelings.</p>	
French	1. Read fluently	<p>A.2.1. Read and understand the main points in short written texts.</p> <p>A.2.2. Read short texts independently.</p> <p>A.2.3. Use a translation dictionary or glossary to look up new words.</p>	<p>Stage 1 lessons 19- 24</p> <p>1. Lesson 19- Say the words for consonants and vowels .Recognise a word from a vowel and consonant pattern. Identify role of a verb. Identify</p>

	2. Write imaginatively	<p>B.2.1. Write a few short sentences using familiar expressions.</p> <p>B.2.2. Express personal experiences and responses.</p> <p>B.2.3. Write short phrases from memory with spelling that is readily understandable.</p>	<p>verbs in French. Listen and identify 2 new verbs – marchez, sautez, dansez.</p> <p>2. Lesson 20- Listen and respond to commands with a variety of verbs. Join in with the actions of a rhyme. Identify some verbs (some). Repeat a modelled sentence with 1<sup>st</sup> person and verb and 2<sup>nd</sup> person and a verb in a question. Ask a question using a verb and 2<sup>nd</sup> person (some).</p> <p>3. Lesson 21- Identify verbs in a rhyme. Read aloud sentences using 1<sup>st</sup> and 2<sup>nd</sup> person pronoun and verb. Repeat sentences and questions using a verb and an adverb. Join in with the song and actions. Identify the role of an adverb. Ask and answer a question using a verb, adverb and pronoun (some).</p> <p>4. Lesson 22- Say a sentence with a verb and adverb. Join in with the actions of the song. Identify a word in a song. Identify sounds in numbers 0-6. Identify the letter strings for the sounds in the numbers 0-6.</p> <p>5. Lesson 23- Sing the words of the song. Identify a word in the song. Predict the spelling of the numbers 0-6 (some). Read and recognise the numbers 0-6.</p>
	3. Speak confidently	<p>C.2.1. Understand the main points from spoken passages.</p> <p>C.2.2. Ask others to repeat words or phrases if necessary.</p> <p>C.2.3. Ask and answer simple questions and talk about interests.</p> <p>C.2.4. Take part in discussions and tasks.</p> <p>C.2.5. Demonstrate a growing vocabulary.</p>	
	4. Understand the culture of the countries in which the language is spoken	<p>D.2.1. Describe with some interesting details some aspects of countries or communities where the language is spoken.</p> <p>D.2.2. Make comparisons between life in countries or communities where the language is spoken and this country.</p>	

			6. Lesson 24- Pronounce the numbers 7-10 correctly by blending sounds. Identify ways to recall the new numbers. Listen and identify the numbers 1-10. Join in with the numbers song.
PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<p>Games</p> <ul style="list-style-type: none"> <li>• Throw and catch with control and accuracy.</li> <li>• Strike a ball and field with control.</li> <li>• Choose appropriate tactics to cause problems for the opposition.</li> <li>• Follow the rules of the game and play fairly.</li> <li>• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>• Pass to team mates at appropriate times.</li> <li>• Lead others and act as a respectful team member.</li> </ul> <p>Outdoor and Adventurous activities</p> <ul style="list-style-type: none"> <li>• Arrive properly equipped for outdoor and adventurous activity.</li> <li>• Understand the need to show accomplishment in managing risks.</li> <li>• Show an ability to both lead and form part of a team.</li> </ul>	<p><u>Tennis</u></p> <ol style="list-style-type: none"> <li>1. To use the ready position to return a ball</li> <li>2. To hit the ball to different parts of the court</li> <li>3. To perform an underarm serve to start a rally</li> <li>4. To move towards a ball to return it over the net</li> <li>5. To play cooperatively with a partner to keep the ball</li> <li>6. To perform forehand hits to score points in a competition</li> </ol> <p><u>Rounders</u></p> <ol style="list-style-type: none"> <li>1. To get into the best position to field a ball</li> <li>2. To bowl with consistency in a game</li> <li>3. To hit a moving ball with one hand</li> <li>4. To stop a moving ball with the long barrier technique</li> <li>5. To throw longer distances using</li> </ol>

		<ul style="list-style-type: none"> <li>• Support others and seek support if required when the situation dictates.</li> <li>• Show resilience when plans do not work and initiative to try new ways of working.</li> <li>• Use maps, compasses and digital devices to orientate themselves.</li> <li>• Remain aware of changing conditions and change plans if necessary.</li> </ul>	<p>the over arm technique</p> <p>6. To select and apply new skills in a competition</p>
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PSHE		<ul style="list-style-type: none"> <li>• Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);</li> <li>• Describe how food, water and air get into the body and blood.</li> <li>• Develop skills in discussion and debating an issue;</li> <li>• Demonstrate their understanding of health and wellbeing issues that are relevant to them;</li> <li>• Empathise with different view points;</li> <li>• Make recommendations, based on their research.</li> <li>• Identify their achievements and areas of development;</li> <li>• Recognise that people may say kind things to help us feel good about ourselves;</li> <li>• Explain why some groups of people are not represented as much on television/in the media.</li> <li>• Explain some of the different talents and skills that people have and how skills are developed;</li> <li>• Recognise their own skills and those of other children in the class.</li> <li>• Demonstrate how working together in a collaborative manner can help everyone to achieve success;</li> <li>• Understand and explain how the brain sends and receives messages through the nerves.</li> <li>• Identify different types of relationships;</li> <li>• Recognise who they have positive healthy relationships with.</li> </ul>	<p><u>Scarf-</u></p> <ol style="list-style-type: none"> <li>1. Body team work- Give out the <i>Body team work</i> Activity sheet. Children write a sentence for each of the named body organs saying 1) what the organ does and 2) what it needs from other parts of the body to work properly</li> <li>2. For or against- What choices do we make about our everyday health and wellbeing? Do we always make the best choices? Do people always have the same opinions about what are the best choices. Focus on looking at arguments for and against a particular issue to do with health.</li> <li>3. I am Fantastic- complete the Achievement Audit, taking time to think about the things that they worked hard at to improve.</li> <li>4. Top Talents- Select a talent or skill that they are most proud of. Explain that they will take part in a silent 'Top Talents' Show by briefly miming their talents/skills. Working with a partner, discuss and devise a</li> </ol>
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			<p>way of demonstrating their special talent/skill.</p> <p>5. Getting on with your nerves- Demonstrate how messages travel through the body by doing the Brain Chain Challenge! This activity is a fun, physical activity which encourages children to work as a team to demonstrate how signals are transmitted through the nerves.</p> <p>6. Relationship Tree- Construct a tree on a big piece of paper or straight onto a display board. The branch strips make up the trunk and branches of the tree. The green leaves hang onto the branches. The roots spread across the bottom of the tree to anchor it. The brown leaves are falling. Review the lesson by asking the class how we can help to look after relationships and also what we should expect from others.</p>
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For English and maths plan see separate long term plans.