



Medium Term Plan – Autumn 2

Journey Through Time- The Greeks

Robins

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	1. Investigate and interpret the past	A2.1 Use evidence to ask questions and find answers to questions about the past. A2.2 Suggest suitable sources of evidence for historical enquiries. A2.3 Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. A2.4 Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. A2.5 Suggest causes and consequences of some of the main events and changes in history.	<u>Lesson 1</u> Who were the Greeks? - Who were the Ancient Greeks? Where is Greece in the world? Look at map of Europe. Can children name any countries? Look at map of Greece. Discuss the geography of Greece. Order the events on the timeline. <u>Lesson 2</u>
	2. Build an overview of world history	B2.3 Compare some of the times studied with those of other areas of interest around the world. B2.4 Describe the social, ethnic, cultural or religious diversity of past society. B2.5 Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Greek Gods and Temples- find facts about Greek gods. Create a fact file about a god. <u>Lesson 3</u> The Legacy of Greece- research different things the Greeks have left us i.e. stories, buildings, theatre, the Olympics, language.
	3. Understand chronology	C2.1 Place events, artefacts and historical figures on a time line using dates. C2.2 Understand the concept of change over time, representing this, along with evidence, on a time line. C2.3 Use dates and terms to describe events.	<u>Lesson 4</u> Farming and Trade- find out about how and where the Greeks grew and traded their food. Answer questions

	4. Communicate historically	<p>D2.1 Use appropriate historical vocabulary to communicate, including: dates time period era change chronology.</p> <p>D2.2 Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>about farming and trade.</p> <p><u>Lesson 5</u> Everyday Life- create a poster about everyday life in Ancient Greece. Choose one aspect to research.</p> <p><u>Lesson 6</u> Pots of Evidence- find out about how we know about life in Ancient Greece. Answer questions about archaeology.</p>
Geography	1. Investigate places	<p>A2.1 Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>A2.3 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>A2.5 Use a range of resources to identify the key physical and human features of a location.</p> <p>A2.6 Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>A2.7 Name and locate the countries of Europe and identify their main physical and human characteristics.</p>	<p><u>Lesson 1</u> Who were the Greeks? - Who were the Ancient Greeks? Where is Greece in the world? Look at map of Europe. Can children name any countries? Look at map of Greece. Discuss the geography of Greece. Order the events on the timeline.</p> <p><u>Lesson 4</u> Farming and Trade- find out about how and where the Greeks grew and traded their food. Answer questions about farming and trade.</p>
	2. Investigate patterns	B2.2 Describe geographical similarities and differences between countries.	
	3. Communicate geographically	<p>C2.1 Describe key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements and land use. 	

Art & Design	1. Develop ideas	<p>A2.1 Develop ideas from starting points throughout the curriculum.</p> <p>A2.2 Collect information, sketches and resources.</p> <p>A2.3 Adapt and refine ideas as they progress.</p> <p>A2.4 Explore ideas in a variety of ways.</p> <p>A2.5 Comment on artworks using visual language.</p>	<p><u>Lesson 1</u></p> <p>Greek Coins- Look at examples of Greek coins. Use stencils to draw out parts of the coins. Cut out and stick on circular coin background. Add in Greek letters.</p>
	2. Master techniques	<p>Collage</p> <p>B2.5 Select and arrange materials for a striking effect.</p> <p>B2.6 Ensure work is precise.</p> <p>B2.7 Use coiling, overlapping, tessellation, mosaic and montage.</p> <p>Sculpture</p> <p>B2.8 Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p> <p>B2.9 Include texture that conveys feelings, expression or movement.</p> <p>B2.10 Use clay and other mouldable materials.</p> <p>B2.11 Add materials to provide interesting detail.</p> <p>Print</p> <p>B2.17 Use layers of two or more colours.</p> <p>B2.18 Replicate patterns observed in natural or built environments.</p> <p>B2.20 Make precise repeating patterns.</p>	<p><u>Lesson 2</u></p> <p>Medusa masks and prints- Draw round and cut out mask template, add snakes for hair and eye/mouth details. Use Presprint to draw a Medusa face. Print onto green card.</p> <p><u>Lesson 3</u></p> <p>Greek patterns- colour card with wax crayons. Use black acrylic paint to paint over the top, draw Greek patterns into the acrylic paint to reveal the wax.</p> <p><u>Lesson 4</u></p> <p>Olympic wreaths- cut out the middle of a paper plate. Draw round green card to make leaves. Overlap leaves around the edge of the plate.</p>
	3. Take inspiration from the greats	<p>C2.1 Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>C2.2 Create original pieces that are influenced by studies of others.</p>	<p><u>Lesson 5</u></p> <p>Greek theatre masks- look at different types of theatre masks. Use white paper to create a mask. Or create a mask from clay.</p> <p><u>Lesson 6</u></p> <p>Greek pots- draw examples of Greek</p>

			pottery and colour in with black pen. Add Greek patterns. Heracles zig zag book.
Design & Technology	1. Master practical skills	Materials A2.5 Cut materials accurately and safely by selecting appropriate tools. A2.6 Measure and mark out to the nearest millimetre. A2.7 Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). A2.8 Select appropriate joining techniques. Construction A2.14 Choose suitable techniques to construct products or to repair items. A2.15 Strengthen materials using suitable techniques.	Plan, design and make a photo frame as a present for someone. Use cutting, measuring, joining and decorating techniques. (4/5 lessons/hours)
	2. Design, make, evaluate and improve.	B2.1 Design with purpose by identifying opportunities to design. B2.2 Make products by working efficiently (such as by carefully selecting materials). B2.3 Refine work and techniques as work progresses, continually evaluating the product design.	
	3. Take inspiration from design throughout history.	C2.1 Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. C2.2 Improve upon existing designs, giving reasons for choices.	

	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	A.2.1. Ask relevant questions.	Light and Shadows Week 1

		<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 or to support their findings.</p>	<p>Explore the difference between a light source and a reflector.</p> <p>Week 2</p> <p>Observe how shadows are formed and changed by the sun and different objects.</p> <p>Week 3</p> <p>Investigate how to make a shadow larger or smaller.</p> <p>Week 4</p> <p>Observe the different shadows made by opaque, translucent and transparent objects.</p> <p>Week 5</p> <p>Make a shadow puppet to help demonstrate learnt facts about shadow sizes.</p> <p>Week 6</p> <p>Recap knowledge learnt during topic.</p>
	2. Understand light and seeing. This concept involves understanding how light	<p>H.2.1. Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>H.2.2. Notice that light is reflected from surfaces.</p> <p>H.2.3. Recognise that light from the sun can be dangerous and that</p>	

	and reflection affect sight.	<p>there are ways to protect their eyes.</p> <p>H.2.4. Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>H.2.5. Find patterns in the way that the size of shadows change.</p>	
RE	1. Understand beliefs and teachings	<p>A2.1 Present the key teachings and beliefs of a religion.</p> <p>A2.2 Refer to religious figures and holy books to explain answers.</p>	<p>What is the Trinity? <u>Lesson 1</u></p> <p>What does water represent? <u>Lesson 2</u></p>
	2. Understand practices and lifestyles	<p>B2.1 Identify religious artefacts and explain how and why they are used.</p> <p>B2.2 Describe religious buildings and explain how they are used.</p> <p>B2.3 Explain some of the religious practices of both clerics and individuals.</p>	<p>What are the similarities and differences between the paintings of the baptism of Jesus by John? <u>Lesson 3</u></p>
	3. Understand how beliefs are conveyed	C2.1 Identify religious symbolism in literature and the arts.	<p>What words and images describe the Trinity? <u>Lesson 4</u></p>
	4. Reflect	<p>D2.1 Show an understanding that personal experiences and feelings influence attitudes and actions.</p> <p>D2.2 Give some reasons why religious figures may have acted as they did.</p> <p>D2.3 Ask questions that have no universally agreed answers.</p>	<p>What are the words of the Christian baptism ceremony? <u>Lesson 5</u></p> <p>Do you have to be a Christian to understand the idea of the Trinity? <u>Lesson 6</u></p>
	5. Understand values	<p>E2.1 Explain how beliefs about right and wrong affect people's behaviour.</p> <p>E2.2 Describe how some of the values held by communities or individuals affect behaviour and actions.</p> <p>E2.3 Discuss and give opinions on stories involving moral dilemmas.</p>	<p>Why is Jesus' birth included in the gospels of Luke and Matthew?</p>

Computing	Creating media – Digital photography	<ul style="list-style-type: none"> -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 	<p>Creating Media- Digital Photography</p> <p><u>Week 1</u> Taking Photographs. Understanding that many devices can be used to take photographs. In the lesson, learners begin to capture their own photographs.</p> <p><u>Week 2</u> Landscape or Portrait? Explore taking photographs in both portrait and landscape formats and explore the reasons why a photographer may favour one over the other.</p> <p><u>Week 3</u> What makes a good photograph? Discover what constitutes good photography composition and put this into practice by composing and capturing photos of their own.</p> <p><u>Week 4</u> Lighting. Investigate the effect that good lighting has on the quality of the photos they take and explore what effect using the camera flash and adding an artificial light source have on their photos.</p> <p><u>Week 5</u> Effects. Introduce the concept of simple image editing. Learners are introduced to image editing software.</p> <p><u>Week 6</u> Is it real? Introduces the concept that images can be changed for a purpose. Learners are introduced to a range of images that have been changed in different ways and through</p>
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			<p>this, develop an awareness that not all images they see are real.</p>
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Music	1. Perform	A2.1 Sing from memory with accurate pitch. A2.2 Sing in tune. A2.3 Maintain a simple part within a group. A2.4 Pronounce words within a song clearly. A2.5 Show control of voice. A2.6 Play notes on an instrument with care so that they are clear. A2.7 Perform with control and awareness of others.	Glockenspiel Stage 1 <u>Lesson 1</u> Learn to play E and D. Read music. <u>Lesson 2</u> Perform and share. <u>Lesson 3</u> Learn to play C and D. Read music. <u>Lesson 4</u> Learn to play D, E and F. <u>Lesson 5</u> Learn to play C, D, E and F. <u>Lesson 6</u> Composition.
	2. Compose	B2.1 Compose and perform melodic songs. B2.2 Use sound to create abstract effects. B2.3 Create repeated patterns with a range of instruments. B2.4 Create accompaniments for tunes. B2.6 Choose, order, combine and control sounds to create an effect	
	3. Transcribe	C2.1 Devise non-standard symbols to indicate when to play and rest	
	4. Describe music	D2.1 Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. D2.2 Evaluate music using musical vocabulary to identify areas of likes and dislikes. D2.3 Understand layers of sounds and discuss their effect on mood and feelings.	
French	1. Read fluently	A2.1 Read and understand the main points in short written texts. A2.2 Read short texts independently. A2.3 Use a translation dictionary or glossary to look up new words.	<u>Lesson 1</u> Say the individual sounds in the words. Repeat the Christmas vocabulary. Listen and identify the Christmas vocabulary. <u>Lesson 2</u> Name the Christmas vocabulary
	2. Write imaginatively	B2.1 Write a few short sentences using familiar expressions. B2.2 Express personal experiences and responses. B2.3 Write short phrases from memory with spelling that is readily understandable.	

	3. Speak confidently	<p>C2.1 Understand the main points from spoken passages.</p> <p>C2.2 Ask others to repeat words or phrases if necessary.</p> <p>C2.3 Ask and answer simple questions and talk about interests.</p> <p>C2.4 Take part in discussions and tasks.</p> <p>C2.5 Demonstrate a growing vocabulary.</p>	<p>(some). Say aloud a sentence with voici/et with a list of nouns. Identify the word Père Noël in a story.</p> <p><u>Lesson 3</u></p> <p>Name the Christmas vocabulary. Follow a story as it is read. Identify some French traditions for Christmas and New Year celebrations.</p>
	4. Understand the culture of the countries in which the language is spoken	<p>D2.1 Describe with some interesting details some aspects of countries or communities where the language is spoken.</p> <p>D2.2 Make comparisons between life in countries or communities where the language is spoken and this country.</p>	<p><u>Lesson 4</u></p> <p>Name the Christmas vocabulary. Read and identify the words for the Christmas vocabulary and copy correctly.</p> <p><u>Lesson 5</u></p> <p>Say bonne année. Say what the tradition of Epiphany is in France. Join in with the actions of a song. Follow a text as it is read.</p> <p><u>Lesson 6</u></p> <p>Develop cultural awareness through song and dance.</p>
PE	1. Develop practical skills in order to participate, compete and lead a healthy	<p>Gymnastics</p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and 	<p>Gymnastics- Shape</p> <p><u>Lesson 1</u></p> <p>Static Shapes- To develop flexibility, strength, technique, control and balance. I can perform static body shapes</p> <p><u>Lesson 2</u></p> <p>Shapes in the Air- To develop flexibility,</p>

	lifestyle.	<p>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).</p> <ul style="list-style-type: none"> • Swing and hang from equipment safely (using hands). <p><u>Hockey</u></p> <p>B.1.2. Strike a ball and field with control.</p> <p>B.1.3. Choose appropriate tactics to cause problems for the opposition.</p> <p>B.1.4. Follow the rules of the game and play fairly.</p> <p>B.1.5. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</p> <p>B.1.6. Pass to team mates at appropriate times.</p> <p>B.1.7. Lead others and act as a respectful team member.</p>	<p>strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in combination. I can make body shapes in the air.</p> <p><u>Lesson 3</u></p> <p>Beanbags and Balls- To develop flexibility, strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in combination. I can carry out rhythmic gymnastics moves.</p> <p><u>Lesson 4</u></p> <p>Rhythmic Gymnastics- To develop flexibility, strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in combination. I can perform a rhythmic gymnastics routine.</p> <p><u>Lesson 5</u></p> <p>Symmetry- To develop flexibility, strength, technique, control and balance. I can create symmetrical shapes.</p> <p><u>Lesson 6</u></p> <p>Shape Up- To develop flexibility, strength, technique, control and balance. I can apply the gymnastics skills I have learnt.</p>
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PSHE	Relationships	<ul style="list-style-type: none"> • Express opinions and listen to those of others; • Consider others' points of view; • Identify qualities of friendship; • Suggest reasons why friends sometimes fall out; • Reflect on listening skills; • Give examples of respectful language; 	<p><u>Me and My Relationships</u></p> <p><u>Lesson 7</u></p> <p>Thanks- Express opinions and listen to those of others;</p> <p>Consider others' points of view;</p> <p>Practise explaining the thinking behind their ideas and opinions.</p> <p><u>Lesson 8</u></p> <p>Friends are Special- Identify qualities of</p>

	Valuing Difference	<ul style="list-style-type: none"> • Define the term 'community'; • Identify the different communities that they belong to; • Explain that people living in the UK have different origins; • Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; 	<p>friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again.</p> <p><u>Valuing Difference</u></p> <p><u>Lesson 1</u></p> <p>Friends and Family- Recognise that there are many different types of family;</p> <p>Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p><u>Lesson 2</u></p> <p>My Community- Define the term 'community'; Identify the different communities that they belong to; Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</p> <p><u>Lesson 3</u></p> <p>Respect and Challenge- Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully.</p> <p><u>Lesson 4</u></p> <p>Our Friends and Neighbours- Explain that people living in the UK have different origins; Identify similarities</p>
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For English and maths plan see separate long term plans.