Medium Term Plan – Autumn 2

A Journey Through Time – Stone Age to Iron Age

Ibis

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	1. Investigate and interpret the past	• A.2.1. Use evidence to ask questions and find answers to questions about the past. • A.2.2. Suggest suitable sources of evidence for historical enquiries. • A.2.3. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • A.2.4. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • A.2.5. Suggest causes and consequences of some of the main events and changes in history.	**Week 1**: Introduce period of British history from the Stone Age to the Iron Age. Discuss how hunter-gatherers survived in the Stone Age. **Week 2:** How do we know about the Stone Age? Examining non-written sources of evidence. Discover when people began to settle in farming communities like Skara Brae. **Week 3:** Changes between the Stone Age and the Bronze Age and explain how the smelting process was used to make bronze. Look at artefacts found in Bronze age burial sites. **Week 4**: Explore different theories about the building of Stonehenge. **Week 5:** Understanding how British society changed in the Iron Age. Explore hill forts. **Week 6:** Describe some of the features of Iron Age art.
	2. Build an overview of world history	• B.2.2. Give a broad overview of life in Britain from ancient until medieval times. • B.2.4. Describe the social, ethnic, cultural or religious diversity of past society. • B.2.5. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	
	3. Understand chronology	• C.2.1. Place events, artefacts and historical figures on a time line using dates.	

		• C.2.2. Understand the concept of change over time, representing this along with evidence on a time line. • C.2.3. Use dates and terms to describe events	
	4. Communicate historically	• D.2.1. Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • D.2.2. Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.	
Art & Design	1. Develop ideas	• A.2.1. Develop ideas from starting points throughout the curriculum. • A.2.2. Collect information, sketches and resources. • A.2.3.Adapt and refine ideas as they progress. • A.2.4. Explore ideas in a variety of ways. • A.2.5. Comment on artworks using visual language.	**Week 1**. Lascaux's Cave – Chalk pastels **Week 2**. Lascaux's Cave – Chalk pastels **Week 3**. Stone Age homes - Models **Week 4**. Stone Age Coil pots – Clay **Week 5**. Stone Age Silhouettes – Wash **Week 6.** Stone Age Silhouettes – Wash
	2. Master Techniques	Painting: • B.2.1. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • B.2.2. Mix colours effectively. • B.2.3. Use watercolour paint to produce washes for backgrounds then add detail. • B.2.4. Experiment with creating mood with colour. Collage: • B.2.5. Select and arrange materials for a striking effect. • B.2.6.Ensure work is precise. Sculpture: • B.2.8. Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • B.2.9. Include texture that conveys feelings, expression or movement. • B.2.10. Use clay and other mouldable materials. • B.2.11. Add materials to provide interesting detail.	
Design & Technology	A. Master practical skills	**Materials** A.2.5 Cut materials accurately and safely by selecting appropriate tools. A.2.6 Measure and mark out to the nearest millimetre. A.2.7 Apply appropriate cutting and shaping techniques that include cuts	<u>Designing and making a Money container.</u> Plan, design and make a money container fit for purpose. Use a variety of materials measuring, art skills and decorating

		within the perimeter of the material (such as slots or cut outs). A.2.8 Select appropriate joining techniques. **Textiles** A.2.9 Understand the need for a seam allowance. A.2.10 Join textiles with appropriate stitching. A.2.11 Select the most appropriate techniques to decorate textiles.	techniques. (4/5 lessons/hours)
	B. Design, make, evaluate and improve.	B.2.1. Design with purpose by identifying opportunities to design. B.2.2. Make products by working efficiently (such as by carefully selecting materials). B.2.3 Refine work and techniques as work progresses, continually evaluating the product design.	
	C. Take inspiration from design throughout history.	C.2.1 Explore objects and designs to identify likes and dislikes of the designs. C.2.2. Improve upon existing designs, giving reasons for choices.	

	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	A.2.1. Ask relevant questions. A.2.2. Set up simple, practical enquiries and comparative and fair tests. A.2.4. Gather, record, classify and present data in a variety of ways to help in answering questions. A.2.8. Identify differences, similarities or changes related to simple, scientific ideas and processes.	**Sound** **Week 1** Investigating how a variety of sounds are made. **Week 2** Learning about the human ear and investigating how sound travels through different materials. **Week 3** Investigating pitch. **Week 4** Finding patterns between the pitch of a sound and features of the object that produced it. **Week 5** Measuring the volume of different sounds. **Week 6** Recognising that sounds get fainter as the distance from the sound
	9. Investigating sound and hearing	I.2.1. Identify how sounds are made, associating some of them with something vibrating. I.2.2. Recognise that vibrations from sounds travel through a medium to the ear. I.3.1. Find patterns between the pitch of a sound and features of the object that produced it. I.3.2. Find patterns between the volume of a sound and the strength of	

		the vibrations that produced it. I.3.3. Recognise that sounds get fainter as the distance from the sound source increases.	source increases. **Week 7** Reviewing our learning from this term and assessment.
RE	1. Understand beliefs and teachings	• A.2.1. Present key teachings and beliefs of a religion • A.2.2. Refer to religious figures and holy books to explain answers.	**Who do Christians believe Jesus is?** **Week 1** Diwali (6th – 10th Nov 2026) **Week 2** What do we already know about Jesus? The Apostles' Creed. **Week 3** The Trinity – Christians' belief that God is made up of three equal divine persons (God the Father, God the Son, God the Holy Spirit). **Week 4** Jesus – fully God and fully man. The Annunciation and birth of Jesus. **Week 5** Jesus – fully God and fully man. Key events in the life of Jesus – baptism, miracles, Lent and Easter. **Week 6** Discovering some of the 7 I AM statements for Jesus found in St John's Gospel. **Week 7** Reviewing our learning from this term and assessment.
	2. Understand practices and lifestyles	• B.2.1. Identify religious artefacts and explain how and why they are used. • B.2.2. Describe religious buildings and explain how they are used. • B.2.3. Explain some of the religious practices of both clerics and individuals.	
	3. Understand how beliefs are conveyed	• C.2.1. Identify religious symbolism in literature and the arts.	
	4. Reflect	• D.2.1. Show an understanding that personal experiences and feelings influence attitudes and actions. • D.2.2. Give some reasons why religious figures may have acted as they did. • D.2.3 Ask questions that have no universally agreed answers.	
	5. Understand values	• E.2.1. Explain how beliefs about right and wrong affect people's behaviour. • E.2.2. Describe how some of the values held by communities or individuals affect behaviour and actions. • E.2.3. Discuss and give opinions on stories involving moral dilemmas.	
Computing	1. Code	• A.2.1. Use specified screen coordinates to control movement. • A.2.2. Set the appearance of objects and create sequences of changes. • A.2.3. Create and edit sounds. Control when they are heard, their	<u>Programming A – Repetition in shapes</u> **Week 1**. Programming a screen turtle. **Week 2**. Programming letters.

		volume, duration and rests. • A.2.4. Control the shade of pens. • A.2.5. Specify conditions to trigger events. • A.2.6. Use IF THEN conditions to control events or objects.	**Week 3**. Patterns and Repeats **Week 4.** Using loops to create shapes. **Week 5.** Breaking things down. **Week 6.** Creating a program.
Music	A. Perform	• A.2.1. Sing or play from memory with accurate pitch. • A.2.3. Maintain a simple part within a group. • A.2.4. Pronounce words within a song clearly. • A.2.5. Show control of voice. • A.2.6. Play notes on an instrument with care so that they are clear. • A.2.7. Perform with control and awareness of others. • A.3.1. Sing or play with confidence.	**Glockenspiel Stage 2** ***These lessons will be spread over 7 weeks. Alongside, we will be working on our Nativity Production and continuing with learning notes on the recorder.*** **Week 1** Finding out about music – the stave, treble clef and feeling the pulse. Learning and playing the notes D, E and F. **Week 2** Learning the difference between rhythm (**R**hythm **H**as **Y**our **T**wo **H**ips **M**oving) and pulse. Learning the song STOP as part of anti-bullying week. **Week 3** Finding out about music – duration – crotchet, minim and semi-breve notes and rests. Learn to play Portsmouth using D, E and F. **Week 4** Learn to play pieces using C, D, E, F and G. **Week 5** Checking our knowledge about reading music on the stave, pulse and rhythm. **Week 6** Composing a piece with the title 'Lost Forest'.
	B. Compose	• B.2.1. Compose and perform melodic songs. • B.2.3. Create repeated patterns with a range of instruments. • B.2.7. Use digital technologies to compose pieces of music.	
	C. Transcribe	• C.2.2. Recognise the notes EGBDF and FACE on the musical stave. • C.2.3. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	
	D. Describe music	• D.2.1. Use the terms duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.	
French	1. Read fluently	A.1.1. Read out loud everyday words and phrases. A.1.2. Use phonic knowledge to read words. A.1.3. Read and understand short written phrases. A.1.4. Read out loud familiar words and phrases.	**Week 1** Learning the words for some items of clothing. **Week 2** Using the words 'Oui' and 'Non' and using 'Je mets' and 'Tu mets' with clothing items. **Week 3** Reading the story 'Je m'habille et je te croque'. Learning the words for some
	2. Write imaginatively	B.1.1. Write of copy everyday words correctly. B.1.2. Label items and choose appropriate words to complete short sentences.	

		B.1.3. Write one or two short sentences. B.1.4. Write short phrases used in everyday conversations correctly.	colours in French. **Week 4** Practising saying and writing the words for items of clothing. Learning the song *De quelle couleur?* **Week 5** Singular and plural. Using the word 'des' with items of clothing. **Week 6** Revision of work covered since September. **Week 7** Christmas vocabulary.
	3. Speak confidently	C.1.1. Understand a range of spoken phrases. C.1.2. Understand standard language (sometimes asking for words or phrases to be repeated). C.1.3. Answer simple questions and give basic information. C.1.4. Give responses to questions about everyday events. C.1.5. Pronounce words showing a knowledge of sound patterns.	
	4. Understand the culture of the countries in which the language is spoken	D.1.2. Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.	
PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	Dance: • B.1.8. Plan, perform and repeat sequences. • B.1.9. Move in a clear, fluent and expressive manner. • B.1.10. Refine movements into sequences. • B.1.11. Create dances and movements that convey a definite idea. • B.1.12. Change speed and levels within a performance. • B.1.13. Develop physical strength and suppleness by practising moves and stretching. Swimming: • B.1.21. Swim between 25 and 50 metres unaided. • B.1.22. Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • B.1.23. Coordinate leg and arm movements. • B.1.24. Swim at the surface and below the water.	<u>Dance:</u> 1. To use freeze frames in our dances 2. To perform a slide and roll confidently 3. To use a variety of formations when performing 4. To perform in cannon routines and canon lines 5. To sequence our dance actions to show good flow 6. To create a 5 action dance routine showing good 'stage' entry
PSHE	Valuing Difference	• Define the terms 'negotiation' and 'compromise'; • Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.	<u>Valuing Differences</u> 1. Understanding and managing conflict 2. Understanding the right to personal

		• List some of the ways that people are different to each other (including differences of race, gender, religion); • Recognise potential consequences of aggressive behaviour; • Suggest strategies for dealing with someone who is behaving aggressively. • Define the word respect and demonstrate ways of showing respect to others' differences. • Understand and identify stereotypes, including those promoted in the media. • Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); • Give examples of features of these different types of relationships, including how they influence what is shared. • Understand that they have the right to protect their personal body space; • Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; • Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.	space. 3. Understanding different types of relationships including friends and acquaintances. 4. Understanding how people are different to each other (including differences of race, gender, religion); 5. Understanding respect and ways of showing respect to others' differences. 6. Understand and identify stereotypes, including those promoted in the media.

For English and maths plan see separate long term plans.