



Medium Term Plan – Autumn 1

Dreams & Ambitions

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 Use evidence to ask questions and find answers to questions about the past. A2.3 Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	<u>Week 1</u> I am an amazing person- write about yourself Superhero fact file. <u>Week 2</u> Postcard to your future self, next year.
	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.	Things I love- write/draw about hobbies, friends, favourites etc. <u>Week 3</u> Find out about Frida Kahlo- write 5 questions you would like to ask her about her life.
	3. Understand chronology	C 2.1 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>Week 4</u> Find out about David Attenborough- Research about an animal and create a David Attenborough style documentary.
	4. Communicate historically	D2.1 Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era 	<u>Week 5</u> Find out about Elton John- create a fact file about him. <u>Week 6</u>

		<ul style="list-style-type: none"> • change • chronology. <p>D2.2 Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	Find out about Katherine Johnson- create a poster about her.
Geography	1. Investigate places	A2.3 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.	<u>Lesson 3-6</u> Find where the influential people are from and place on a world map. Compare to where we live. Discuss similarities and differences.
	2. Investigate patterns	B2.2 Describe geographical similarities and differences between countries.	
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>Week 1</u></p> <p>I am a Superhero. Design a superhero outfit and add a photo of your face to personalise. Make a whole class display.</p>
	2. Master techniques	<p>Paint</p> <p>B2.1 Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>B2.2 Mix colours effectively.</p> <p>B2.3 Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>B2.4 Experiment with creating mood with colour.</p> <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>Drawing</p> <p>B2.12 Use different hardnesses of pencils to show line, tone and texture.</p> <p>B2.13 Annotate sketches to explain and elaborate ideas.</p> <p>B2.14 Sketch lightly (no need to use a rubber to correct mistakes).</p>	<p><u>Week 2</u></p> <p>Self-portraits- use line, tone and different sketching effects to create a self-portrait. Colour each portrait in different shades of rainbow colours (different colour per portrait) to create a whole class rainbow mural.</p> <p><u>Week 3</u></p> <p>Create a Frida Kahlo inspired portrait collage.</p> <p><u>Week 4</u></p> <p>Endangered animal art. Draw the other half of the animal portrait. Use different lines and tones to show the texture of the fur or skin.</p> <p><u>Week 5</u></p>

		<p>B2.15 Use shading to show light and shadow.</p> <p>B2.16 Use hatching and cross hatching to show tone and texture. 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>Design a 70s style pattern ie paisley or large flowers and print using Presprint and bright colours. Design glasses for Elton John to wear.</p> <p><u>Week 6</u></p> <p>Draw a planet and outline it with black glue (black acrylic paint and PVA). Add watercolours to the picture when the glue is dry. Display the planets together and add colourful rockets.</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>	
Design & Technology	1. Master practical skills	<p>Materials</p> <p>A2.5 Cut materials accurately and safely by selecting appropriate tools.</p> <p>A2.6 Measure and mark out to the nearest millimetre.</p> <p>A2.7 Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p> <p>A2.8 Select appropriate joining techniques.</p> <p>Construction</p> <p>A2.14 Choose suitable techniques to construct products or to repair items.</p> <p>A2.15 Strengthen materials using suitable techniques.</p>	<p>Plan, design and make a photo frame as a present for someone. Use cutting, measuring, joining and decorating techniques. (4/5 lessons/hours)</p>
	2. Design, make, evaluate and improve.	<p>B2.1 Design with purpose by identifying opportunities to design.</p> <p>B2.2 Make products by working efficiently (such as by carefully selecting materials).</p> <p>B2.3 Refine work and techniques as work progresses, continually evaluating the product design.</p>	
	3. Take inspiration from design	<p>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.</p>	

	throughout history.	C2.2 Improve upon existing designs, giving reasons for choices.	
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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 or to support their findings.</p>	<p><u>Rocks and Soils</u></p> <p>Week 1 Elicitation of current knowledge. Observation of different rocks and sorting them into groups based on their properties.</p> <p>Week 2. Testing different rocks for hardness. Becoming familiar with the Moh's scale of hardness and grading rocks accordingly.</p> <p>Week 3 Exploring how rocks are formed and the different types of rocks; igneous, metamorphic and sedimentary.</p> <p>Week 4 Learning about fossil formation and making fossils. Mary Anning – scientist background.</p> <p>Week 5 Looking at different types of soil and the components and layers of soil.</p> <p>Week 6. Erosion of rock and the importance of worms in soil production.</p>
	2. Investigating materials	<p>F.2.1. Compare and group together different kinds of rocks on the basis of their simple, physical properties.</p> <p>F.2.2. Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).</p> <p>F.2.3. Describe in simple terms how fossils are formed</p>	

		<p>when things that have lived are trapped within sedimentary rock.</p> <p>F.2.4. Recognise that soils are made from rocks and organic matter.</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><u>What is it like to follow God?</u></p> <p><u>Week 1</u></p> <p>Why do Christians and Jews still read the story of Noah today?</p> <p><u>Week 2</u></p> <p>Why did God choose Noah?</p> <p><u>Week 3</u></p> <p>What agreements do people make and what are the consequences of breaking these agreements?</p> <p><u>Week 4</u></p> <p>What promises are made in a Christian wedding ceremony?</p> <p><u>Week 5</u></p> <p>Why did Abraham follow God's commands?</p> <p><u>Week 6</u></p> <p>Abraham and Sarah, what was it like to follow God?</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>	
	3. Understand how beliefs are conveyed	<p>C2.1 Identify religious symbolism in literature and the arts.</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>	
	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>	
Computing	1. Code	<ul style="list-style-type: none"> Use specified screen coordinates to control movement. 	<p>Computing Systems and Networks- IT Around Us</p> <p><u>Week 1</u> What is IT? Identify devices that are computers</p>

		<ul style="list-style-type: none"> Set the appearance of objects and create sequences of changes. Create and edit sounds. Control when they are heard, their volume, duration and rests. Control the shade of pens. Specify conditions to trigger events. Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions). 	<p>and consider how IT can help them both at school and beyond.</p> <p><u>Week 2</u> IT in school. Identify examples of IT and be able to explain the purpose of different examples of IT in the school setting.</p> <p><u>Week 3</u> IT in the world. Explore IT in environments beyond school, including home and familiar places such as shops. They will talk about the uses of IT in these environments and be able to explain that IT is used in many workplaces.</p>
	2. Connect	<ul style="list-style-type: none"> Give examples of the risks posed by online communications. Understand that comments made online that are hurtful or offensive are the same as bullying. Understand how online services work. 	<p><u>Week 4</u> The benefits of IT. Focus on the use of IT in a shop and how devices can work together. Learners will sort activities based on whether they use IT or not and will be able to say why we use IT.</p>
	3. Communicate	<ul style="list-style-type: none"> Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. 	<p><u>Week 5</u> Using IT safely. List different uses of IT and talk about the different rules that might be associated with using them. Learners will then say how rules can help keep them safe when using IT.</p>
	4. Collect	<ul style="list-style-type: none"> 	<p><u>Week 6</u> Using IT in different ways. Think about the choices that are made when using information technology, and the responsibility associated with those choices. They will use IT in different types of activities and explain that sometimes they will need to use IT in different ways.</p>
Music	1. Perform	<p>A2.1 Sing from memory with accurate pitch.</p> <p>A2.2 Sing in tune.</p> <p>A2.3 Maintain a simple part within a group.</p> <p>A2.4 Pronounce words within a song clearly.</p> <p>A2.5 Show control of voice</p>	<p>Let Your Spirit Fly- Charanga</p> <p>https://www.oxfordshireonlinemusic.co.uk/scheme</p> <p><u>Week 1</u></p> <p>Listen and appraise- Let your Spirit Fly</p>
	2. Compose	<p>B2.1 Compose and perform melodic songs.</p> <p>B2.2 Use sound to create abstract effects.</p> <p>B2.6 Choose, order, combine and control sounds to</p>	<p><u>Week 2</u></p> <p>Listen and appraise- Let Your Spirit Fly</p> <p><u>Week 3</u></p> <p>Listen and appraise and Learn to Sing- Let Your</p>

		create an effect	Spirit Fly and Colonel Bogey March <u>Week 4</u>
	3. Transcribe		Listen and appraise, Learn to Sing and Use Instruments- Let Your Spirit Fly and Consider Yourself from Oliver <u>Week 5</u>
	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.	Listen and appraise, Learn to Sing and Use Instruments- Let Your Spirit Fly and Aint No Mountain High Enough by Marvin Gaye <u>Week 6</u> Listen and appraise, Learn to Sing and Use Instruments- Let Your Spirit Fly and You're the First, the Last, My Everything by Barry White
French	1. Read fluently	A2.1 Read and understand the main points in short written texts. A2.2 Read short texts independently.	<u>Week 1</u> How to learn a language, sounds of French <u>Week 2</u>
	2. Write imaginatively	B2.1 Write a few short sentences using familiar expressions. B2.2 Express personal experiences and responses.	Greeting people, saying hello and goodbye, saying and <u>Week 3</u>
	3. Speak confidently	C2.3 Ask and answer simple questions and talk about interests. C2.4 Take part in discussions and tasks. C2.5 Demonstrate a growing vocabulary.	Understanding when someone asks how you are feeling <u>Week 4</u> Asking and saying how you are feeling
	4. Understand the culture of the countries in which the language is spoken	D2.1 Describe with some interesting details some aspects of countries or communities where the language is spoken. D2.2 Make comparisons between life in countries or communities where the language is spoken and this country.	<u>Week 5</u> Asking and saying how you are feeling, classroom actions <u>Week 6</u> Asking and saying how you are feeling, classroom actions

PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<p><u>Netball</u></p> <p>B.1.1. Throw and catch with control and accuracy.</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><u>Tag Rugby</u></p> <p>B.1.1. Throw and catch with control and accuracy.</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 feet, and 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><u>Netball</u></p> <p><u>Week 1</u></p> <p>We are learning to perform quick, accurate chest passes.</p> <p><u>Week 2</u></p> <p>We are learning to use dodging to get free from our opponent.</p> <p><u>Week 3</u></p> <p>We are learning to catch a netball.</p> <p><u>Week 4</u></p> <p>We are learning to use a bounce pass to feed the goal shooter.</p> <p><u>Week 5</u></p> <p>We are learning to throw for distance using a shoulder pass.</p> <p><u>Week 6</u></p> <p>We are learning to collect a loose ball.</p> <p>Tag Rugby</p> <p><u>Week 1</u></p> <p>To use speed to run past defenders.</p> <p><u>Week 2</u></p> <p>Learning how to use a short pass in a game.</p> <p><u>Week 3</u></p> <p>To use agility to evade being tagged.</p> <p><u>Week 4</u></p> <p>To understand and apply the tag protocol in game situations.</p> <p><u>Week 5</u></p> <p>To close down an attacker's space as a defender.</p>
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			<u>Week 6</u> To perform a backward pass to continue an attack.
PSHE	1. Co-operation	<ul style="list-style-type: none"> • I can collaborate with a team to achieve a goal. • I can accept I may not always agree with others. • I can listen and share my opinions respectfully. • I can say why friends may fall out and how they can make up. 	Scarf- Me and My Relationships <u>Week 1</u> As a rule- why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities; Suggest appropriate rules for a range of settings; Consider the possible consequences of breaking the rules. <u>Week 2</u> My special pet- Explain some of the feelings someone might have when they lose something important to them; Understand that these feelings are normal and a way of dealing with the situation. <u>Week 3</u> Tangram team challenge- Define and demonstrate cooperation and collaboration; Identify the different skills that people can bring to a group task; Demonstrate how working together in a collaborative manner can help everyone to achieve success. <u>Week 4</u> Looking after our special people- Identify people who they have a special relationship with; Suggest strategies for maintaining a positive
	2. Friendship	<ul style="list-style-type: none"> • I can communicate my feelings and use this to try to manage my emotions. • I can say why friends may fall out and how they can make up. • I know how to look after my friends and stay friends. 	

			<p>relationship with their special people.</p> <p><u>Week 5</u></p> <p>How can we solve this problem?- Rehearse and demonstrate simple strategies for resolving given conflict situations.</p> <p><u>Week 6</u></p> <p>Dan's dare- Explain what a dare is; Understand that no-one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</p>
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For English and maths plan see separate long term plans.