Medium Term Plan – Autumn 2

Britian through the ages – Vikings vs Anglo Saxons

Nightingale

	Key Skills Covered	Milestones Covered	Lesson Outline
History	A. Investigate and interpret the past	Year 4 2.1. Use evidence to ask questions and find answers to questions about the past. 2.2. Suggest suitable sources of evidence for historical enquiries. 2.3. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. 2.4. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. 2.5. Suggest causes and consequences of some of the main events and changes in history. Year 5 B.1 Use sources of evidence to deduce information about the past. B.2 Select suitable sources of evidence, giving reasons for choices. B.3 Use sources of information to form testable hypotheses about the past. B.4 Seek out and analyse a wide range of evidence in order to justify claims about the past. B.5 Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. B.6 Understand that no single source of evidence gives the full answer to questions about the past.	**Vikings vs Anglo Saxons** Week 1: To explore what Britain was like before the first Viking invasions. Week 2: To find out about the Viking invasions of Britain. Week 3: To find out about the Viking settlement of Britain and how this affected the Anglo- Saxons. Week 4: To find out why King Alfred was dubbed 'Alfred the Great'. Week 5: To explore what life was like for Vikings living in Britain. Week 6: To find out how and when England became a unified country. Week 7: To find out about the end of the Anglo-Saxon and Viking era in Britain.
	B. Build an overview of world history	Year 4 2.1. Describe changes that have happened in the locality of the	

		school throughout history. 2.2. Give a broad overview of life in Britain from ancient until medieval times. 2.3. Compare some of the times studied with those of other areas of interest around the world. 2.4. Describe the social, ethnic, cultural or religious diversity of past society. 2.5. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <u>Year 5</u> 3.3 Compare some of the times studied with those of the other areas of interest around the world. 3.4 Describe the social, ethnic, cultural or religious diversity of past society. 3.5 Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	
	C. Understand chronology	<u>Year 4</u> 2.1. Place events, artefacts and historical figures on a time line using dates. 2.2. Understand the concept of change over time, representing this, along with evidence, on a time line. 2.3. Use dates and terms to describe events. <u>Year 5</u> 3.1 Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). 3.2 Identify periods of rapid change in history and contrast them with times of relatively little change. 3.4 Use dates and terms accurately in describing events.	
	D. Communicate historically	<u>Year 4</u> 2.1.Use appropriate historical vocabulary to communicate. 2.2.Use literacy, numeracy and computing skills to a good standard	

		in order to communicate information about the past. <u>Year 5</u> 3.1 Use appropriate historical vocabulary to communicate. 3.2 Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. 3.3 Use original ways to present information and ideas.	
Art & Design	B.Master techniques	<u>Year 4</u> 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. <u>Year 5</u> 3.1 Sketch (lightly) before painting to combine line and colour. 3.2 Create a colour palette based upon colours observed in the natural or built world. 3.1 Combine colours, tones and tints to enhance the mood of a piece. 3.2 Use the qualities of watercolour and acrylic paints to create visually interesting pieces. 3.3 Use brush techniques and the qualities of paint to create texture. 3.7 Develop a personal style of painting, drawing upon ideas from other artists. Mix textures (rough and smooth, plain and patterned). 3.8 Combine visual and tactile qualities.	Lesson 1: Create broaches using collaging techniques. Lesson 2: To us clay to create Lewis Chessman. Lesson 3: History of illuminated letters.
Design & Technology	A. Master techniques	<u>Year 4</u> 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	Lesson 4: To design and plan Anglo Saxon stew. Lesson 5: To prepare and cook Anglo Saxon stew. Lesson 6: Evaluate Anglo Saxon stew.

		then add detail. B.2.5. Select and arrange materials for a striking effect. B.2.6. Ensure work is precise. B.2.8. Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). B.2.10. Use clay and other mouldable materials. B.2.11. Add materials to provide interesting detail. <u>Year 5</u> 3.1 Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). 3.2 Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. 3.3 Demonstrate a range of baking and cooking techniques. 3.4 Create and refine recipes, including ingredients, methods, cooking times and temperatures.	

	Key Skills	Milestones Covered	Lesson Outline
Science	A. Work scientifically	<u>Year 4</u> A.2.1. Ask relevant questions. A.2.6. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. A.2.8. Identify differences, similarities or changes related to simple, scientific ideas and processes. A.2.9. Use straightforward, scientific evidence to answer questions or to support their findings. <u>Year 5</u> 3.4 Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.	**<u>Earth & Space</u>** 1. Children will have shared initial ideas about Earth and space. 2. Children will have considered how ideas about the solar system have changed over time. 3. Children will have modelled how Earth's rotation explains day and night. 4. Children will have planned and completed an investigation into how shadows change over the course of a day. 5. Children will have modelled the

		3.5 Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. 3.6 Present findings in written form, displays and other presentations. 3.8 Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.	movement of the Moon relative to Earth. 6. Children will have participated in a debate about the nature of the solar system
	K. Understand the Earth's movement in space.	<u>Year 4</u> K.2.1. Describe the movement of the Earth relative to the Sun in the solar system. K.2.2. Describe the movement of the Moon relative to the Earth. <u>Year 5</u> 3.1 Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. 3.2 Describe the movement of the Moon relative to the Earth. 3.3 Describe the Sun, Earth and Moon as approximately spherical bodies. 3.4 Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	
RE	A. Understand beliefs and teachings	<u>Year 4</u> 2.1. Present the key teachings and beliefs of a religion. 2.2. Refer to religious figures and holy books to explain answers. <u>Year 5</u> 3.1 Explain how some teachings and beliefs are shared between religions. 3.2 Explain how religious beliefs shape the lives of individuals and communities.	<u>How do rites of passage shape the lives of different Christians?</u> 1. What is a rite of passage? 2. How is Baptism a rite of passage for Christians? 3. What are the symbols of Baptism? 4. What do Christians learn from the Baptism of Jesus? 5. Why do Christians decide to be Baptised? 6. What other rites of passage
	B. Understand practices and lifestyles	<u>Year 4</u> 2.1. Identify religious artefacts and explain how and why they are sed. 2.2. Describe religious buildings and explain how they are used. 2.3. Explain some of the religious practices of both clerics and individuals.	

		<u>Year 5</u> 3.1 Explain the practices and lifestyles involved in belonging to a faith community. 3.2 Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. 3.3 Show an understanding of the role of a spiritual leader.	might Christians participate in? 7. Evaluation
	C. Understand how beliefs are conveyed	<u>Year 4</u> 2.1. Identify religious symbolism in literature and the arts. <u>Year 5</u> 3.1 Explain some of the different ways that individuals show their beliefs.	
	D. Reflect	<u>Year 4</u> 2.1. Show an understanding that personal experiences and feelings influence attitudes and actions. 2.3. Ask questions that have no universally agreed answers. <u>Year 5</u> 3.1 Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. 3.2 Explain their own ideas about the answers to ultimate questions. 3.3 Explain why their own answers to ultimate questions may differ from those of others.	
	E. Understand values	<u>Year 4</u> 2.2. Describe how some of the values held by communities or individuals affect behaviour and actions. <u>Year 5</u> 3.3 Express their own values and remain respectful of those with different values.	
Computing	Programming B – Selection in quizzes	<u>Year 4&5</u> I can identify conditions in a program. I can modify a condition in a program. I can recall how conditions are used in selection.	<u>Programming B – Selection in quizzes</u> 1. E-safety – digital footprints 2. Exploring conditions 3. Selecting outcomes

		I can create a program with different outcomes using selection. I can identify the condition and outcomes in an 'if... then… else...' statement. I can use selection in an infinite loop to check a condition. I can design the flow of a program which contains 'if… then… else…'. I can explain that program flow can branch according to a condition. I can show that a condition can direct program flow in one of two ways. I can identify the outcome of user input in an algorithm. I can outline a given task. I can use a design format to outline my project. I can implement my algorithm to create the first section of my program. I can share my program with others. I can test my program. I can extend my program further. I can identify the setup code I need in my program. I can identify ways the program could be improved.	4. Asking questions 5. Designing a quiz 6. Testing 7. Evaluating a quiz
Music	A. Perform	<u>Year 4</u> A.2.1. Sing from memory with accurate pitch. A.2.2. Sing in tune. 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. <u>Year 5</u> A.3.1 Sing or play from memory with confidence. A.3.2 Perform solos or as part of an ensemble. A.3.3 Sing or play expressively and in tune. A.3.4 Hold a part within a round. A.3.5 Sing a harmony part confidently and accurately. A.3.6. Sustain a drone or a melodic ostinato to accompany singing.	Brass instrument lessons will be provided by Oxfordshire County Music Service and will cover the skills required by the National Curriculum in Year 4 and 5.

		A.3.7 Perform with controlled breathing (voice) and skillful playing (instrument).	
	B. Compose	<u>Year 4</u> B.2.1. Compose and perform melodic songs. B.2.2. Use sound to create abstract effects. B.2.3. Create repeated patterns with a range of instruments. B.2.4. Create accompaniments for tunes. B.2.5. Use drones as accompaniments. B.2.6. Choose, order, combine and control sounds to create an effect. <u>Year 5</u> B.3.1 Create songs with verses and a chorus. B.3.2 Create rhythmic patterns with an awareness of timbre and duration. B.3.3 Combine a variety of musical devices, including melody, rhythm, and chords. B.3.4 Thoughtfully select elements for a piece in order to gain a defined effect. B.3.5. Use drones and melodic ostinati (based on the pentatonic scale). B.3.6 Convey the relationship between the lyrics and the melody.	
	C. Transcribe	<u>Year 4</u> C.2.1. Devise non-standard symbols to indicate when to play and rest. 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. <u>Year 5</u> C.3.1 Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. C.3.2 Read and create notes on the musical stave. C.3.3 Understand the purpose of the treble and bass clefs and use them in transcribing compositions. C.3.4 Understand and use the # (sharp) and ♭ (flat) symbols. C.3.5 Use and understand simple time signatures.	

	D. Describe music	<u>Year 4</u> D.2.1. Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. D.2.2. Evaluate music using musical vocabulary to identify areas of likes and dislikes. D.2.3. Understand layers of sounds and discuss their effect on mood and feelings. <u>Year 5</u> D.3.1 Choose from a wide range of musical vocabulary to accurately describe and appraise music. D.3.2 Describe how lyrics often reflect the cultural context of music and have social meaning.	
French	A. Read fluently	<u>Year 4</u> 2.1. Read and understand the main points in short written texts. 2.2. Read short texts independently. 2.3. Use a translation dictionary or glossary to look up new words. <u>Year 5</u> A.3.1. Read and understand the main points and some of the detail in short written texts. A.3.2. Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. A.3.4. Show confidence in reading aloud, and in using reference materials.	Stage 2 Lesson 20-27 Week 1: Hear the sound of the language at text level through a rhyme. Introduce the concept of verb endings. Week 2: Develop understanding of word classes. Build sentences through the use of adverbs. Week 3: Hear the sound of the language at text level through a song. Develop links between letters and sounds. Week 4: Develop confidence in letter/sound connections and predicting spellings. Week 5: Produce words through the blending of sounds. Develop strategies for remembering single words. Week 6: Develop letter and sound connections. Week 7: Develop letter and sound connections through reading and writing. Week 8: Assessing progress and
	B. Write imaginatively	<u>Year 4</u> 2.1. Write a few short sentences using familiar expressions. 2.2. Express personal experiences and responses. 2.3. Write short phrases from memory with spelling that is readily understandable. <u>Year 5</u> B.3.1. Write short texts on familiar topics. B.3.2. Use knowledge of grammar to enhance or change the meaning of phrases. B.3.3. Use dictionaries or glossaries to check words.	

		B.3.5. Include imaginative and adventurous word choices. B.3.6. Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). B.3.7. Use dictionaries or glossaries to check words.	understanding.
	C. Speak confidently	<u>Year 4</u> 2.1. Understand the main points from spoken passages. 2.2. Ask others to repeat words or phrases if necessary. 2.3. Ask and answer simple questions and talk about interests. 2.4. Take part in discussions and tasks. 2.5. Demonstrate a growing vocabulary. <u>Year 5</u> C.3.3. Take part in conversations to seek and give information. C.3.6. Be understood with little or no difficulty.	
	D. Understand the culture of the countries in which the language is spoken	<u>Year 4</u> 2.1. Describe with some interesting details some aspects of countries or communities where the language is spoken. 2.2. Make comparisons between life in countries or communities where the language is spoken and this country. <u>Year 5</u> D.3.1. Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. D.3.2. Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.	
PE	A. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	**<u>Games</u>** <u>Year 4</u> B.1.1. Throw and catch with control and accuracy. B.1.3. Choose appropriate tactics to cause problems for the opposition. B.1.4. Follow the rules of the game and play fairly. B.1.5. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). B.1.6. Pass to team mates at appropriate times.	<u>Volleyball:</u> Week 1: The principles of 'three contacts' in pairs volleyball. Week 2: to move about the court and anticipate where the ball will be played. Week 3: To give out partner more time by throwing the ball higher. Week 4: To move to the net to receive the ball from our partner.

		B.1.7. Lead others and act as a respectful team member. <u>Year 5</u> C.3.1. Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). C.3.2. Work alone, or with team-mates in order to gain points or possession. C.3.3. Strike a bowled or volleyed ball with accuracy. C.3.5. Field, defend and attack tactically by anticipating the direction of play. C.3.6. Choose the most appropriate tactics for a game. C.3.7. Uphold the spirit of fair play and respect in all competitive situations. C.3.8. Lead others when called upon and act as a good role model within a team.	Week 5: To move close to the net, ready to receive the ball. Week 6: To serve underarm with proper volleyball technique.
		<u>Dance</u> <u>Year 4</u> 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. <u>Year 5</u> C.3.9. Compose creative and imaginative dance sequences. C.3.10. Perform expressively and hold a precise and strong body posture. C.3.11. Perform and create complex sequences. C.3.12. Express an idea in original and imaginative ways. C.3.13. Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. C.3.14. Perform complex moves that combine strength and stamina	<u>Dance – Bollywood:</u> Week 1: To be able to perform a non-locomotor movement and use it in dance. Week 2: To perform locomotor and non-locomotor movements. Week 3: To create new and exciting group patterns. Week 4: Simple line dancing routines. Week 5: To create our own three step line dance with a partner. Week 6: To work collaboratively within our group to improve our performance.

		gained through gymnastics activities (such as cartwheels or handstands).	
PSHE	A. Recognising and celebrating difference.	<u>Year 4&5</u> I can give examples of different faiths and cultures and positive things about having these differences. I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. I can empathise with people who have been, and currently are, subjected to injustice, including through racism.	<u>Valuing Difference:</u> Week 1: Qualities of friendship Week 2: Kind conversations Week 3: Understanding discrimination and its injustice Week 4: Living in a diverse society Week 5: Information online Week 6: Consequences of positive and negative behaviour
	B. Influence and pressure of social media.	<u>Year 4&5</u> I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.) I can reflect on how individual/group actions can impact on others in a positive or negative way.	

For English and maths plan see separate long term plans.