



Medium Term Plan – Autumn 1

Dreams & Ambitions - Windrush

Nightingale

	Key Skills Covered	Milestones Covered	Lesson Outline
History	A. Investigate and interpret the past	<u>Year 4</u> 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. <u>Year 5</u> 3.1. Use sources of evidence to deduce information about the past. 3.2. Select suitable sources of evidence, giving reasons for choices. 3.3. Use sources of information to form testable hypotheses about the past. 3.4. Seek out and analyse a wide range of evidence in order to justify claims about the past. 3.5. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. 3.6. Understand that no single source of evidence gives the full answer to questions about the past. 3.7. Refine lines of enquiry as appropriate.	<u>Windrush</u> 1. To explore the history of Windrush. 2. To understand who the Windrush generation are. 3. To explore where the Windrush generation are today. 4. To explore the impact the Windrush generation has had on Britain today. 5. To explore how Windrush is celebrated.
	B. Build an overview of	<u>Year 4</u> 2.3. Compare some of the times studied with those of other areas of	

	world history	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). 3.3. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. 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	A. Develop ideas	<u>Year 4</u> A.2.1. Develop ideas from starting points throughout the curriculum. A.2.2. Collect information, sketches and resources.	<u>Portraits of Key Windrush Figures</u> 1. Sketch outlines lightly 2. Colour mixing for clothes

		A.2.3. Adapt and refine ideas as they progress. A.2.4. Explore ideas in a variety of ways. <u>Year 5</u> A.3.2. Collect information, sketches and resources and present ideas imaginatively in a sketchbook. A.3.3. Use the qualities of materials to enhance ideas. A.3.4. Spot the potential in unexpected results as work progresses. A.3.5. Comment on artworks with a fluent grasp of visual language.	3. Brush techniques for texture 4. Tints and tones for skin 5. Colour mixing for background 6. Brush techniques for texture
	B. Mastering 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.2.4. Experiment with creating mood with colour. <u>Year 5</u> B.3.1. Sketch (lightly) before painting to combine line and colour. B.3.2. Create a colour palette based upon colours observed in the natural or built world. B.3.3. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. B.3.4. Combine colours, tones and tints to enhance the mood of a piece. B.3.5. Use brush techniques and the qualities of paint to create texture. B.3.6. Develop a personal style of painting, drawing upon ideas from other artists.	

	Key Skills	Milestones Covered	Lesson Outline
Science	A. Work scientifically	<u>Year 4</u> 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.2.5. Record findings using simple scientific language, drawings,	<u>Separating Mixtures</u> 1. Explore separating mixtures of dry ingredients with sieves. 2. Investigate dissolving objects in water. 3. Children plan a fair test and carry out investigation based on dissolving.

		labelled diagrams, bar charts and tables. A.2.6. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. A.2.7. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. 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> A.3.1 Plan enquiries, including recognising and controlling variables where necessary. A.3.2 Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. A.3.3 Take measurements, using a range of scientific equipment, with increasing accuracy and precision. A.3.4 Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. A.3.5 Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. A.3.6 Present findings in written form, displays and other presentations. A.3.7 Use test results to make predictions to set up further comparative and fair tests.	4. Make observations and explain thinking. 5. Filtering water. 6. Recording techniques used to separate materials.
	F. Investigating materials	<u>Year 4</u> F.2.5. Compare and group materials together, according to whether they are solids, liquids or gases. F.2.7. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation <u>Year 5</u>	

		F.3.2 Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. F.3.3 Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. F.3.5 Demonstrate that dissolving, mixing and changes of state are reversible changes. F.3.6 Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidation and the action of acid on bicarbonate of soda.	
RE	1. Understand beliefs and teachings	A.3.1 Explain how some teachings and beliefs are shared between religions. A.3.2 Explain how religious beliefs shape the lives of individuals and communities.	Why is it important to Muslims the Muhammad is known as the Seal of the Prophet? 1. To understand why the Abrahamic religions are called Abrahamic and what they have in common. 2. To understand how the Christian view differs from the Muslim view of Jesus and determine the differing views of God? 3. To understand how Muhammad is the 'Seal of the Prophets'. 4. To consider what books are special to you and why? 5. To understand why the Hadith are as important to Muslims as the Quran. 6. To explain the basic divisions in Islam and some of the reasons behind them.
	2. Understand practices and lifestyles	B.3.1 Explain the practices and lifestyles involved in belonging to a faith community. B.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. Understand how beliefs are conveyed	C.3.1 Explain some of the different ways that individuals show their beliefs.	
	4. Reflect	D.3.2 Explain their own ideas about the answers to ultimate questions. D.3.3 Explain why their own answers to ultimate questions may differ from those of others.	
	5. Understand values	E.3.1 Explain why different religious communities or individuals may have a different view of what is right and wrong. E.3.2 Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). E.3.3 Express their own values and remain respectful of those with different values.	

Computing	Computing systems and networks - Systems and searching	<u>Key Stage 2</u> I can describe that a computer system features inputs, processes, and outputs. I can explain that computer systems communicate with other devices. I can explain that systems are built using a number of parts. I can explain the benefits of a given computer system. I can identify tasks that are managed by computer systems. I can identify the human elements of a computer system. I can compare results from different search engines. I can make use of a web search to find specific information. I can refine my web search. I can explain why we need tools to find things online. I can recognise the role of web crawlers in creating an index. I can relate a search term to the search engine's index. I can explain that a search engine follows rules to rank results. I can give examples of criteria used by search engines to rank results. I can order a list by rank. I can describe some of the ways that search results can be influenced. I can explain how search engines make money. I can recognise some of the limitations of search engines.	<u>Computing systems and networks - Systems and searching</u> 1. E-safety 2. To explain that computers can be connected together to form systems. 3. To recognise the role of computer systems in our lives 4. To identify how to use a search engine. 5. To describe how search engines select results. 6. To explain how search results are ranked. 7. To recognise why the order of results is important, and to whom.
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.	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.3.5 Sing a harmony part confidently and accurately. A.3.6 Sustain a drone or a melodic ostinato to accompany singing. 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 b (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	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.3.3 Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. A.3.4 Show confidence in reading aloud, and in using reference materials.	Lessons 13-19 1. Develop understanding of concept of gender of nouns. 2. Develop understanding of how to form questions. 3. Practise a simple question and answer exchange 4. Develop knowledge of letter and sound connections through reading 5. Develop sentence building 6. Develop reading and writing skills
	B. Write imaginatively	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.	

	C. Speak confidently	C.3.1 Understand the main points and opinions in spoken passages. C.3.3 Take part in conversations to seek and give information. C.3.4 Refer to recent experiences or future plans, everyday activities and interests. C.3.6 Be understood with little or no difficulty.	
	D. Understand the culture of the countries in which 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	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<u>Athletics:</u> <u>Year 4</u> B.1.25. Sprint over a short distance up to 60 metres. B.1.26. Run over a longer distance, conserving energy in order to sustain performance. B.1.27. Use a range of throwing techniques (such as under arm, over arm). B.1.28. Throw with accuracy to hit a target or cover a distance. B.1.29. Jump in a number of ways, using a run up where appropriate. B.1.30. Compete with others and aim to improve personal best performances. <u>Year 5</u> C.3.26. Combine sprinting with low hurdles over 60 metres. C.3.27. Choose the best place for running over a variety of distances. C.3.28. Throw accurately and refine performance by analysing technique and body shape. C.3.29. Show control in take off and landings when jumping. C.3.30. Compete with others and keep track of personal best performances, setting targets for improvement. <u>Games (football):</u> <u>Year 4</u>	<u>Athletics</u> 1. To challenge ourselves in running, jumping and throwing tasks. 2. To accelerate over short distances. 3. To run and jump using a one footed take off. 4. To use a sling action to throw a discus. 5. To run on a curve and exchange a baton in our team. 6. To apply the skills we have learnt in a competitive way. <u>Games (football):</u> 7. To turn with the ball.

		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. 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.3.5 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.	8. To travel quickly and effectively when running with the ball. 9. To combine running with the ball and sending it to a space. 10. To maintain position when attacking to create space. 11. To perform a step over to beat a defender. 12. To control a bouncing ball, keeping it close to the body.
PSHE	A. Recognising Others	I can use strategies to resolve arguments or disagreements. I can respond to emotions according to the situation and person.	<u>Me and My Relationships:</u> 1. Describing the attributes needed to work collaboratively 2. Negotiation and Compromise: describe strategies for resolving difficult issues or situations. 3. Key qualities of friendship 4. Healthy and unhealthy relationships 5. Passive, aggressive and assertive behaviours. 6. Emotional Needs 7. Online communication
	B. Bullying	I am aware of the warning signs that a relationship could be unhealthy or unsafe.	
	C. Assertive skills	I can be assertive to keep myself happy, healthy and safe. I can reflect on my behaviour, attitudes and qualities. I can manage my emotional needs and any risks to them.	

For English and maths plan see separate long term plans.