



Medium Term Plan – Autumn 2

Journey through time

Owls

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	A. Investigate and interpret the past	1.1. Observe or handle evidence to ask questions and find answers to questions about the past. 1.2. Ask questions such as: What was it like for people? What happened? How long ago? 1.3. Use artefacts, pictures, stories, online sources and databases to find out about the past. 1.4. Identify some of the different ways the past has been represented.	History of Flight. Week 1: What is flight? Week 2: Hot air balloons and airships Week 3: Early airplanes Week 4: Development of flight Week 5: The jet age Week 6: Space flight
	B. Build an overview of world history	1.1. Describe historical events. 1.2. Describe significant people from the past. 1.3. Recognise that there are reasons why people in the past acted as they did.	
	C. Understand chronology	1.1. Place events and artefacts in order on a time line. 1.2. Label time lines with words or phrases such as: past, present, older and newer. 1.4. Use dates where appropriate.	
	D. Communicate historically	1.1. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	
Geography	A. Investigate places	1.3. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.	Week 2: Locate France, Italy and the UK Week 3: Locate USA and UK Week 4: Locate countries visited

	C. Communicate geographically	1.2. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.	
Art & Design	A. Develop ideas	1.1. Respond to ideas and starting points. 1.2. Explore ideas and collect visual information. 1.3. Explore different methods and materials as ideas develop.	Week 1: Firework art Week 2: Design a Montgolfier style hot air balloon
	B. Master techniques	1.1. Use thick and thin brushes. 1.12. Draw lines of different sizes and thickness. 1.13. Colour (own work) neatly following the lines. 1.14. Show pattern and texture by adding dots and lines. 1.15. Show different tones by using coloured pencils.	Week 6: Draw the view looking down to earth Week 7: Christmas art
	C. Take inspiration from the greats	1.1 Describe the work of notable artists, artisans and designers. 1.2. Use some of the ideas of artists studied to create pieces.	
Design & Technology	A. Master practical skills	1.4. Cut materials safely using tools provided. 1.6. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).	Week 3 & 4: Paper airplanes Week 5: Leonardo Da Vinci & design a flying machine
	Design, make, evaluate and improve.	1.1. Design products that have a clear purpose and an intended user. 1.2. Make products, refining the design as work progresses.	
	Take inspiration from design throughout history.	1.1. Explore objects and designs to identify likes and dislikes of the designs. 1.2. Suggest improvements to existing designs.	

	Key Skills	Milestones Covered	Lesson Outline
Science	A. Work scientifically	1.1. Ask simple questions. 1.2. Observe closely, using simple equipment. 1.5. Use observations and ideas to suggest answers to questions. 1.6. Gather and record data to help in answering questions.	<u>Changing Seasons</u> Week 1: What do we know about the four seasons?

	H. Understand light and seeing	1.1. Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.	Week 2: What changes do we see in the autumn? Week 3: Recording the weather
	K. Understand the Earth's movement in space	1.2. Observe changes across the four seasons. 1.3. Observe and describe weather associated with the seasons and how day length varies.	Week 4: How does the sun affect day length? Week 5: Different sources of light Week 6: What changes do we see in the winter?
RE	A. Understand beliefs and teachings	1.2. Describe some of the main festivals or celebrations of a religion.	<u>Do religious symbols mean the same to everyone?</u> Week 1: Clothing and symbols
	B. Understand practices and lifestyles	1.1. Recognise, name and describe some religious artefacts, places and practices.	Week 2: Jewish symbols Week 3: Christian symbols
	C. Understand how beliefs are conveyed	1.1. Name some religious symbols. 1.2. Explain the meaning of some religious symbols.	Week 4: Christmas symbols Week 5: Does wearing symbols help you to believe?
	D. Reflect	1.1. Identify the things that are important in their own lives and compare these to religious beliefs.	Week 6: What symbols are important to you?
	E. Understand values	1.1. Identify how they have to make their own choices in life.	
Computing	Creating media	<ul style="list-style-type: none"> Describe what different freehand tools do Use the shape tool and the line tools Make careful choices when painting a digital picture Explain why I chose the tools I used Use a computer on my own to paint a picture Compare painting a picture on a computer and on paper 	<u>Digital painting</u> Week 1: How can we paint using computers? Week 2: Using shape and lines Week 3: Making careful choices Week 4: Why did I choose that? Week 5: Painting all by myself Week 6: Comparing computer art and painting
Music	A. Perform	1.1. Take part in singing, accurately following the melody. 1.2. Follow instructions on how and when to sing or play an instrument.	<u>Rhythm in the way we walk and Banana Rap</u> Listen and appraise varied styles of music.

		<p>1.3. Make and control long and short sounds, using voice and instruments.</p> <p>1.4. Imitate changes in pitch.</p>	<p>Learn to sing the songs Rhythm in the way we walk and Banana Rap.</p> <p>Musical games.</p> <p>Improvise with percussion instruments.</p> <p>Performance.</p> <p>Nativity songs</p>
	B. Compose	<p>1.1 Create a sequence of long and short sounds.</p> <p>1.2 Clap rhythms.</p> <p>1.3 Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>1.4 Choose sounds to create an effect.</p> <p>1.5 Sequence sounds to create an overall effect.</p> <p>1.6 Create short, musical patterns.</p> <p>1.7 Create short, rhythmic phrases</p>	
	D. Describe music	<p>1.1. Identify the beat of a tune.</p> <p>1.2. Recognise changes in timbre, dynamics and pitch.</p>	
PE	A. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<p>1.1. Use the terms 'opponent' and 'team-mate'.</p> <p>1.2. Use rolling, hitting, running, jumping, catching and kicking skills in combination.</p> <p>1.3. Develop tactics.</p> <p>1.4. Lead others when appropriate.</p> <p>1.9. Copy and remember actions.</p> <p>1.10. Move with some control and awareness of space.</p> <p>1.11. Link two or more actions to make a sequence.</p> <p>1.12. Show contrasts (such as small/tall, straight/curved and wide/narrow).</p> <p>1.13. Travel by rolling forwards, backwards and sideways.</p> <p>1.14. Hold a position whilst balancing on different points of the body.</p> <p>1.15. Climb safely on equipment.</p> <p>1.16. Stretch and curl to develop flexibility.</p> <p>1.17. Jump in a variety of ways and land with increasing control and balance.</p>	<p><u>Gymnastics</u></p> <p>Week 1: Perform 'like' actions in a sequence</p> <p>Week 2: Carry and set up apparatus safely</p> <p>Week 3: Perform shapes on both large and small body parts</p> <p>Week 4: Take off and land and use shapes in our jumps</p> <p>Week 5: Travel on our feet, using good body tension</p> <p>Week 6: Create different levels in our performance</p> <p><u>Send and Return</u></p> <p>Week 1: Send a ball over a net to our partner</p> <p>Week 2: Track and stop a moving object using both hands</p> <p>Week 3: Learn why different muscles are important when playing games.</p>

			<p>Week 4: Send balls accurately from different positions e.g. kneeling or sitting</p> <p>Week 5: Spot space on the playing area and hit the ball there.</p> <p>Week 6: Play a game with a partner</p>
PSHE	Valuing Difference	<ul style="list-style-type: none"> • I can say ways in which people are similar as well as different. • I can say why things sometimes seem unfair, even if they are not to me. • I can talk about what bullying is. • I can say ways to show kindness towards others. 	<p>1: To know the key differences between teasing, being unkind and bullying.</p> <p>2: To recognise that everyone is different and will have different thoughts and ideas.</p> <p>3: To celebrate and begin to show empathy for those who are different.</p> <p>4: To identify those who are special to them (and their special qualities).</p> <p>5: To identify ways in which we can show kindness towards others and how that makes them feel.</p>

For English and maths plan see separate long term plans.