



## Medium Term Plan – Autumn 2 2022

### Journey Through Time- The Ancient Egyptians

#### Robins

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	1. Investigate and interpret the past	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<u>The Ancient Egyptians</u> <u>Week 1</u> Introduction to Ancient Egypt- Place Egypt on a map and put the main events on a timeline. <u>Week 2</u> Tutankhamun- The discovery of the tomb. Write a diary entry as if you are Howard Carter finding the tomb for the first time. <u>Week 3</u> The Pyramids- Find out about the pyramids and write sentences using your research. <u>Week 4</u> Mummification- Find out about the Egyptian tradition and order the mummification pictures. <u>Week 5</u> Egyptian Gods- choose a god to research and create a poster about
	2. Build an overview of world history	<ul style="list-style-type: none"> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	
	3. Understand chronology	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> </ul>	

	4. Communicate historically	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: dates time period era change chronology.</li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<p>them.</p> <p><u>Week 6</u> Cleopatra- Find out facts about the famous pharaoh. Write facts and add pictures.</p> <p><u>Week 7</u> Write like an Egyptian- find out about hieroglyphics and create a cartouche using them.</p>
Geography	1. Investigate places	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul>	<p><u>Week 1-3</u> Place Egypt on a map of Africa and the world. Place key areas on a map of Egypt.</p>
	2. Investigate patterns	<ul style="list-style-type: none"> <li>• Describe geographical similarities and differences between countries.</li> </ul>	
	3. Communicate geographically	<ul style="list-style-type: none"> <li>• Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements and land use.</li> </ul>	

Art & Design	1. Develop ideas	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>	<u>The Ancient Egyptians</u> <u>Week 1</u> Queen Nefertiti- collage using shiny paper and coloured card. <u>Week 2</u> Tutankhamun- colourful paired collages of Tutankhamun using gold and blue. <u>Week 3</u> Ra's Falcon necklace- creating falcon necklaces using paper plates and art straws. <u>Week 4</u> Egyptian sunsets- use watercolours and black card to create an Egyptian inspired sunset silhouette. <u>Week 5</u> Clay canopic jars- create models of canopic jars out of clay (paint in following lesson). <u>Week 6</u> Egyptian patterns- use Press Print to create monoprints of Egyptian patterns. <u>Week 7</u> Egyptian gods- oil pastel drawings of Egyptian gods on black paper.
	2. Master techniques	Collage <ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul> Sculpture <ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail.</li> </ul> Print <ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make precise repeating patterns.</li> </ul>	
	3. Take inspiration from the greats	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>	
Design & Technology	1. Master practical skills	<ul style="list-style-type: none"> <li>• Cut materials accurately and safely by selecting appropriate tools.</li> <li>• Measure and mark out to the nearest millimetre.</li> </ul>	<u>Let's Go Fly a Kite</u> Design and construct a kite using construction and joining techniques.

		<ul style="list-style-type: none"> <li>• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</li> <li>• Select appropriate joining techniques.</li> <li>• Choose suitable techniques to construct products or to repair items.</li> <li>• Strengthen materials using suitable techniques.</li> </ul>	<p><u>Lesson 1</u> Key Events and Individuals Understand how key events and individuals in design and technology have helped shape the world in the context of how kites have helped shape the world.</p> <p><u>Lesson 2</u> Parts of a Kite Investigate and analyse a range of existing products in the context of investigating the different parts of a kite and their functions.</p> <p><u>Lesson 3</u> Kite Shapes Investigate and analyse a range of existing products in the context of investigating the different shapes of kites.</p> <p><u>Lesson 4</u> Designing Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups in the context of developing design criteria for a kite.</p> <p><u>Lesson 5</u> Making the Shape and Structure of the Kite Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing),</p>
	2. Design, make, evaluate and improve.	<ul style="list-style-type: none"> <li>• Design with purpose by identifying opportunities to design.</li> <li>• Make products by working efficiently (such as by carefully selecting materials).</li> <li>• Refine work and techniques as work progresses, continually evaluating the product design.</li> </ul>	
	3. Take inspiration from design throughout history.	<ul style="list-style-type: none"> <li>• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</li> <li>• Improve upon existing designs, giving reasons for choices.</li> </ul>	

			<p>accurately in the context of measuring and cutting the body of the kite</p> <p><u>Lesson 6</u> Evaluating the Kite</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work in the context of testing the kite and then using their own design criteria to evaluate it.</p>
Enrichment Opportunities			

	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	<ul style="list-style-type: none"> <li>• Asking relevant questions and using different types of scientific enquiries to answer them.</li> <li>• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</li> <li>• Identifying differences, similarities or changes related to simple scientific ideas and processes.</li> <li>• Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment.</li> <li>• Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>• Setting up simple practical enquiries, comparative and fair tests.</li> </ul>	<p>Term 2 – Light – Light and Shadows</p> <p>Week 1: What is light? Making a Whizzer Wheel.</p> <p>Week 2: Reflectors and lights. Investigating the effect of shining a torch on various objects including reflective materials</p> <p>Week 3: Mirror, mirror! To investigate the nature of reflections in mirrors through a variety of practical tasks including mirror writing, navigating mirror mazes and multiple mirror reflections</p> <p>Week 4: Shadows. To understand how</p>

		<ul style="list-style-type: none"> <li>• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>• Using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>	<p>a shadow changes depending on the object's orientation</p> <p>Week 5: Let's investigate. To investigate how shadows change as the light source is moved</p> <p>Week 6: What a performance! To investigate the use of coloured acetate filters for mixing beams of coloured light.</p>
	<p>Understand light and seeing</p> <p>This concept involves understanding how light and reflection affect sight.</p>	<ul style="list-style-type: none"> <li>• Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>• Notice that light is reflected from surfaces.</li> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>• Recognise that shadows are formed when the light from a light source is blocked by a solid object.</li> <li>• Find patterns in the way that the size of shadows change.</li> </ul>	
RE	1. Understand beliefs and teachings	<ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Refer to religious figures and holy books to explain answers.</li> </ul>	<p><u>Is light a good symbol for celebration?</u></p> <p><u>Week 1</u></p> <p>How is light used in celebrations?- How do light and dark make you feel? Discuss the christening candle and draw images of light.</p> <p><u>Week 2</u></p> <p>What symbols of light are in Holman Hunt's painting?- look at and discuss 'Jesus the Light of the World' painting. Find and discuss the symbols used in the painting.</p> <p><u>Week 3</u></p> <p>How important is light in Hanukah,</p>
	2. Understand practices and lifestyles	<ul style="list-style-type: none"> <li>• Identify religious artefacts and explain how and why they are used.</li> <li>• Describe religious buildings and explain how they are used.</li> <li>• Explain some of the religious practices of both clerics and individuals.</li> </ul>	
	3. Understand how beliefs are conveyed	<ul style="list-style-type: none"> <li>• Identify religious symbolism in literature and the arts.</li> </ul>	
	4. Reflect	<ul style="list-style-type: none"> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Give some reasons why religious figures may have acted as they did.</li> <li>• Ask questions that have no universally agreed answers.</li> </ul>	<p>Diwali and Advent?- compare the three festivals.</p> <p><u>Week 4</u></p>
	5. Understand values	<ul style="list-style-type: none"> <li>• Explain how beliefs about right and wrong affect people's behaviour.</li> <li>• Describe how some of the values held by communities or individuals affect behaviour and actions.</li> <li>• Discuss and give opinions on stories involving moral dilemmas.</li> </ul>	<p>Why is the story of Rama and Sita celebrated at Diwali?- create diva lamps out of clay and rangoli patterns in chalk on black paper or on the playground.</p> <p><u>Week 5</u></p> <p>What is the story of Hanukah?- create a comic strip of the story.</p> <p><u>Week 6</u></p> <p>Why did the shepherds get good news?- create group freeze frames of the story.</p>
Computing	1. Code	<ul style="list-style-type: none"> <li>• Use specified screen coordinates to control movement.</li> <li>• Set the appearance of objects and create sequences of changes.</li> <li>• Create and edit sounds. Control when they are heard, their volume, duration and rests.</li> <li>• Control the shade of pens.</li> <li>• Specify conditions to trigger events.</li> <li>• Use IF THEN conditions to control events or objects.</li> </ul>	<p><u>Programming A- Sequencing Sounds</u></p> <p><u>Week 1</u></p> <p>Introduction to Scratch- Learners will begin by comparing Scratch to other programming environments they may have experienced, before familiarising themselves with the basic layout of the screen.</p> <p><u>Week 2</u></p> <p>Programming sprites- Learners will create movement for more than one sprite. In doing this, they will design and implement their code, and then will create code to replicate a given</p>
	1. Connect	<ul style="list-style-type: none"> <li>• Give examples of the risks posed by online communications.</li> <li>• Understand that comments made online that are hurtful or offensive are the same as bullying.</li> <li>• Understand how online services work.</li> </ul>	
	2. Communicate	<ul style="list-style-type: none"> <li>• Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</li> </ul>	

	2. Collect	<ul style="list-style-type: none"> <li></li> </ul>	<p>outcome. Finally, they will experiment with new motion blocks.</p> <p><u>Week 3</u> Sequences- Learners will be introduced to the concept of sequences by joining blocks of code together. They will also learn how event blocks can be used to start a project in a variety of different ways.</p> <p><u>Week 4</u> Ordering commands- Learners have the opportunity to experiment with sequences where order is and is not important. They will create their own sequences from given designs.</p> <p><u>Week 5</u> Looking good- This lesson develops learners' understanding of sequences by giving them the opportunity to combine motion and sounds in one sequence. They will also learn how to use costumes to change the appearance of a sprite, and backdrops to change the appearance of the stage. They will apply the skills in Activity 1 and 2 to design and create their own project, including sequences, sprites with costumes, and multiple backdrops.</p> <p><u>Week 6</u></p>
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			<p>Making an instrument- In this lesson, learners will create a musical instrument in Scratch. They will apply the concept of design to help develop programs and use programming blocks — which they have been introduced to throughout the unit. They will learn that code can be copied from one sprite to another, and that projects should be tested to see if they perform as expected.</p>
Music	1. Perform	<ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly.</li> <li>• Show control of voice.</li> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Perform with control and awareness of others.</li> </ul>	<p>What Stories Does Music Tell Us About the Past?</p> <p><u>Week 1</u></p> <p>Listen and respond: Love What We Do. Talk about the song together. Explore its musical style through the style indicators of the music and its performers. Embed a deeper understanding of the musical concepts related to the song. Find an understanding and/or connection to the song or music.</p> <p><u>Week 2</u></p> <p>Let's Groove. Learn to sing the song as part of an ensemble/choir. Follow a leader/conductor. Understand the meaning of the song Demonstrate and maintain correct posture and breath control.</p>
	2. Compose	<ul style="list-style-type: none"> <li>• Compose and perform melodic songs.</li> <li>• Use sound to create abstract effects.</li> <li>• Create repeated patterns with a range of instruments.</li> <li>• Create accompaniments for tunes.</li> <li>• Choose, order, combine and control sounds to create an effect</li> </ul>	
	3. Transcribe	<ul style="list-style-type: none"> <li>• Devise non-standard symbols to indicate when to play and rest</li> </ul>	
	4. Describe music	<ul style="list-style-type: none"> <li>• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> </ul>	

		<ul style="list-style-type: none"> <li>Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul>	<p><u>Week 3</u> When the Saints Go Marchin' In. Learn to sing the song as part of an ensemble/choir. Follow a leader/conductor. Understand the meaning of the song. Demonstrate and maintain correct posture and breath control.</p> <p><u>Week 4</u> Jaws Main Theme. Talk about the song together. Explore its musical style through the style indicators of the music and its performers. Embed a deeper understanding of the musical concepts related to the song. Find an understanding and/or connection to the song or music.</p> <p><u>Week 5</u> Learn to sing 'My Bonnie Lies over the Ocean' as part of an ensemble/choir. Follow a leader/conductor. Understand the meaning of the song. Demonstrate and maintain correct posture and breath control.</p> <p><u>Week 6</u> Let's Groove. Talk about the song together. Explore its musical style through the style indicators of Country music and its performers. Embed a deeper understanding of the musical</p>
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			concepts related to the song. Find an understanding and/or connection to the song or music.
French	1. Read fluently	<ul style="list-style-type: none"> <li>• Read and understand the main points in short written texts.</li> <li>• Read short texts independently.</li> <li>• Use a translation dictionary or glossary to look up new words.</li> </ul>	<p><u>Lesson 1</u> Say the individual sounds in the words. Repeat the Christmas vocabulary. Listen and identify the Christmas vocabulary.</p> <p><u>Lesson 2</u> Name the Christmas vocabulary (some). Say aloud a sentence with voici/et with a list of nouns. Identify the word Père Noël in a story.</p> <p><u>Lesson 3</u> Name the Christmas vocabulary. Follow a story as it is read. Identify some French traditions for Christmas and New Year celebrations.</p> <p><u>Lesson 4</u> Name the Christmas vocabulary. Read and identify the words for the Christmas vocabulary and copy correctly.</p> <p><u>Lesson 5</u> Say bonne année. Say what the tradition of Epiphany is in France. Join in with the actions of a song. Follow a text as it is read.</p> <p><u>Lesson 6</u> Develop cultural awareness through</p>
	2. Write imaginatively	<ul style="list-style-type: none"> <li>• Write a few short sentences using familiar expressions.</li> <li>• Express personal experiences and responses.</li> <li>• Write short phrases from memory with spelling that is readily understandable.</li> </ul>	
	3. Speak confidently	<ul style="list-style-type: none"> <li>• Understand the main points from spoken passages.</li> <li>• Ask others to repeat words or phrases if necessary.</li> <li>• Ask and answer simple questions and talk about interests.</li> <li>• Take part in discussions and tasks.</li> <li>• Demonstrate a growing vocabulary.</li> </ul>	
	4. Understand the culture of the countries in which the language is spoken	<ul style="list-style-type: none"> <li>• Describe with some interesting details some aspects of countries or communities where the language is spoken.</li> <li>• Make comparisons between life in countries or communities where the language is spoken and this country.</li> </ul>	

			song and dance.
PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<p>Gymnastics</p> <ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements into sequences.</li> <li>• Show changes of direction, speed and level during a performance.</li> <li>• Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</li> <li>• Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</li> <li>• Swing and hang from equipment safely (using hands).</li> </ul> <p>Games (Hockey)</p> <ul style="list-style-type: none"> <li>• Throw and catch with control and accuracy.</li> <li>• Strike a ball and field with control.</li> <li>• Choose appropriate tactics to cause problems for the opposition.</li> <li>• Follow the rules of the game and play fairly.</li> <li>• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>• Pass to team mates at appropriate times.</li> <li>• Lead others and act as a respectful team member.</li> </ul>	<p>Gymnastics- Shape</p> <p><u>Lesson 1</u></p> <p>Static Shapes- To develop flexibility, strength, technique, control and balance. I can perform static body shapes</p> <p><u>Lesson 2</u></p> <p>Shapes in the Air- To develop flexibility, strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in combination. I can make body shapes in the air.</p> <p><u>Lesson 3</u></p> <p>Beanbags and Balls- To develop flexibility, strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in combination. I can carry out rhythmic gymnastics moves.</p> <p><u>Lesson 4</u></p> <p>Rhythmic Gymnastics- To develop flexibility, strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in combination. I can perform a rhythmic gymnastics routine.</p>

			<p><u>Lesson 5</u> Symmetry- To develop flexibility, strength, technique, control and balance. I can create symmetrical shapes.</p> <p><u>Lesson 6</u> Shape Up- To develop flexibility, strength, technique, control and balance. I can apply the gymnastics skills I have learnt.</p> <p>Hockey <u>Lesson 1</u> Passing and Receiving- To develop flexibility, strength, technique, control and balance. To pass and receive the ball.</p> <p><u>Lesson 2</u> Moving with the Ball- To develop flexibility, strength, technique, control and balance. To dribble with the ball.</p> <p><u>Lesson 3</u> Getting Past a Player- To develop flexibility, strength, technique, control and balance. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. To get past an opponent.</p> <p><u>Lesson 4</u></p>
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			<p>Tackling- To develop flexibility, strength, technique, control and balance. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. To tackle an opponent and win the ball back.</p> <p><u>Lesson 5</u></p> <p>Hitting and Shooting- To develop flexibility, strength, technique, control and balance. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. To hit the ball.</p> <p><u>Lesson 6</u></p> <p>Using Your Skills- To develop flexibility, strength, technique, control and balance. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. To use apply the hockey skills I have learnt.</p>
PSHE	1. Try new things	<ul style="list-style-type: none"> <li>• Try new things when encouraged.</li> <li>• Enjoy new experiences.</li> <li>• Join clubs or groups.</li> <li>• Talk about new experiences with others.</li> </ul>	<p><u>Valuing Difference</u></p> <p><u>Week 1</u></p> <p>Living in the British Isles- I can describe what it is like to live in the British Isles.</p> <p><u>Week 2</u></p> <p>Democracy- I can talk about what democracy is and understand why it is</p>
	2. Work hard	<ul style="list-style-type: none"> <li>• Enjoy working hard in a range of activities.</li> <li>• Reflect on how effort leads to success.</li> <li>• Begin to encourage others to work hard.</li> </ul>	

	3. Concentrate	<ul style="list-style-type: none"> <li>• Focus on activities.</li> <li>• 'Tune out' some distractions.</li> <li>• Search for methods to help with concentration.</li> <li>• Develop areas of deep interest.</li> </ul>	important. <u>Week 3</u> Rules, Laws and Responsibility- I can talk about what rules and laws are and identify how they help us.
	4. Push oneself	<ul style="list-style-type: none"> <li>• Begin to understand why some activities feel uncomfortable.</li> <li>• Show a willingness to overcome fears.</li> <li>• Push past fears and reflect upon the emotions felt afterwards.</li> <li>• Begin to take encouragement and advice from others.</li> <li>• Keep trying after a first attempt.</li> </ul>	<u>Week 4</u> Liberty- I can talk about what liberty means and I can identify the rights of British people.
	5. Imagine	<ul style="list-style-type: none"> <li>• Begin to enjoy having new ideas.</li> <li>• Show some enthusiasm for the ideas of others.</li> <li>• Ask some questions in order to develop ideas.</li> <li>• Show enjoyment in trying out some ideas.</li> </ul>	<u>Week 5</u> Tolerance and Respect- I can describe a diverse society and talk about why it is important.
	6. Improve	<ul style="list-style-type: none"> <li>• Share with others a number of positive features of own efforts.</li> <li>• Identify a few areas for improvement.</li> <li>• Attempt to make improvements.</li> </ul>	<u>Week 6</u> What does it mean to be British?- I can explain what being British means to me and to others.
	7. Understand others	<ul style="list-style-type: none"> <li>• Listen to others, showing attention.</li> <li>• Think of the effect of behaviour on others before acting.</li> <li>• Describe the points of view of others.</li> </ul>	
	8. Not give up	<ul style="list-style-type: none"> <li>• Find alternative ways if the first attempt does not work.</li> <li>• Bounce back after a disappointment or failure.</li> <li>• Show the ability to stick at an activity (or a club or interest).</li> <li>• See oneself as lucky.</li> </ul>	

For English and maths plan see separate long term plans.