



## Medium Term Plan – Autumn 1

### Dreams & Ambitions 2022

#### 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>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> </ul>	<u>Week 1</u> All about me- fill in a poster all about you. Design a balloon and add your photo. <u>Week 2</u> Growth mindset—try some challenges and discuss how you can overcome any struggles. Think about setting yourself goals for the year.
	2. Build an overview of world history	<ul style="list-style-type: none"> <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>	<u>Week 3</u> Mary Anning- research about her life and achievements.
	3. Understand chronology	<ul style="list-style-type: none"> <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>	<u>Week 4</u> Mary Anning- present research.
	4. Communicate historically	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including:               <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to a good standard</li> </ul>	<u>Week 5</u> Nelson Mandela- find out facts about Nelson Mandela and present research. <u>Week 6</u> Alex Scott- find out about her achievements and present research.

		in order to communicate information about the past.	<u>Week 7</u> Grace Darling- find out about her life and present research.
Geography	1. Investigate places	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> </ul>	<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	<ul style="list-style-type: none"> <li>Describe geographical similarities and differences between countries.</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>Week 1</u> All about me- photo collage and drawing. <u>Week 2</u> Self-portraits- drawing self-portraits from photographs. <u>Week 3</u> Dinosaur silhouettes- painting and collage techniques to create dinosaur silhouettes. <u>Week 4</u> Fossil printing- mono prints of ammonites. Fossil drawing- using pencils and charcoal to draw different fossils. <u>Week 5</u> Nelson Mandela Pop art- collaborating on a group drawing of Nelson Mandela. Use oil pastels to create a bright, pop art inspired piece of art. <u>Week 6</u>
	2. Master techniques	<p>Paint</p> <ul style="list-style-type: none"> <li>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>Mix colours effectively.</li> <li>Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>Experiment with creating mood with colour.</li> </ul> <p>Collage</p> <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> <p>Drawing</p> <ul style="list-style-type: none"> <li>Use different hardnesses of pencils to show line, tone and texture.</li> <li>Annotate sketches to explain and elaborate ideas.</li> <li>Sketch lightly (no need to use a rubber to correct mistakes).</li> </ul>	

		<ul style="list-style-type: none"> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul> <p>Print</p> <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>	<p>Draw a footballer- follow the Art for Kids Hub tutorial to draw a football player.</p> <p>All About Me football- decorate the football template to show things about yourself i.e. favourite colour, name, birthday etc.</p> <p><u>Week 7</u></p> <p>3D Lighthouse pictures- paint a sea background and add a 3D lighthouse out of a cardboard tube.</p>
	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> <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>Let's Go Fly a Kite</u></p> <p>Design and construct a kite using construction and joining techniques.</p> <p><u>Lesson 1 Key Events and Individuals</u></p> <p>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 Parts of a Kite</u></p> <p>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 Kite Shapes</u></p> <p>Investigate and analyse a range of existing products in the context of investigating the different shapes of kites.</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	<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>	

	history.		<p><u>Lesson 4 Designing</u> 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 Making the Shape and Structure of the Kite</u> Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately in the context of measuring and cutting the body of the kite</p> <p><u>Lesson 6 Evaluating the Kite</u> 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	<ul style="list-style-type: none"> <li>Asking relevant questions and using different types of</li> </ul>	<u>Term 1 – Animals including humans – Keeping</u>

	scientifically	<p>scientific enquiries to answer them.</p> <ul style="list-style-type: none"> <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> <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><u>Healthy</u></p> <p>Week 1: Food for thought. Revising learning on carnivores, herbivores and omnivores.</p> <p>Week 2: A balanced diet. To understand the 5 food groups and the proportion of each needed to create a healthy, balanced diet.</p> <p>Week 3: Bones and skeletons. Understanding that not all animals have an internal skeleton and that a skeleton is needed for support, protection and movement.</p> <p>Week 4: Muscles and movement. Understanding how muscles work in pairs to allow movement and maintain posture.</p> <p>Week 5: Time to investigate. Looking at lung capacity, balance and how much we get out of breath after exercise.</p> <p>Week 6: Personal trainers' presentations. Presentations on what we've learnt in this topic.</p>
	Understand animals and humans This concept involves becoming familiar with different types of animals, humans and the	<ul style="list-style-type: none"> <li>• Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.</li> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> <li>• Identify that humans and some animals have skeletons and muscles for support, protection and movement.</li> <li>• Describe the simple functions of the basic parts of the digestive system in humans.</li> </ul>	

	life processes they share.	<ul style="list-style-type: none"> <li>Identify the different types of teeth in humans and their simple functions.</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>	<u>Does taking bread and wine show someone is a Christian?</u> <u>Week 1</u>
	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> </ul>	How do you belong? Think about different groups that you are in and how you have to act in these groups. <u>Week 2</u>
	3. Understand how beliefs are conveyed	<ul style="list-style-type: none"> <li>Identify religious symbolism in literature and the arts.</li> </ul>	What is the story of the last supper? Read the story of the Last Supper and discuss the ritual of sharing the bread and the wine. <u>Week 3</u>
	4. Reflect	<ul style="list-style-type: none"> <li>Show an understanding that personal experiences and feelings influence attitudes and actions.</li> <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>	What artefacts are used in the Holy Communion service? Design a communion set for a priest to use. <u>Week 4</u>
	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>	How do people prepare for holy communion? Watch children prepare for communion and write down some facts about what they need to do. <u>Week 5</u> How do Christians belong in the church? Write a kenning poem or an acrostic about belonging. <u>Week 6</u> What are the symbols of Holy Communion? Draw symbols of the cross, the chalice, the bread, wine, plate etc. and join the drawings together to create a large piece of art work.
Computing	1. Code	<ul style="list-style-type: none"> <li>Use specified screen coordinates to control movement.</li> </ul>	Computing Systems and Networks- Connecting Computers

		<ul style="list-style-type: none"> <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>• 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).</li> </ul>	<p><u>Week 1</u> How does a digital device work? This lesson introduces the concepts of input, process, and output. These concepts are fundamental to all digital devices.</p> <p><u>Week 2</u> What parts make up a digital device? Learners will develop their knowledge of the relationship between inputs, processes, and outputs and apply it to devices and parts of devices that they will be familiar with from their everyday surroundings.</p> <p><u>Week 3</u> How do digital devices help us? Learners will apply their learning from Lessons 1 and 2 by using programs in conjunction with inputs and outputs on a digital device. They will create two pieces of work with the same focus, using digital devices to create one piece of work, and non-digital tools to create the other. Learners will then compare and contrast the two approaches.</p> <p><u>Week 4</u> How am I connected? Many digital devices are now connected to other digital devices, eg computers through wires, tablets through Wi-Fi, and smartphones through mobile phone networks. The benefit of connecting digital devices is that it allows information to be shared between users and systems. This lesson introduces the concept of connections and moving information between connected devices. Learners will learn to explain how and why computers are joined together to form networks.</p> <p><u>Week 5</u> How are computers connected?</p>
	2. 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>	
	3. 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>	
	4. Collect	<ul style="list-style-type: none"> <li>•</li> </ul>	

			<p>This lesson introduces key network components, including a server and wireless access points. Learners will examine each device's functionality and look at the benefits of networking computers.</p> <p><u>Week 6</u> What does our school network look like? Learners will further develop their understanding of computer networks. They will see examples of network infrastructure in a real-world setting and relate them to the activities in Lesson 5.</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> </ul>	<p>How does music bring us together?</p> <p><u>Week 1</u></p> <p>Listen and respond to 'Home is Where the Heart is'. Learn to sing the song.</p> <p><u>Week 2</u></p> <p>Listen and respond to 'Hallelujah Chorus'. Learn to sing the song.</p> <p><u>Week 3</u></p> <p>Listen and respond to 'Let's Work it out Together'. Learn to sing the song.</p> <p><u>Week 4</u></p> <p>Listen and respond to 'The Loco Motion'. Compose and improvise.</p> <p><u>Week 5</u></p> <p>Listen and respond to 'Please be Kind'. Learn to sing the song 'Please be Kind'.</p> <p><u>Week 6</u></p> <p>Listen and respond to 'Hallelujah Chorus'. Compare to country music. Compose and improvise.</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>• Choose, order, combine and control sounds to create an effect</li> </ul>	
	3. Transcribe	<ul style="list-style-type: none"> <li>•</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> <li>• Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul>	



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> </ul>	<u>Week 1</u> How to learn a language, sounds of French <u>Week 2</u> Greeting people, saying hello and goodbye, saying and <u>Week 3</u> Understanding when someone asks how you are feeling <u>Week 4</u> Asking and saying how you are feeling <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
	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> </ul>	
	3. Speak confidently	<ul style="list-style-type: none"> <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>	
PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<p>Games</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>Dance</p> <ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner.</li> </ul>	Dance <u>Week 1</u> I can improvise and create movements with a partner. <u>Week 2</u> I can create and perform imaginative movements to fit with different stimuli. <u>Week 3</u> I can develop new actions whilst working in a small group. <u>Week 4</u> I can show awareness of others when moving. <u>Week 5</u> I can work with a partner to create and perform a

		<ul style="list-style-type: none"> <li>• Refine movements into sequences.</li> <li>• Create dances and movements that convey a definite idea.</li> <li>• Change speed and levels within a performance.</li> <li>• Develop physical strength and suppleness by practising moves and stretching.</li> </ul>	<p>dance to show feelings and emotions.</p> <p><u>Week 6</u></p> <p>I can work in a group to link actions to create a dance montage.</p> <p>Invasion Games</p> <p><u>Week 1</u></p> <p>The Basics- To apply the basic principles of invasion games.</p> <p><u>Week 2</u></p> <p>Masterful Moving- To move with the ball.</p> <p><u>Week 3</u></p> <p>Passing Practise- To use a range of techniques to pass the ball.</p> <p><u>Week 4</u></p> <p>Defend, defend, defend- To understand the basic principles of defending in invasion games.</p> <p><u>Week 5</u></p> <p>Attack, attack, attack- To understand the basic principles of attacking in invasion games.</p> <p><u>Week 6</u></p> <p>Game play- To apply the basic principles of invasion games.</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>Scarf- Me and My Relationships</p> <p><u>Week 1</u></p> <p>Pride- I can say the things about myself that I am proud of</p> <p><u>Week 2</u></p> <p>Feelings- I can identify the feelings I have and describe how different emotions feel.</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>	<p><u>Week 3</u> Express Yourself- I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important</p> <p><u>Week 4</u> Know Your Mind- I know how to be assertive</p> <p><u>Week 5</u> Media wise- I can explore messages given by the media and decide if they are helpful or harmful</p> <p><u>Week 6</u> Making it right- I can identify different strategies I can use if I make a mistake</p>
	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>	
	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>	
	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>	
	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.