



Medium Term Plan – Autumn term 1

Dreams and Ambitions- Intrepid Explorers

Robins

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	1. 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.	1. Ibn Battuta- discover some of the places he travelled to, the people he met and the things he saw. 2. Christopher Columbus- learn what Columbus set out to do by sailing west on his first voyage of exploration and also find out what he achieved. 3. Sea Voyages- find out what it was like to live and work on board the Santa Maria and compare and contrast these experiences with a modern-day ocean liner.
	2. 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.	4. Neil Armstrong- use photographs from the Apollo 11 moon landing and use these to consider how Neil Armstrong and the other astronauts might have felt at key points during the mission.
	3. Understand chronology	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.	5. Space Exploration- look at how the space race and moon landing led to amazing technological advances
	4. Communicate historically	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. 1.3. Recount changes that have occurred in their own lives. 1.4. Use dates where appropriate.	during the 1950s and 60s. Understand the impact that this technology has on our lives today. 6. Life in 1490s and 1960s- compare and contrast what life was like at the time of Christopher Columbus's sea voyages and Neil Armstrong's moon missions. 7. Modern Explorers- learn about a few more famous explorers and share the information they know about them.
Geography	1. Investigate places	1.1. Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). 1.2. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. 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. 1.4. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. 1.5. Use aerial images and plan perspectives to recognise landmarks and basic physical features. 1.6. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 1.7 Name and locate the world's continents and oceans.	

	2. Investigate patterns	1.1. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. 1.2. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 1.3. Identify land use around the school.	
	3. Communicate geographically	1.1. Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. 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. 1.3. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).	
Art & Design	1. Develop ideas	A.1.1. Respond to ideas and starting points. A.1.2. Explore ideas and collect visual information. A.1.3. Explore different methods and materials as ideas develop.	1. All About Me- mixed media collage and drawing things that make us, us. 2. Self Portraits- using drawing skills to complete a self-portrait. 3. Winter Trees- watercolour paintings of landscapes with oil pastel trees. 4. Stormy Seas- printing textures on different papers to create a 3d collage of a stormy sea. 5. Astronaut Collage- use watercolours and oil pastels to
	2. Master techniques	Painting B.1.1. Use thick and thin brushes. B.1.2. Mix primary colours to make secondary. B.1.3. Add white to colours to make tints and black to colours to make tones. B.1.4. Create colour wheels. Collage B.1.5. Use a combination of materials that are cut, torn and glued. B.1.6. Sort and arrange materials.	

		B.1.7. Mix materials to create texture. Sculpture B.1.8. Use a combination of shapes. B.1.9. Include lines and texture. B.1.10. Use rolled up paper, straws, paper, card and clay as materials. B.1.11. Use techniques such as rolling, cutting, moulding and carving. Drawing B.1.12. Draw lines of different sizes and thickness. B.1.13. Colour (own work) neatly following the lines. B.1.14. Show pattern and texture by adding dots and lines. B.1.15. Show different tones by using coloured pencils Print B.1.16. Use repeating or overlapping shapes. B.1.17. Mimic print from the environment (e.g. wallpapers). B.1.18. Use objects to create prints (e.g. fruit, vegetables or sponges). B.1.19. Press, roll, rub and stamp to make prints. Textiles B.1.20. Use weaving to create a pattern. B.1.21. Join materials using glue and/or a stitch. B.1.22. Use plaiting. B.1.23. Use dip dye techniques. Digital Media B.1.24. Use a wide range of tools to create different textures, lines, tones, colours and shapes.	create a space background then add a personalised astronaut. 6. Earth Paintings- use watercolours to paint realistic Earths. 7. Explorer Portraits- use sketching and drawing techniques to create portraits of modern explorers.
	3. Take inspiration from the	C.1.1. Describe the work of notable artists, artisans and designers. C.1.2. Use some of the ideas of artists studied to create pieces.	

	greats		
Design & Technology	1. Master practical skills	Food A.1.1. Cut, peel or grate ingredients safely and hygienically. A.1.2. Measure or weigh using measuring cups or electronic scales. A.1.3. Assemble or cook ingredients. Materials A.1.4. Cut materials safely using tools provided. A.1.5. Measure and mark out to the nearest centimetre. A.1.6. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). A.1.7. Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). Textiles A.1.8. Shape textiles using templates. A.1.9. Join textiles using running stitch. A.1.10. Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). Electricals and electronics A.1.11. Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage). Computing A.1.12. Model designs using software. Construction A.1.13. Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. Mechanics A.1.14. Create products using levers, wheels and winding mechanisms.	Flying Kites 1. To explore the history of different kites and what they look like. 2. To explore materials used to make simple kites. 3. To be able to make a simple Carp Kite. 4. To explore designs of diamond kites. 5. To be able to construct a kite by following a design. 6. To be able to evaluate your finished kite.

	2. Design, make, evaluate and improve.	B.1.1. Design products that have a clear purpose and an intended user. B.1.2. Make products, refining the design as work progresses. B.1.3. Use software to design.	
	3. Take inspiration from design throughout history.	C.1.1. Explore objects and designs to identify likes and dislikes of the designs. C.1.2. Suggest improvements to existing designs. C.1.3. Explore how products have been created.	
Enrichment Opportunities			

	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	A.1.1. Ask simple questions. A.1.2. Observe closely, using simple equipment. A.1.3. Perform simple tests. A.1.4. Identify and classify. A.1.5. Use observations and ideas to suggest answers to questions. A.1.6. Gather and record data to help in answering questions.	<u>Uses of Materials</u> 1. Identify and classify different materials. 2. Recognise the importance for objects to be made from suitable materials. 3. Raise and answer questions about the properties of different materials. 4. Test materials for strength. 5. Discover which materials are waterproof. 6. Apply knowledge of material properties to a 'design and make' challenge.
	2. Investigate materials	F.1.1. Distinguish between an object and the material from which it is made. F.1.2. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. F.1.3. Describe the simple physical properties of a variety of everyday materials. F.1.4. Compare and group together a variety of everyday materials on the basis of their simple physical properties.	

		F.1.5. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. F.1.6. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.	
RE	1. Understand beliefs and teachings	A.1.1. Describe some of the teachings of a religion. A.1.2. Describe some of the main festivals or celebrations of a religion.	What does the Torah mean for Jewish People? 1. What is the Jewish story of Creation? - read the Jewish creation story and create a wheel showing the order the world was were created. 2. What are the 10 Commandments? - discuss and order the commandments and discuss their importance. 3. What happens on Shabbat? – list things that can and can’t be done on Shabbat. 4. How is the Torah written? – find out about the Torah. 5. What is the festival of Simchat Torah? – design a flag for the celebration. 6. Do Jewish people have to learn Hebrew to read the Torah? – Write facts about the Torah.
	1. Understand practices and lifestyles	B.1.1. Recognise, name and describe some religious artefacts, places and practices.	
	2. Understand how beliefs are conveyed	C.1.1. Name some religious symbols. C.1.2. Explain the meaning of some religious symbols.	
	3. Reflect	D.1.1. Identify the things that are important in their own lives and compare these to religious beliefs. D.1.2. Relate emotions to some of the experiences of religious figures studied. D.1.3. Ask questions about puzzling aspects of life.	
	4. Understand values	E.1.1. Identify how they have to make their own choices in life. E.1.2. Explain how actions affect others. E.1.3. Show an understanding of the term ‘morals’.	

Computing	Computing systems and networks	-To identify technology -To identify a computer and its main parts -To use a mouse in different ways -To use a keyboard to type on a computer -To use the keyboard to edit text -To create rules for using technology responsibly -To recognise the uses and features of information technology -To identify the uses of information technology in the school -To identify information technology beyond school -To explain how information technology helps us -To explain how to use information technology safely -To recognise that choices are made when using information technology	Computer Networks 1. What is IT? - develop their understanding of what information technology (IT) is. Identify devices that are computers and consider how IT can help them both at school and beyond. 2. IT in schools - consider common uses of information technology in a context that they are familiar with. Identify examples of IT and be able to explain the purpose of different examples of IT in the school setting. 3. IT in the world - begin to explore IT in environments beyond school, including home and familiar places such as shops. Talk about the uses of IT in these environments and be able to explain that IT is used in many workplaces. 4. The benefits of IT - explore the benefits of using IT in the wider world. They will focus on the use of IT in a shop and how devices can work together. 5. Using IT safely - consider how they use different forms of information technology safely, in a range of different environments. List different uses of IT and talk about the different
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			rules that might be associated with using them. Learners will then say how rules can help keep them safe when using IT. 6. Using IT in different ways - think about the choices that are made when using information technology, and the responsibility associated with those choices. Use IT in different types of activities and explain that sometimes they will need to use IT in different ways.
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Music	1. Perform	A.1.1. Take part in singing, accurately following the melody. A.1.2. Follow instructions on how and when to sing or play an instrument. A.1.3. Make and control long and short sounds, using voice and instruments. A.1.4. Imitate changes in pitch.	Hands, Feet and Heart 1. Hands, Feet, Heart by Joanna Mangona - Warm-up Games, Flexible Games, start to learn the song Hands, Feet, Heart. 2. The Click Song sung by Miriam Makeba - Warm-up Games, Flexible Games, sing the song Hands, Feet, Heart, play instrumental parts. 3. The Lion Sleeps Tonight sung by Soweto Gospel Choir - Sing the song Hands, Feet, Heart, play instrumental parts, improvise. 4. Bring Him Back Home by Hugh Masekela - Sing the song Hands, Feet, Heart, play instrumental parts, improvise. 5. You Can Call Me Al by Paul Simon - Sing the song Hands, Feet, Heart play instrumental parts, improvise. 6. Hlokoloza by Arthur Mofokate - Play instrumental parts, improvise option, play your compositions within the song.
	1. Compose	B.1.1. Create a sequence of long and short sounds. B.1.2. Clap rhythms. B.1.3. Create a mixture of different sounds (long and short, loud and quiet, high and low). B.1.4. Choose sounds to create an effect. B.1.5. Sequence sounds to create an overall effect. B.1.6. Create short, musical patterns. B.1.7. Create short, rhythmic phrases.	
	2. Transcribe	C.1.1. Use symbols to represent a composition and use them to help with a performance.	
	3. Describe music	D.1.1. Identify the beat of a tune. D.1.2. Recognise changes in timbre, dynamics and pitch.	
PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	Games A.1.1. Use the terms 'opponent' and 'team-mate'. A.1.2. Use rolling, hitting, running, jumping, catching and kicking skills in combination. A.1.3. Develop tactics.	<u>Gymnastics 1</u> 1. Combine 4 elements into a floor sequence. 2. Create power in a variety of different jumps.

		A.1.4. Lead others when appropriate. Dance A.1.5. Copy and remember moves and positions. A.1.6. Move with careful control and coordination. A.1.7. Link two or more actions to perform a sequence. A.1.8. Choose movements to communicate a mood, feeling or idea. Gymnastics A.1.9. Copy and remember actions. A.1.10. Move with some control and awareness of space. A.1.11. Link two or more actions to make a sequence. A.1.12. Show contrasts (such as small/tall, straight/curved and wide/narrow). A.1.13. Travel by rolling forwards, backwards and sideways. A.1.14. Hold a position whilst balancing on different points of the body. A.1.15. Climb safely on equipment. A.1.16. Stretch and curl to develop flexibility. A.1.17. Jump in a variety of ways and land with increasing control and balance.	3. Take weight on our hands, on, off and over apparatus. 4. Use our flexibility in a bridge and Japana gymnastic shape. 5. Perform the one-point balance called arabesque. 6. Perform a teddy roll. <u>Attack, Defend, Shoot 1</u> 1. to kick the ball over long and short distances 2. to stop a ball with control using the foot. 3. to work as a team to keep the ball. 4. to bounce a ball with my partner. 5. to bounce the ball while we are moving (dribbling). 6. to pass the ball forward in a game.
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PSHE	Me and My Relationships	Children will be able to: • Identify behaviours that can help create a happy, safe and welcoming classroom. • Recognise that their actions can affect others and contribute to the wellbeing of the whole class; • Describe a personal pledge that supports kindness, respect and cooperation. • Identify and name a range of feelings in themselves and others; • Recognise that people may express their feelings in different ways. • Identify kind and caring ways to respond to other people's feelings. • Identify safe adults they can talk to if they need help for themselves or others. • Identify and name a range of feelings in themselves and others. • Recognise that friendship is a special kind of relationship; • Identify some of the ways that good friends care for each other. • Recognise unkind behaviour and its impact on others. • Identify when to get help from a safe adult, for	1. Our ideal classroom- Ask them to imagine their ideal classroom, a place where everyone feels happy and safe to be and to learn. Compile a list based on what the children imagined. Record ideas on the large paper/flip chart. 2. How are you feeling today - We all show feelings in different ways. One happy person might be loud, another might find it hard to sit still, another might smile. Choose two children to stand back-to-back. Using the feelings on the cards, chosen by you or different children, the children standing back-to-back demonstrate how they would show this feeling. Work in groups to show different feelings. 3. Lets all be happy - Start the lesson with some key questions about feelings. Play 'Feelings charades' – a
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		themselves or others. • Identifying different types of bullying and unkind behaviour, including online. • Explain why bullying and unkind behaviour are unacceptable.	child stands in front of the class and mimes a 'feeling' with their face and body. Can the class guess what the feeling is? 4. Being a good friend - Introduce the character Harold - the happy, healthy and very friendly giraffe. He has two special friends, Kiki the Kangaroo and Derek the Penguin. Ask the children to listen to the words of the song and see if they can pick out all the things that Harold likes about his friends and likes to do with his friends. Children pass an object around the circle, when they have the speaking object they say 'With my friends I like to...' and complete the sentence with their own words, then pass the object on. If they don't wish to speak at this stage, they can pass the object on. 5. Types of bullying - Ask children why we need friends [have fun, play with, make us laugh, help us...] Listen to the 'Friends are Special' song. In pairs or small groups give children a copy of Types of Bullying Pupil Activity sheet and ask them to discuss what is happening on each day.
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			6. Don't do that - Look at the school rules about bullying. Why do we need this rule? [to keep everyone safe – their body and their feelings]. In pairs, children play Don't Do That. They talk about what someone could say if they are being bullied or see someone else being bullied. They respond by saying "Don't Do That(It's not kind. It's not nice. You are being unkind. I will talk to the teacher about it. You wouldn't like it if someone did it to you etc.) Each pair tries to get 5 different Don't Do That sentences.
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For English and maths plan see separate long term plans.