



**Medium Term Plan – Autumn 1**

**Dreams & Ambitions**

**Goldcrest**

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	<p><b>A) Investigate and interpret the past</b> This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<p>3.1. Use sources of evidence to deduce information about the past.</p> <p>3.2. Select suitable sources of evidence, giving reasons for choices.</p> <p>3.3. Use sources of information to form testable hypotheses about the past.</p> <p>3.4. Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>3.5. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>3.6. Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>3.7. Refine lines of enquiry as appropriate.</p>	<p>Week 1. Introduce an individual inspirational quote made by a famous person spanning time and inspirational key words (Individualised, 1 for each child, 31 quotes, 31 different authors and 31 key words). Children will read, discuss and understand their quote, define their key word and create a mini-presentation in collaboration with peers.</p> <p>Week 2. Learn about historic heroes who had a dream and helped to change the world: Brunel’s early life and what it was like in England and how he helped to transform transportation in Victorian Britain.</p> <p>Week 3. Learn about historic heroes who had a dream to create something big enough to reach heaven: Gaudi’s life ambition to create the grand Sagrada</p>
	<p><b>B) Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an</p>	<p>3.1. Identify continuity and change in the history of the locality of the school.</p> <p>3.2. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</p>	

	<p>understanding that life is different for different sections</p>	<p>3.3. Compare some of the times studied with those of the other areas of interest around the world.</p> <p>3.4. Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>3.5. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Familia in Barcelona to honour God</p> <p>Week 4. Learn about historic heroes who had a dream and helped to change the world: Winston Churchill's early life and the changing face of Europe after WW1 and his influence to change the outcome of WW2.</p>
	<p><b>C) Understand chronology</b> This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different</p>	<p>3.1. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>3.2. Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>3.3. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>3.4. Use dates and terms accurately in describing events..</p>	<p>Week 5. Introduce modern day heroes who dream of a different future and have passion to do something about it: Marcus Rashford and Captain Tom.</p> <p>Week 6. Introduce modern day heroes who dream of a different future and have passion to do something about it: Greta Thunberg and David Attenborough</p>
	<p><b>D) Communicate historically</b> This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<p>3.1. Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> <p>3.2. Use literacy, numeracy and computing skills to an exceptional</p>	<p>Week 7. Create a time-line of famous quotes and their authors which changed the course of history.</p>

		<p>standard in order to communicate information about the past.</p> <p>3.3. Use original ways to present information and ideas.</p>	
Geography	<p><b>A) Investigate places</b> This concept involves understanding the geographical location of places and their physical and human features.</p>	<p>3.1 Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>3.2. Identify and describe how the physical features affect the human activity within a location.</p> <p>3.3. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>3.4. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>3.5. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</p> <p>3.6. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Week 2. Local interest trip to the Brunel railway bridge situated between South Stoke and Little Stoke.</p> <p>Week 3. Discovering the impact of opening the Great Western Railway on southern England.</p> <p>Week 4. The Changing map of Europe since 1900 – 2021.</p>
	<p><b>B) Investigate patterns</b> This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of</p>	<p>3.3. Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>3.4. Describe geographical diversity across the world.</p> <p>3.5. Describe how countries and geographical regions are interconnected and interdependent.</p>	

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	<p><b>C) Communicate geographically</b> This concept involves understanding geographical representations, vocabulary and techniques.</p>	<p>3.1. Describe and understand key aspects of: <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p> <p>3.2. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>3.3. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>	
Design & Technology	<p><b>A) Master practical skills</b> This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed)</p>	<p>A.3.5. Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</p> <p>A.3.6. Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</p> <p>A.3.12. Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).</p>	<p>Week 1. Learn about the life of Antoni Gaudi, the Spanish Catalan Architect whose beyond lifetime dream and ambition was to build the Sagrada Familia in Barcelona.</p> <p>Week 2. Study some of the amazing aspects of design both outside and inside the Sagrada Familia and make some sketches of your favourite ideas.</p> <p>Week 3. Create a clay model inspired by Gaudi's work.</p>
	<p><b>B) Design, make, evaluate and improve</b> This concept involves developing the process of design thinking and seeing design as a process.</p>	<p>B.3.1. Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</p> <p>B.3.2. Make products through stages of prototypes, making continual refinements.</p> <p>B.3.3. Ensure products have a high quality finish, using art skills where</p>	<p>Week 4. Introduce the world of bridge designs inspired by our studies of the Brunel Bridge looking at famous bridges and new designs.</p> <p>Week 5. Design and plan the construction of an aesthetically pleasing wildlife footbridge over the Thames at</p>

		appropriate.  B.3.4. Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.	Goring using inspiration from bridge designs research and Gaudi's love of nature. It should include: viewing platforms, stopping places, interesting information points focusing both on the river and river banks. Week 6. Build a model of your wildlife footbridge. Week 7. Assess and evaluate the bridge designs.
	<b>C) Take inspiration from design throughout history</b> This concept involves appreciating the design process that has influenced the products we use in everyday life.	C.3.1. Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.  C.3.2. Create innovative designs that improve upon existing products.  C.3.3. Evaluate the design of products so as to suggest improvements to the user experience.	

	Key Skills	Milestones Covered	Lesson Outline
Science	<b>A) Work scientifically</b> This concept involves learning the methodologies of the discipline of science.	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.	Week 1. Walking in the footsteps of famous mathematicians, scientists and inventors to discover their theories, hypothesis, research and discoveries. Starting with the Fibonacci Sequence. Week 2. To understand Stephen Hawking's theories about black holes and report findings. Week 3. Inspired by Alexander Fleming's discovery of penicillin: To record and interpret data on the effects of penicillin using a scatter graph. Week 4. To understand the life of Mary Leakey and her work about fossils. Week 5. To understand how Steve Jobs used electronics to design computers. To design simple circuits.

		<p>A.3.6. Present findings in written form, displays and other presentations.</p> <p>A.3.7. Use test results to make predictions to set up further comparative and fair tests.</p> <p>A.3.8. Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Week 6. To label the parts and functions of the heart. To explain Dr Daniel Hale Williams' accomplishments. Week 7. To understand Darwin's theories on natural selection.</p>
	<p><b>C) Understand animals and humans</b> This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p>	<p>C.3.1. Describe the changes as humans develop to old age.</p> <p>C.3.2. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>C.3.3. Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.</p> <p>C.3.4. Describe the ways in which nutrients and water are transported within animals, including humans.</p>	
	<p><b>E) Understand evolution and inheritance</b> This concept involves understanding that organisms come into existence, adapt, change and evolve and become extinct.</p>	<p>E.3.1. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>E.3.2. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>E.3.3. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	
RE	<b>A) Understand beliefs</b>	A.3.1. Explain how some teachings and beliefs are shared	Week 1. What are religions and world

<p><b>and teachings</b> This concept involves understanding the key teachings of various religions.</p>	<p>between religions.</p> <p>A.3.2. Explain how religious beliefs shape the lives of individuals and communities.</p>	<p>views? Week 2. Understanding the history of Christianity. Week 3. Are Saints encouraging role models?</p>
<p><b>B) Understand practices and lifestyles</b> This concept involves understanding the day to day lives and practices of various religions.</p>	<p>B.3.1. Explain the practices and lifestyles involved in belonging to a faith community.</p> <p>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.</p> <p>B.3.3. Show an understanding of the role of a spiritual leader.</p>	<p>Who are saints and how are they identified? List Known saints and talk about St Thomas of Canterbury, who our church is named after. Week 4. Learn about ordinary men and women whose actions and deeds made them worthy of sainthood? What is canonisation?</p>
<p><b>C) Understand how beliefs are conveyed</b> This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.</p>	<p>C.3.1. Explain some of the different ways that individuals show their beliefs.</p>	<p>Week 5. Discover what a Patron Saint is and research named saints, compare to Jesus. Week 6. Establish that people are killed because of their faith, discuss the meaning of persecution. Example: Ten 20<sup>th</sup> Century martyrs of the modern era unveiled at Westminster Abbey in 1998 by the Queen.</p>
<p><b>D) Reflect</b> This concept involves an appreciation of how religion plays an important role in the lives of some people.</p>	<p>D.3.1. Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</p> <p>D.3.2. Explain their own ideas about the answers to ultimate questions.</p> <p>D.3.3. Explain why their own answers to ultimate questions may differ from those of others.</p>	<p>Week 7. Reflect and communicate: Who would you make a saint and why?</p>

	<p><b>E) Understand values</b> This concept involves an appreciation of how many people place values as an important aspect of their lives.</p>	<p>E.3.1. Explain why different religious communities or individuals may have a different view of what is right and wrong.</p> <p>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).</p> <p>E.3.3. Express their own values and remain respectful of those with different values.</p>	
Computing	<p><b>B) Connect</b> This concept involves developing an understanding of how to safely connect with others.</p>	<p>B.3.1. Collaborate with others online on sites approved and moderated by teachers.</p> <p>B.3.2. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</p> <p>B.3.3. Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.</p> <p>B.3.4. Understand the effect of online comments and show responsibility and sensitivity when online.</p> <p>B.3.5. Understand how simple networks are set up and used.</p>	<p>Week 1. E-safety lesson.</p> <p>Week 2. To explain the importance of internet addresses.</p> <p>Weeks 3. To recognise how data is transferred across the internet.</p> <p>Week 4. To evaluate different ways of working together online</p> <p>Week 5. To explain how sharing information online can help people to work together.</p> <p>Week 6. To recognise how we communicate using technology.</p> <p>Week 7. To evaluate different methods of online communication.</p>
	<p><b>C) Communicate</b> This concept involves using apps to communicate one's ideas.</p>	<p>C.3.1. Choose the most suitable applications and devices for the purposes of communication.</p> <p>C.3.2. Use many of the advanced features in order to create high quality, professional or efficient communications.</p>	



Music	<p><b>A) Perform</b> This concept involves understanding that music is created to be performed.</p>	<p>A.3.1. Sing or play from memory with confidence.</p> <p>A.3.2. Perform solos or as part of an ensemble.</p> <p>A.3.3. Sing or play expressively and in tune.</p> <p>A.3.4. Hold a part within a round.</p> <p>A.3.5. Sing a harmony part confidently and accurately.</p> <p>A.3.6. Sustain a drone or a melodic ostinato to accompany singing.</p> <p>A.3.7. Perform with controlled breathing (voice) and skillful playing (instrument).</p>	<p>Week 1. Listen and appraise Happy by Pharrell Williams. Play games and sing song.</p> <p>Week 2. Listen and appraise Top of the World by the Carpenters. Play games and perform instrumental parts.</p> <p>Week 3. Listen and appraise Don't Worry be Happy sung by Bobby McFerrin. Sing the song and improvise using voices and/or instruments within the song.</p> <p>Week 4. Listen and appraise Walking on Sunshine performed by Katrina and the Waves. Sing the song and perform composition(s) within the song.</p> <p>Week 5. Listen and appraise When you're smiling sung by Frank Sinatra. Choose what you perform today. Start to prepare for the end-of-unit performance.</p> <p>Week 5. Listen and appraise Love will save the day sung by Brendan Reilly. Prepare for the end-of-unit performance.</p> <p>Week 6 &amp; 7. Use BBC Teach music to introduce the children to Macbeth, a Shakespeare musical play which links to our theme of Dreams and Ambitions.</p>
	<p><b>B) Compose</b> This concept involves appreciating that music is created through a process which has a number of techniques.</p>	<p>B.1.1. Create a sequence of long and short sounds.</p> <p>B.1.2. Clap rhythms.</p> <p>B.1.3. Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>B.1.4. Choose sounds to create an effect.</p> <p>B.1.5. Sequence sounds to create an overall effect.</p> <p>B.1.6. Create short, musical patterns.</p> <p>B.1.7. Create short, rhythmic phrases.</p>	
	<b>Describe music</b>	D.3.1. Choose from a wide range of musical vocabulary to accurately	

	<p>This concept involves appreciating the features and effectiveness of musical elements.</p>	<p>describe and appraise music including:</p> <ul style="list-style-type: none"> <li>• pitch</li> <li>• dynamics</li> <li>• tempo</li> <li>• timbre</li> <li>• texture</li> <li>• lyrics and melody</li> <li>• sense of occasion</li> <li>• expressive</li> <li>• solo</li> <li>• rounds</li> </ul>	
French	<p><b>A) Read fluently</b> This concept involves recognising key vocabulary and phrases.</p>	<p>A.1.1. Read out loud everyday words and phrases.</p> <p>A.1.2. Use phonic (or logographic in Mandarin) knowledge to read words.</p> <p>A.1.3. Read and understand short written phrases.</p> <p>A.1.4. Read out loud familiar words and phrases.</p> <p>A.1.5. Use books or glossaries to find out the meanings of new words.</p>	<p>Week 1. Name types of word class in a sentence. Describe the colour of a shape. Describe the colour and size of shape. Write a sentence using a size and colour adjective following a model.</p> <p>Week 2. Say sentences using a noun and size/colour adjective. Ask a question by using a question voice. Name the 2 groups of nouns.</p> <p>Week 3. Name the indefinite article for each group of nouns</p> <p>Find a translation of a noun in a dictionary</p> <p>Find the gender of a noun in the dictionary and use the correct indefinite article.</p> <p>Week 4. Identify masculine and feminine nouns. Say what happens to an adjective if it is describing a feminine</p>
	<p><b>B) Write imaginatively</b> This concept involves using key vocabulary and phrases to write ideas.</p>	<p>B.1.1. Write or copy everyday words correctly.</p> <p>B.1.2. Label items and choose appropriate words to complete short sentences.</p> <p>B.1.3. Write one or two short sentences.</p> <p>B.1.4. Write short phrases used in everyday conversations correctly.</p>	

	<p><b>C) Speak confidently</b> This concept involves using key vocabulary and phrases to verbally communicate ideas.</p>	<p>C.1.1. Understand a range of spoken phrases.</p> <p>C.1.2. Understand standard language (sometimes asking for words or phrases to be repeated).</p> <p>C.1.3. Answer simple questions and give basic information.</p> <p>C.1.4. Give responses to questions about everyday events.</p> <p>C.1.5. Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns.</p>	<p>noun. Pronounce size and colour adjectives in feminine form. Say a sentence using adjectives and nouns in both masculine and feminine.</p> <p>Week 5. Create a zig zag book. Select words from the dictionary. Write a sentence using a model with an indefinite article, noun and adjective.</p> <p>Week 6. Children write their sentences in zig zag book and illustrate.</p>
	<p><b>D) Understand the culture of the countries in which the language is spoken</b> This concept involves the background knowledge and cultural capital needed to infer meaning from interaction</p>	<p>D.1.1. Identify countries and communities where the language is spoken.</p> <p>D.1.2. Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.</p> <p>D.1.3. Show awareness of the social conventions when speaking to someone.</p>	
PE	<p><b>A) Develop practical skills in order to participate, compete and lead a healthy lifestyle</b> This concept involves learning a range of physical movements and sporting techniques.</p>	<p>C.3.1. Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <p>C.3.2. Work alone, or with team mates in order to gain points or possession.</p> <p>C.3.3. Strike a bowled or volleyed ball with accuracy.</p> <p>C.3.4. Use forehand and backhand when playing racket games.</p> <p>C.3.5. Field, defend and attack actively by anticipating the direction</p>	<p><u>Weeks 1-7</u> <u>Weeks 1-7</u> 1. Outdoor - <u>Invasion Games</u> Hockey</p> <p>1. Indoor - <u>ball games</u> Basketball</p>

		<p>of play.</p> <p>C.3.6. Choose the most appropriate tactics for a game.</p> <p>C.3.7. Uphold the spirit of fair play and respect in all competitive situations.</p> <p>C.3.8. Lead others when called upon and act as a good role model within a team.</p>	
PSHE	Me and My Relationships	<p>I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p> <p>I can use assertive behaviours to keep myself safe from peer influence or pressure.</p> <p>I can work through challenges I have with my friends with respect, assertiveness and understanding.</p> <p>I can give examples of negotiation and compromise. I can use these in a practical situation</p> <p>I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.</p>	<p>Week 1 = Working Together</p> <p>Week 2 = Solve the Friendship Problem</p> <p>Week 3 = Dan's Day</p> <p>Week 4 = Behave Yourself</p> <p>Week 5 = Assertiveness Skills</p> <p>Week 6 = Don't Force Me</p> <p>Week 7 = Acting Appropriately</p>

For English and maths plan see separate long term plans.