



Medium Term Plan – Autumn 2

A Journey Through Time

Greenfinch - Toys

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	A. Investigate and interpret the past	1.1 Observe or handle evidence to ask questions and find answers to questions about the past. 1.2 Ask questions such as: What was it like for people? What happened? How long ago? 1.3 Use artefacts, pictures, stories, online sources and databases to find out about the past. 1.4 Identify some of the ways the past has been represented.	Week 1: Children to explore what toys are and learn about changes within living memory. Children to discover different ways we learn about the past. Week 2: Children to learn about Victorian toys. Week 3: Children to research toys from the past by discovering their parents and grandparents favourite toys.
	B. Build an overview of world history	1.2 Describe significant people from the past.	Week 4: Children to learn about early

	C. Understand chronology	1.3 Recount changes that have happened in their own lives 1.4 Use dates where appropriate	20 th century toys and compare them to modern toys. Week 5: Children to learn about how toys have changed over the past 200 years
	D. Communicate historically	1.1 Use words and phrases such as: a long time ago, recently, when my parents/cares were children, years, decades and centuries to describe the passing of time. 1.2 Show an understanding of the concept of nation and a nation's history. 1.3 Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	
Geography	A 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?)	Week 6 and 7: Children to learn about toys from different countries.
Art & Design	A. Develop ideas	1.1 Respond to ideas and starting points. 1.2 Explore ideas and collect visual information. 1.3 Explore different methods and materials as ideas develop.	Week 5: Children will follow a tutorial to draw a nutcracker. Week 6: Children will paint their nutcracker using watercolour paints. Week 7: Children to create Christmas
	B. Master techniques Painting Drawing	1.1. Use thick and thin brushes. 1.2. Mix primary colours to make secondary. 1.3. Add white to colours to make tints and black to colours to make tones. 1.4. Create colour wheels.	

		1.12 Draw lines of different sizes and thickness.	cards and Christmas art.
Design & Technology	A. Master practical skills Materials Construction	1.4 Cut materials safely using tools provided. 1.6 Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). 1.7 Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). 1.13 Use materials to practice drilling, screwing, gluing and nailing materials to make and strengthen products.	Week 1: Children to look at some Victorian toys and figure out how to play with them. Week 2: Children to make a thaumatrope and cup in ball toy from a template.
	B. Design, make, evaluate and improve.	1.1 Design products that have a clear purpose and an intended user. 1.2 Make products, refining the design as work progresses.	Week 3: Children to design their own thaumatrope or cup in ball toy. Week 4: Children to create their toy from their design.
	C. Take inspiration from design throughout history.	1.1 Explore objects and designs to identify likes and dislikes of the designs. 1.2 Suggest improvements to existing designs. 1.3 Explore how products have been created.	

	Key Skills	Milestones Covered	Lesson Outline
Science	A. Work scientifically	1.1 Ask simple questions. 1.2 Observe closely, using simple equipment.	Changing Seasons Week 1: to learn about the different seasons.

		<p>1.4 Identify and classify.</p> <p>1.5 Use observations and ideas to suggest answers to questions.</p> <p>1.6 Gather and record data to help in answering questions.</p>	<p>Week 2: to learn about the changes that happen in autumn.</p> <p>Week 2: to learn about different types of weather.</p> <p>Week 3: to learn about the sun and how it affects daylight.</p> <p>Week 4: to learn about the changes that happen in winter.</p>
	<p>H. Understand light and seeing This concept involves understanding how light and reflection affect sight.</p>	<p>H.1.1. Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.</p>	
	<p>K. Understand the Earth's movement in space This concept involves understanding what causes seasonal changes, day and night.</p>	<p><i>K.1.1. Observe the apparent movement of the Sun during the day.</i></p> <p>K.1.2. Observe changes across the four seasons.</p> <p>K.1.3. Observe and describe weather associated with the seasons and how day length varies.</p>	
RE	<p>A. Understand beliefs and teachings</p>	<p>1.1 Describe some of the teachings of a religion.</p> <p>1.2 some of the main festivals or celebrations of a religion.</p>	<p>Should we celebrate Harvest or Christmas?</p> <p>Week 1: Children to learn about the different celebrations of Harvest and Christmas. They will learn about what happens at each of them at home, school and in the church. Children to think about which celebration they prefer.</p> <p>Week 2: Children to learn about Remembrance Sunday and why it is</p>
	<p>B. Understand practices and lifestyles</p>	<p>1.1 Recognise and name some religious artefacts, places and practices.</p>	
	<p>C. Understand how beliefs are conveyed</p>	<p>1.1 Name some religious symbols.</p> <p>1.2 Explain the meaning of some religious symbols.</p>	

	D. Reflect	<p>1.1 Identify the things that are important in their own lives and compare these to religious beliefs.</p> <p>1.2 Relate emotions to some of the experiences of religious figures studied.</p> <p>1.3 Ask questions about puzzling aspects of life.</p>	<p>important. Children to make poppies and other remembrance crafts.</p> <p>Week 3: Children to learn about the Jewish festival of Sukkot. They will learn about the different symbols and why it is important to be thankful for food.</p>
	E. Understand values	<p>1.1 Identify how they have to make their own choices in life.</p> <p>1.2 Explain how actions affect others.</p> <p>1.3 Show an understanding of the term 'morals'.</p>	<p>Week 4: Children to learn about the story behind Christmas and focus on the giving of gifts and why it is important to be thankful at Christmas.</p> <p>Week 5: Children to think about whether Christmas or Harvest is more important to Jews and why.</p> <p>Week 6: Children to think about whether Christmas or Harvest is more important to Christians and why.</p> <p>Week 7: Children to think about which festival they think is more important now. Children to think about their opinions from the start of term to how they feel now.</p>

Computing	Creating Media – Digital Painting	<ul style="list-style-type: none"> - I can draw lines on a screen and explain which tools I used - I can make marks on a screen and explain which tools I used - I can use the paint tools to draw a picture - I can make marks with the square and line tools - I can use the shape and line tools effectively - I can use the shape and line tools to recreate the work of an artist - I can choose appropriate shapes - I can create a picture in the style of an artist - I can make appropriate colour choices - I can choose appropriate paint tools and colours to recreate the work of an artist - I can say which tools were helpful and why - I know that different paint tools do different jobs - I can change the colour and brush sizes - I can make dots of colour on the page - I can use dots of colour to create a picture in the style of an artist on my own - I can explain that pictures can be made in lots of different ways - I can say whether I prefer painting using a computer or using paper - I can spot the differences between painting on a computer and on paper 	<p>Week 1: to describe what different tools do.</p> <p>Week 2: to use the shape tool and the line tool.</p> <p>Week 3: to make careful choices when painting a digital picture.</p> <p>Week 4: to explain why I chose the tools I used.</p> <p>Week 5: to use a computer on my own to paint a picture.</p> <p>Week 6: to compare painting a picture on a computer and on paper.</p>
Music	A. Perform	<p>1.1 Take part in singing, accurately following the melody.</p> <p>1.2 Follow instructions on how and when to sing or play an instrument.</p> <p>1.3 Make and control long and short sounds, using voice and instruments.</p> <p>1.4 Imitate changes in pitch.</p>	<p>Rhythm in the Way we Walk</p> <p>Listen to and appraise Hip Hop songs. Learn and perform a selection of songs. Improvise with percussion instruments.</p> <p>Christmas Nativity and Christmas carols and songs.</p>

	B. Compose	<p>1.1 Create a sequence of long and short sounds.</p> <p>1.2 Clap rhythms.</p> <p>1.3 Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>1.4 Choose sounds to create an effect.</p> <p>1.5 Sequence sounds to create an overall effect.</p> <p>1.6 Create short, musical patterns.</p> <p>1.1 Create short, rhythmic phrases.</p>	
	C. D) Describe music	<p>1.1 Identify the beat of a tune.</p> <p>1.2 Recognise changes in timbre, dynamics and pitch.</p>	
PE	<p>A) Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> <p>Games, Gymnastics</p>	<p>1.1 Use the terms 'opponent' and 'team-mate'.</p> <p>1.2 Use rolling, hitting, running, jumping, catching and kicking skills in combination.</p> <p>1.3 Develop tactics</p> <p>1.4 Lead others when appropriate</p> <p>A.1.9. Copy and remember actions.</p>	<p>Send and Return Unit 2</p> <p>Week 1: to send the ball over a net to our partner.</p> <p>Week 2: to track and stop a moving object using both our hands.</p> <p>Week 3: To learn why different muscles are important when playing games.</p> <p>Week 4: to send balls accurately from different positions e.g. kneeling or sitting.</p> <p>Week 5: to spot space in the playing area</p>

		<p>A.1.10. Move with some control and awareness of space.</p> <p>A.1.11. Link two or more actions to make a sequence.</p> <p>A.1.12. Show contrasts (such as small/tall, straight/curved and wide/narrow).</p> <p>A.1.13. Travel by rolling forwards, backwards and sideways.</p> <p>A.1.14. Hold a position whilst balancing on different points of the body.</p> <p>A.1.15. Climb safely on equipment.</p> <p>A.1.16. Stretch and curl to develop flexibility.</p> <p>A.1.17. Jump in a variety of ways and land with increasing control and balance.</p>	<p>and hit the ball there. Week 6: to play a game with a partner.</p> <p>Gymnastics Unit 1</p> <p>Week 1: to perform 'like' actions in a sequence. Week 2: to carry and set up apparatus safely. Week 3: to perform shapes on large and small body parts. Week 4: to take off and land and use shape in our jumps. Week 5: to travel on out feet, showing good body tension. Week 6: to learn how to create different levels in our performance.</p>
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PSHE	<u>Valuing Difference</u>	<p>I can say ways in which people are similar as well as different.</p> <p>I can say why things sometimes seem unfair, even if they are not to me.</p> <p>I can talk about what bullying is.</p> <p>I can say ways to show kindness towards others.</p>	<p>Week 1: To know the key differences between teasing, being unkind and bullying.</p> <p>Week 2: To recognise that everyone is different and will have different thoughts and ideas.</p> <p>Week 3: To celebrate and begin to show empathy for those who are different.</p> <p>Week 4: To identify those who are special to them (and their special qualities).</p> <p>Week 5: To identify ways in which we can show kindness towards others and how that makes them feel.</p>
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For English and maths plan see separate long term plans.