



Medium Term Plan – Autumn 2

Journey through time

Owls

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	1. Investigate and interpret the past	<ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. 	History of Flight. Week 1: What is flight? Week 2: Hot air balloons and airships Week 3: Early airplanes Week 4: Development of flight Week 5: The jet age Week 6: Space flight
	2. Build an overview of world history	<ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. 	
	3 Understand chronology	<ul style="list-style-type: none"> Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Use dates where appropriate. 	
	4. Communicate historically	<ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. 	
Geography	1. Investigate places	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. 	Week 2: Locate France, Italy and the UK Week 3: Locate USA and UK Week 4: Locate countries visited

	3 Communicate geographically	<ul style="list-style-type: none"> 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. 	
Art & Design	1. Develop ideas	<ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. 	Week 1: Firework art Week 2: Design a Montgolfier style hot air balloon
	2. Master techniques	<ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels. Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. 	Week 5: Draw the view looking down to earth Week 6: Christmas art
	3. Take inspiration from the greats	<ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. 	
Design & Technology	1. Master practical skills	<ul style="list-style-type: none"> Cut materials safely using tools provided. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). 	Week 3: Leonardo Da Vinci & design a flying machine Week 4: Paper airplanes
	2. Design, make, evaluate and improve.	<ul style="list-style-type: none"> Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses. 	
	3. Take inspiration from design throughout history.	<ul style="list-style-type: none"> Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. 	
Enrichment Opportunities			

	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	<ul style="list-style-type: none"> • Ask simple questions. • Identify and classify. • Use observations and ideas to suggest answers to questions. 	<u>Living Things</u> Week 1: Animal classification Week 2: Non-living and living things Week 3: Life stages Week 4: Animals and their babies Week 5: Herbivore, Omnivore or Carnivore? Week 6: Design a natural history museum
	2. Understand animals and humans	<ul style="list-style-type: none"> • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). • Notice that animals, including humans, have offspring which grow into adults. 	
	3. Investigate living things	<ul style="list-style-type: none"> • Explore and compare the differences between things that are living, that are dead and that have never been alive. 	
RE	2 Understand practices and lifestyles	<ul style="list-style-type: none"> • Recognise, name and describe some religious artefacts, places and practices. 	<u>Do religious symbols mean the same to everyone?</u> Week 1: Clothing and symbols Week 2: Jewish symbols Week 3: Christian symbols Week 4: Christmas symbols Week 5: Does wearing symbols help you to believe? Week 6: What symbols are important to you?
	4. Understand how beliefs are conveyed	<ul style="list-style-type: none"> • Name some religious symbols. • Explain the meaning of some religious symbols. 	
	5. Reflect	<ul style="list-style-type: none"> • Identify the things that are important in their own lives and compare these to religious beliefs. 	
	6. Understand values	<ul style="list-style-type: none"> • Identify how they have to make their own choices in life. 	
Computing	1. Code	<ul style="list-style-type: none"> • Control motion by specifying the number of steps to travel, direction and turn. • Select sounds and control when they are heard, their duration and volume. 	Week 1: Algorithms Week 2: Beebots and Roamers Week 3: Kodable Week 4: Kodable

		<ul style="list-style-type: none"> Specify the nature of events (such as a single event or a loop). 	<p>Week 5: Hour of Code Week 6: 2 publish</p>
	2. Communicate	<ul style="list-style-type: none"> Use a range of applications and devices in order to communicate ideas, work and messages. 	
Music	1. Perform	<ul style="list-style-type: none"> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. 	<p><u>Ho Ho Ho</u> Listen and appraise varied styles of music Learn to the song Ho Ho Ho. Musical games. Play instruments. Performance.</p>
	3. Describe music	<ul style="list-style-type: none"> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. 	<p>Nativity songs</p>
PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<ul style="list-style-type: none"> Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate. 	<p><u>Gymnastics – Linking</u> Week 1: Developing linking using rolling. Week 2: Linking on apparatus. Week 3: Jump, roll, balance sequences. Week 4: Jump, roll balance on apparatus. Week 5: Creation of sequences. Week 6: Completion of sequences and performance.</p> <p><u>Aiming</u> Week 1: Throwing underarm at a target Week 2: Throwing overarm at a target Week 3: Target games Week 4: Ball games Week 5: Catching games Week 6: Team games</p>
		<ul style="list-style-type: none"> Copy and remember actions. Move with some control and awareness of space. Link two or more actions to make a sequence. Show contrasts (such as small/tall, straight/curved and wide/narrow). Travel by rolling forwards, backwards and sideways. Hold a position whilst balancing on different points of the body. Climb safely on equipment. Stretch and curl to develop flexibility. Jump in a variety of ways and land with increasing control and balance. 	
PSHE	1. Try new things	<ul style="list-style-type: none"> Talk about some things of personal interest. Concentrate on things of interest. 	<p><u>Valuing Difference</u> Week 1: What makes us who we are? Week 2: How do we make others feel?</p>

	4. Push themselves	<ul style="list-style-type: none"> • Explain feelings in uncomfortable situations. • Listen to people who try to help. 	<p>Week 3: My special people.</p> <p>Week 4: When someone is feeling left out.</p> <p>Week 5: An act of kindness.</p> <p>Week 6: Solve the problem.</p>
	5. Understand others	<ul style="list-style-type: none"> • Show an awareness of someone who is talking. • Show an understanding that one's own behaviour affects other people. • Listen to other people's point of view. 	

For English and maths plan see separate long term plans.