



Medium Term Plan – Autumn 2

A Journey Through Time – Stone Age

Ibis

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	1. Investigate and interpret the past	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. 	<p>Week 1: What was the Stone Age and when did it occur? Timeline and KWL grid.</p> <p>Week 2: How do we know about the Stone Age? - Introduction to the Stone Age</p> <p>Week 3: Prehistoric Achievement</p> <p>Week 4: Skara Brae? Research</p> <p>Week 5: Produce a leaflet on Skara Brae based on research in Week 4.</p> <p>Week 6: Investigating Stone Age lifestyle choices.</p>
	2. Build an overview of world history	<ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	
	3. Understand chronology	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Use dates and terms accurately in describing events. 	

		Use original ways to present information and ideas.	
	1. Investigate and interpret the past	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. <p>Understand that no single source of evidence gives the full answer to questions about the past.</p>	
Geography	1. Investigate places	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. 	Week 4: Research Skara Brae Week 6: Investigating Stone Age lifestyle choices
	2. Communicate geographically	<ul style="list-style-type: none"> • Human geography, including: settlements and land use. 	
Art & Design	1. Develop ideas	<ul style="list-style-type: none"> • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. 	Week 1. Pebble and Fossil painting Week 2. Lascaux's Cave – Chalk pastels Week 3. Stone Age homes - Models Week 4. Stone Age Coil pots – Clay Week 5. Stone Age Silhouettes – Wash Week 6. Stone Age Figures - Textiles
	2. Master Techniques	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. 	
Design & Technology	1. Master practical skills	<ul style="list-style-type: none"> • Create series and parallel circuits 	<u>Designing and making an alarm system.</u> Plan, design and make an electrical alarm

	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 by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. 	system for house security. Use cutting, mechanics, measuring, art skills and decorating techniques. (4/5 lessons/hours)
	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. • Disassemble products to understand how they work. 	
Enrichment Opportunities	Helping others		

	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	<ul style="list-style-type: none"> • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during experiments. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or 	<ol style="list-style-type: none"> 1. Investigating how a variety of sounds are made. 2. Investigating how sound travels through different materials 3. Investigating pitch 4. Finding patterns between the pitch of a sound and features of the object that produce it 5. Measuring the volume of sound 6. Recognising sounds get fainter as distance from source increases.

		arguments.	
	9. Investigating sound and hearing	<p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <ul style="list-style-type: none"> • 	
RE	1. Understand beliefs and teachings	<ul style="list-style-type: none"> • Present key teachings and beliefs of a religion • Refer to religious figures and holy books to explain answers. 	<p><u>Does the Christian narrative need Mary?</u></p> <p>Week 1. Who is Mary and why did God choose her to be the mother of Jesus?</p> <p>Week 2. Linking Bible stories to Christian beliefs about Mary.</p> <p>Week 3. To investigate the Symbols of Mary</p> <p>Week 4. How important is Mary in different Christian faiths?</p> <p>Week 5. Mary in the Orthodox Church</p> <p>Week 6. Recapping and assessment of</p>
	2. Understand practices and lifestyles	<ul style="list-style-type: none"> • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. 	
	3. Understand how beliefs are conveyed	<ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts. 	
	4. Reflect	<ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. 	
	5. Understand values	<ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or 	

		<p>individuals affect behaviour and actions.</p> <ul style="list-style-type: none"> • Discuss and give opinions on stories involving moral dilemmas. 	
Computing	1. Code	<ul style="list-style-type: none"> • Set IF conditions for movements. Specify types of rotation giving the number of degrees. • Specify conditions to trigger events. • Use specified screen coordinates to control movement. • Use variables to store a value. 	<p><u>We are toy designers</u> Week 1. Finding out about inputs and outputs Week 2. Designing a toy flow chart Week 3. Designing a toy in scratch Week 4. Programming the toy simulation Week 5. Testing and improving the toy Week 6. Pitching the toy – Dragon’s Den</p>
	2. Connect	<ul style="list-style-type: none"> • Understand the term ‘copyright’. • Understand how online services work. 	
	3. Communicate	<ul style="list-style-type: none"> • Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. 	
Music	1. Perform	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Perform with control and develop skills using instruments. • Maintain a simple part within a group. • Play notes on an instrument with care so that they are clear. 	<p><u>Glockenspiel 2</u> Week 1. Finding out about pulse – use pulse to create a rap. Week 2. Finding out about music – Pitch – use instruments. Week 3. Learn and play some of the notes in the song Definitely Week 4. Playing the song Definitely Week 5. Compose a song using the 3 notes from Definitely Week 6. Perform the song with improvisation.</p>
	2. Compose	<ul style="list-style-type: none"> • Compose and perform melodic songs with chorus and verses. • Create rhythmic patterns with an awareness of timbre and duration. • Create repeated patterns with a range of instruments. • Choose, order, combine and control sounds to create an effect. 	
	3. Transcribe	<ul style="list-style-type: none"> • Recognise the notes EDF and FACE on the musical stave 	
French	1. Read fluently	<ul style="list-style-type: none"> • Use a translation dictionary or glossary to look up new words. • Show confidence in reading aloud 	<p><u>Cave Languages – Lessons 33-37</u> 1. Building simple sentences with ‘tu as’ a and ‘voici’. 2. Drawing and writing sentences about items in a pencil case 3. Draw and write sentences using ‘voici’ and ‘et’.</p>
	2. Write imaginatively	<ul style="list-style-type: none"> • Write a few short sentences using familiar expressions. • Use knowledge of grammar to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words. 	

	3. Speak confidently	<ul style="list-style-type: none"> Understand the main points and opinions in spoken passages. Take part in conversations to seek and give information. Ask and answer simple questions and talk about interests. Demonstrate a growing vocabulary. Be understood with little difficulty. 	4. Ordering masculine and feminine words. 5. Writing sentences from memory using 'J'ai' and 'voici'. 6. Evaluation of points 1-5 7. Reinforce noun gender - Christmas words.
	4. Understand the culture of the countries in which the language is spoken	<ul style="list-style-type: none"> Make comparisons between life in countries or communities where the language is spoken and this country. Describe, with some interesting detail, some similarities and differences between countries and communities where the language is spoken. 	
PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<p>Dance:</p> <ul style="list-style-type: none"> Compose creative and imaginative dance sequences. Perform expressively and hold a precise and strong body posture. Perform and create complex sequences. Express an idea in original and imaginative ways. Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. Perform complex moves that combine strength and stamina gained through gymnastics activities. <p>Swimming:</p> <ul style="list-style-type: none"> Swim up to 25m metres unaided. Use more than one stroke and coordinate breathing as appropriate for the stroke being used. Coordinate leg and arm movements. Swim at the surface and below the water. 	<p><u>Dreams and Ambitions – Wonders of the World</u></p> <p>Learn movements and sequences for the following Wonders of the world.</p> <ol style="list-style-type: none"> The Great Wall of China The Taj Mahal The Pyramids The colosseum Machu Picchu The Great Barrier Reef
PSHE	7. Understanding Others	<ul style="list-style-type: none"> Listen first to others before trying to be understood. Change behaviours to suit different situations. Describe and understand others' points of view. 	<p><u>Valuing Differences</u></p> <ol style="list-style-type: none"> Understanding and managing conflict Understanding the right to personal space. Understanding different types of

			<p>relationships including friends and acquaintances .</p> <ol style="list-style-type: none">4. Understanding how people are different to each other (including differences of race, gender, religion);5. Understanding respect and ways of showing respect to others' differences.6. Understand and identify stereotypes, including those promoted in the media.
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For English and maths plan see separate long term plans.