



**Medium Term Plan – Autumn 2**

**A Journey Through Time – Vikings vs Anglo Saxons**

**Nightingale**

	Key Skills Covered	Milestones Covered	Lesson Outline
History	A. Investigate and interpret the past	B.1 Use sources of evidence to deduce information about the past. B.2 Select suitable sources of evidence, giving reasons for choices. B.3 Use sources of information to form testable hypotheses about the past. B.4 Seek out and analyse a wide range of evidence in order to justify claims about the past. B.5 Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. B.6 Understand that no single source of evidence gives the full answer to questions about the past.	<b><u>Vikings vs Anglo Saxons</u></b> Week 1: To explore what Britain was like before the first Viking invasions. Week 2: To find out about the Viking invasions of Britain. Week 3: To find out about the Viking settlement of Britain and how this affected the Anglo- Saxons. Week 4: To find out why King Alfred was dubbed 'Alfred the Great'. Week 5: To explore what life was like for Vikings living in Britain. Week 6: To find out how and when England became a unified country. Week 7: To find out about the end of the Anglo-Saxon and Viking era in Britain.
	B. Build an overview of world history	3.3 Compare some of the times studied with those of the other areas of interest around the world. 3.4 Describe the social, ethnic, cultural or religious diversity of past society. 3.5 Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	
	C. Understand chronology	3.1 Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). 3.2 Identify periods of rapid change in history and contrast them with times of relatively little change. 3.4 Use dates and terms accurately in describing events.	
	D. Communicate historically	3.1 Use appropriate historical vocabulary to communicate. 3.2 Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.	

		3.3 Use original ways to present information and ideas.	
Geography	A. Investigate places	<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 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: To find out about the Viking invasions of Britain.</p> <p>Week 6: To find out how and when England became a unified country.</p>
	B. Communicate geographically	3.1 Describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.	
Art & Design	B.Master techniques	<p>3.1 Sketch (lightly) before painting to combine line and colour.</p> <p>3.2 Create a colour palette based upon colours observed in the natural or built world.</p> <p>3.4 Combine colours, tones and tints to enhance the mood of a piece.</p> <p>3.5 Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>3.6 Use brush techniques and the qualities of paint to create texture.</p> <p>3.7 Develop a personal style of painting, drawing upon ideas from other artists. Mix textures (rough and smooth, plain and patterned).</p> <p>3.8 Combine visual and tactile qualities.</p>	<p>Lesson 1: Create broaches using collaging techniques.</p> <p>Lesson 2: To us clay to create Lewis Chessman.</p> <p>Lesson 3: History of illuminated letters.</p>
Design & Technology	A. Master techniques	<p>3.1 Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</p> <p>3.2 Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</p> <p>3.3 Demonstrate a range of baking and cooking techniques.</p> <p>3.4 Create and refine recipes, including ingredients, methods,</p>	<p>Lesson 4: To design and plan Anglo Saxon stew.</p> <p>Lesson 5: To prepare and cook Anglo Saxon stew.</p> <p>Lesson 6: Evaluate Anglo Saxon stew.</p>

		cooking times and temperatures.	
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	Key Skills	Milestones Covered	Lesson Outline
Science	A. Work scientifically	<p>3.4 Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</p> <p>3.5 Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</p> <p>3.6 Present findings in written form, displays and other presentations.</p> <p>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><b><u>Earth &amp; Space</u></b></p> <ol style="list-style-type: none"> <li>1. Children will have shared initial ideas about Earth and space.</li> <li>2. Children will have considered how ideas about the solar system have changed over time.</li> <li>3. Children will have modelled how Earth's rotation explains day and night.</li> <li>4. Children will have planned and completed an investigation into how shadows change over the course of a day.</li> <li>5. Children will have modelled the movement of the Moon relative to Earth.</li> <li>6. Children will have participated in a debate about the nature of the solar system</li> </ol>
	K. Understand the Earth's movement in space.	<p>3.1 Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>3.2 Describe the movement of the Moon relative to the Earth.</p> <p>3.3 Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>3.4 Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	
RE	A. Understand beliefs and teachings	<p>3.1 Explain how some teachings and beliefs are shared between religions.</p> <p>3.2 Explain how religious beliefs shape the lives of individuals and communities.</p>	<p><b><u>How do rites of passage shape the lives of different Christians?</u></b></p> <ol style="list-style-type: none"> <li>1. What is a rite of passage?</li> <li>2. How is Baptism a rite of passage for Christians?</li> </ol>
	B. Understand practices and lifestyles	<p>3.1 Explain the practices and lifestyles involved in belonging to a faith community.</p> <p>3.2 Compare and contrast the lifestyles of different faith groups and</p>	

		<p>give reasons why some within the same faith may adopt different lifestyles.</p> <p>3.3 Show an understanding of the role of a spiritual leader.</p>	<p>3. What are the symbols of Baptism?</p> <p>4. What do Christians learn from the Baptism of Jesus?</p> <p>5. Why do Christians decide to be Baptised?</p> <p>6. Evaluation</p> <p>7.</p>
	C. Understand how beliefs are conveyed	3.1 Explain some of the different ways that individuals show their beliefs.	
	D. Reflect	<p>3.1 Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</p> <p>3.2 Explain their own ideas about the answers to ultimate questions.</p> <p>3.3 Explain why their own answers to ultimate questions may differ from those of others.</p>	
	E. Understand values	<p>3.1 Explain why different religious communities or individuals may have a different view of what is right and wrong.</p> <p>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>3.3 Express their own values and remain respectful of those with different values.</p>	
Computing	Programming B – Selection in quizzes	<p>I can identify conditions in a program.</p> <p>I can modify a condition in a program.</p> <p>I can recall how conditions are used in selection.</p> <p>I can create a program with different outcomes using selection.</p> <p>I can identify the condition and outcomes in an 'if... then... else...' statement.</p> <p>I can use selection in an infinite loop to check a condition.</p> <p>I can design the flow of a program which contains 'if... then... else...' '.</p> <p>I can explain that program flow can branch according to a condition.</p> <p>I can show that a condition can direct program flow in one of two ways.</p> <p>I can identify the outcome of user input in an algorithm.</p> <p>I can outline a given task.</p> <p>I can use a design format to outline my project.</p> <p>I can implement my algorithm to create the first section of my</p>	<p><u>Programming B – Selection in quizzes</u></p> <p>1. E-safety – digital footprints</p> <p>2. Exploring conditions</p> <p>3. Selecting outcomes</p> <p>4. Asking questions</p> <p>5. Designing a quiz</p> <p>6. Testing</p> <p>7. Evaluating a quiz</p>

		<p>program.</p> <p>I can share my program with others.</p> <p>I can test my program.</p> <p>I can extend my program further.</p> <p>I can identify the setup code I need in my program.</p> <p>I can identify ways the program could be improved.</p>	
Music	A. Perform	<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.3.6. 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><u>Classroom Jazz 1</u></p> <p>Week 1: Three Note Bossa – learn to play the tune</p> <p>Week 2: Three Note Bossa – build on improvisation skills using instruments</p> <p>Week 3: Three Note Bossa – perform and share.</p> <p>Week 4: Five Note Swing – Play the tune</p> <p>Week 5: Five Note Swing – improvise using instruments</p> <p>Week 6: Five Note Swing – perform and share</p>
	B. Compose	<p>B.3.1. Create songs with verses and a chorus.</p> <p>B.3.2. Create rhythmic patterns with an awareness of timbre and duration.</p> <p>B.3.3. Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>B.3.4. Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>B.3.5. Use drones and melodic ostinati (based on the pentatonic scale).</p> <p>B.3.6. Convey the relationship between the lyrics and the melody.</p>	
	C. Transcribe	<p>C.3.1 Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>C.3.2 Read and create notes on the musical stave.</p> <p>C.3.5 Use and understand simple time signatures.</p>	
	D. Describe music	<p>D.3.1 Choose from a wide range of musical vocabulary to accurately describe and appraise music</p> <p>D.3.2. Describe how lyrics often reflect the cultural context of music and have social meaning.</p>	
French	A. Read fluently	<p>A.3.1. Read and understand the main points and some of the detail in short written texts.</p> <p>A.3.2. Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</p>	<p>Lesson 20-27</p> <p>Week 1: Hear the sound of the language at text level through a rhyme. Introduce the concept of verb endings.</p>

		A.3.4. Show confidence in reading aloud, and in using reference materials.	<p>Week 2: Develop understanding of word classes. Build sentences through the use of adverbs.</p> <p>Week 3: Hear the sound of the language at text level through a song. Develop links between letters and sounds.</p> <p>Week 4: Develop confidence in letter/sound connections and predicting spellings.</p> <p>Week 5: Produce words through the blending of sounds. Develop strategies for remembering single words.</p> <p>Week 6: Develop letter and sound connections.</p> <p>Week 7: Develop letter and sound connections through reading and writing.</p> <p>Week 8: Assessing progress and understanding.</p>
	B. Write imaginatively	<p>B.3.1. Write short texts on familiar topics.</p> <p>B.3.2. Use knowledge of grammar to enhance or change the meaning of phrases.</p> <p>B.3.3. Use dictionaries or glossaries to check words.</p> <p>B.3.5. Include imaginative and adventurous word choices.</p> <p>B.3.6. Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</p> <p>B.3.7. Use dictionaries or glossaries to check words.</p>	
	C. Speak confidently	<p>C.3.3. Take part in conversations to seek and give information.</p> <p>C.3.6. Be understood with little or no difficulty.</p>	
	D. Understand the culture of the countries in which the language is spoken	<p>D.3.1. Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</p> <p>D.3.2. Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</p>	
PE	A. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<p><b>Games</b></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.3.5. Field, defend and attack tactically by anticipating the direction 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</p>	<p><b>Volleyball:</b></p> <p>Week 1: The principles of ‘three contacts’ in pairs volleyball.</p> <p>Week 2: to move about the court and anticipate where the ball will be played.</p> <p>Week 3: To give out partner more time by throwing the ball higher.</p> <p>Week 4: To move to the net to receive the ball from our partner.</p> <p>Week 5: To move close to the net, ready</p>

		<p>situations. C.3.8. Lead others when called upon and act as a good role model within a team.</p>	<p>to receive the ball. Week 6: To serve underarm with proper volleyball technique.</p>
		<p><b><u>Dance</u></b> C.3.9. Compose creative and imaginative dance sequences. C.3.10. Perform expressively and hold a precise and strong body posture. C.3.11. Perform and create complex sequences. C.3.12. Express an idea in original and imaginative ways. C.3.13. Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. C.3.14. Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</p>	<p><b><u>Dance – Bollywood:</u></b> Week 1: To be able to perform a non-locomotor movement and use it in dance. Week 2: To perform locomotor and non-locomotor movements. Week 3: To create new and exciting group patterns. Week 4: Simple line dancing routines. Week 5: To create our own three step line dance with a partner. Week 6: To work collaboratively within our group to improve our performance.</p>
PSHE	A. Recognising and celebrating difference.	<p>I can give examples of different faiths and cultures and positive things about having these differences. I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. I can empathise with people who have been, and currently are, subjected to injustice, including through racism.</p>	<p><b><u>Valuing Difference:</u></b> Week 1: Qualities of friendship Week 2: Kind conversations Week 3: Understanding discrimination and its injustice Week 4: Living in a diverse society Week 5: Information online Week 6: Consequences of positive and negative behaviour</p>
	B. Influence and pressure of social media.	<p>I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.) I can reflect on how individual/group actions can impact on others in a positive or negative way.</p>	

For English and maths plan see separate long term plans.