



**Medium Term Plan – Autumn 2**

**Britain through the Ages**

**Owls**

	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 different ways the past has been represented.	<u>Historical Events</u> Week 1: Our own timeline Week 2: Gunpowder plot Week 3: Great fire of London Week 4: Reign of Queen Elizabeth I Week 5: Reign of Queen Elizabeth II Week 6: King Charles III Coronation
	B. Build an overview of world history	1.1. Describe historical events. 1.2. Describe significant people from the past. 1.3. Recognise that there are reasons why people in the past acted as they did.	
	C. Understand chronology	1.1. Place events and artefacts in order on a time line. 1.2. Label time lines with words or phrases such as: past, present, older and newer. 1.3. Recount changes that have occurred in their own lives. 1.4. Use dates where appropriate.	
	D. Communicate historically	1.1. 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. 1.2. Show an understanding of the concept of a nation and a nation's history. 1.3. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	

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 1: Sketching & shading Week 2: Drawing texture Week 3: Observational drawing Week 4: Zentangle art Week 5: Drawing a nativity scene Week 6: Christmas art
	B. Master techniques	1.12. Draw lines of different sizes and thickness. 1.13. Colour (own work) neatly following the lines. 1.14. Show pattern and texture by adding dots and lines. 1.15. Show different tones by using coloured pencils.	

	Key Skills	Milestones Covered	Lesson Outline
Science	A. Work scientifically	1.1. Ask simple questions. 1.2. Observe closely, using simple equipment. 1.4. Identify and classify. 1.5. Use observations and ideas to suggest answers to questions. 1.6. Gather and record data to help in answering questions.	<u>Living Things</u> Week 1: Classifying living and non-living things. Week 2: Properties of living things. Week 3: Identifying and comparing different stages of life for humans. Week 4: How animals change in appearance from infancy to adulthood. Week 5: Investigating the life stages of animals and plants. Week 6: Creating a museum information board.
	C. Understand animals and humans	1.5. Notice that animals, including humans, have offspring which grow into adults.	
	D. Investigate living things	1.1. Explore and compare the differences between things that are living, that are dead and that have never been alive.	
RE	A. Understand beliefs and teachings	1.1. Describe some of the teachings of a religion. 1.2. Describe some of the main festivals or celebrations of a religion.	<u>Why does Christmas matter to Christians?</u> Week 1: What signs show that Christmas is coming? Week 2: What can we tell about baby Jesus just by looking at him? Week 3: Preparing for a special baby Week 4: Christmas story trail Week 5: Advent traditions Week 6: What do we have to be thankful for at Christmas?
	C. Understand how beliefs are conveyed	1.1. Name some religious symbols. 1.2. Explain the meaning of some religious symbols.	
	D. Reflect	1.1. Identify the things that are important in their own lives and compare these to religious beliefs. 1.2. Relate emotions to some of the experiences of religious figures studied. 1.3. Ask questions about puzzling aspects of life.	

	E. Understand values	1.1. Identify how they have to make their own choices in life. 1.2. Explain how actions affect others.	
Computing	Creating media	<p>I can explain what I did to capture a digital photo.</p> <p>I can recognise what devices can be used to take photographs.</p> <p>I can talk about how to take a photograph.</p> <p>I can explain the process of taking a good photograph.</p> <p>I can explain why a photo looks better in portrait or landscape format.</p> <p>I can take photos in both landscape and portrait format.</p> <p>I can discuss how to take a good photograph.</p> <p>I can identify what is wrong with a photograph.</p> <p>I can improve a photograph by retaking it.</p> <p>I can experiment with different light sources.</p> <p>I can explain why a picture may be unclear.</p> <p>I can explore the effect that light has on a photo.</p> <p>I can explain my choices.</p> <p>I can recognise that images can be changed.</p> <p>I can use a tool to achieve a desired effect.</p> <p>I can apply a range of photography skills to capture a photo.</p> <p>I can identify which photos are real and which have been changed.</p> <p>I can recognise which photos have been changed.</p>	<p>Digital photography</p> <p>Week 1: To use a digital device to take a photograph.</p> <p>Week 2: To make choices when taking a photograph.</p> <p>Week 3: To describe what makes a good photograph.</p> <p>Week 4: To decide how photographs can be improved.</p> <p>Week 5: To use tools to change an image.</p> <p>Week 6: To recognise that photos can be changed.</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><u>Ho Ho Ho</u></p> <p>Listen and appraise varied styles of songs.</p> <p>Learn the song Ho Ho Ho.</p> <p>Improvise with percussion instruments.</p> <p>Performance</p> <p>Nativity performance</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>1.7 Create short, rhythmic phrases</p>	

	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	A. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<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>1.9. Copy and remember actions.</p> <p>1.10. Move with some control and awareness of space.</p> <p>1.11. Link two or more actions to make a sequence.</p> <p>1.12. Show contrasts (such as small/tall, straight/curved and wide/narrow).</p> <p>1.13. Travel by rolling forwards, backwards and sideways.</p> <p>1.14. Hold a position whilst balancing on different points of the body.</p> <p>1.15. Climb safely on equipment.</p> <p>1.16. Stretch and curl to develop flexibility.</p> <p>1.17. Jump in a variety of ways and land with increasing control and balance.</p>	<p><u>Dance</u></p> <p>Week 1: To combine 4 elements into a floor sequence.</p> <p>Week 2: To create power in a variety of different jumps.</p> <p>Week 3: To take weight on our hands and move in different ways.</p> <p>Week 4: To use our flexibility in a bridge and japana gymnastic shape.</p> <p>Week 5: To perform the point balance arabesque.</p> <p>Week 6: To perform a teddy roll.</p> <p><u>Send and Return</u></p> <p>Week 1: To feed a ball to our partner with consistency.</p> <p>Week 2: To send the ball to different parts of the court.</p> <p>Week 3: To throw and catch in a seated position.</p> <p>Week 4: To accurately serve the ball to different parts of the court.</p> <p>Week 5: To use overarm attacking shots in a game.</p> <p>Week 6: To manage what we should be doing within the competition.</p>

PSHE	Valuing Difference	<ul style="list-style-type: none"> <li>• I can be respectful of those who are different to me.</li> <li>• I can describe how someone can change someone's feelings.</li> <li>• I can tell you why it is important to show good listening to people who think differently to me.</li> <li>• I can name and suggest strategies to someone who feels left out.</li> <li>• I can be kind and use kind words to my friends.</li> </ul>	<ol style="list-style-type: none"> <li>1. To identify differences and similarities between others.</li> <li>2. Recognise and explain how a person's behaviour can affect other people.</li> <li>3. To learn and use different ways to show good listening.</li> <li>4. Explain how it feels to be part of a group and left out of a group.</li> <li>5. To recognise and talk about acts of kindness and how they can impact others.</li> </ol>
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For English and maths plan see separate long term plans.