



Medium Term Plan – Autumn 2

A Journey Through Time – Anglo Saxons

Nightingale

	Key Skills Covered	Milestones Covered	Lesson Outline
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: Who were the Anglo-Saxons? Week 2: Why did the Anglo Saxons want to settle in Britain? Week 3: How was Anglo-Saxon Britain ruled? Week 4: How did Anglo-Saxons write things down? Week 5: How did Anglo-Saxons find out about Christianity? Week 6: Sutton Hoo</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. 	
	4. Communicate historically	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. 	

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. 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. 	Week 2: Why did the Anglo Saxons want to settle in Britain?
	2. Investigate patterns	<ul style="list-style-type: none"> Understand some of the reasons for geographical similarities and differences between countries. Describe geographical diversity across the world. 	
	3. Communicate geographically	<ul style="list-style-type: none"> 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	2.	<ul style="list-style-type: none"> Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists. 	<p>Lesson 1: Create broaches using collaging techniques.</p> <p>Lesson 2: To sketch and paint Anglo Saxon sheaths of corn.</p> <p>Lesson 3: History of illuminated letters.</p>
Design & Technology	3.	<ul style="list-style-type: none"> Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Demonstrate a range of baking and cooking techniques. Create and refine recipes, including ingredients, methods, cooking times and temperatures. 	<p>Lesson 4: To design and plan Anglo Saxon bread.</p> <p>Lesson 5: To prepare and cook Anglo Saxon bread.</p> <p>Lesson 6: Evaluate Anglo Saxon bread.</p>

Enrichment Opportunities	<ul style="list-style-type: none"> Sutton Hoo workshop with Wallingford Museum
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	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 arguments. 	<p><u>Earth & Space</u></p> <ol style="list-style-type: none"> Children will have shared initial ideas about Earth and space. Children will have considered how ideas about the solar system have changed over time. Children will have modelled how Earth's rotation explains day and night. Children will have planned and completed an investigation into how shadows change over the course of a day. Children will have modelled the movement of the Moon relative to Earth. Children will have participated in a debate about the nature of the solar system
	2. Investigating materials	<p><u>Earth and Space</u></p> <ul style="list-style-type: none"> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	
RE	1. Understand beliefs and teachings	<ul style="list-style-type: none"> Explain how some teachings and beliefs are shared between religions. Explain how religious beliefs shape the lives of individuals and communities. 	<p><u>Does God Communicate with Humans?</u></p> <p>Week 1: To explore what makes people want to listen to a message.</p>
	2. Understand	<ul style="list-style-type: none"> Explain the practices and lifestyles involved in belonging to a faith 	<p>Week 2: To understand prophecy in the</p>

	practices and lifestyles	community. <ul style="list-style-type: none"> • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader. 	Christian religion. Week 3: To learn how God communicated that Mary was to be the mother of God. Week 4: To consider what makes people believe a message is true. Week 5: To explore how the birth Jesus was announced. Week 6: Preparation for Christmas.
	3. Understand how beliefs are conveyed	<ul style="list-style-type: none"> • Explain some of the different ways that individuals show their beliefs. 	
	4. Reflect	<ul style="list-style-type: none"> • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others. 	
	5. Understand values	<ul style="list-style-type: none"> • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values. 	
Computing	1.Code	<ul style="list-style-type: none"> • Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs. • Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs. 	Week 1: To control a simple circuit connected to a computer. Week 2: To write a program that includes count-controlled loops. Week 3: To explain that a loop can stop when a condition is met Week 4: To explain that a loop can be used to repeatedly check whether a condition has been met. Week 5: To design a physical project that includes selection. Week 6: To create a program that controls a physical computing project.

Music	1. Perform	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Perform with control and awareness of others. 	<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>
	2. Compose	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. 	
	3. Transcribe	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Use and understand simple time signatures. 	
	4. Describe music	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music 	
French	1. Read fluently	<ul style="list-style-type: none"> • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • Show confidence in reading aloud 	<p>Week 1:</p> <ul style="list-style-type: none"> • Explain singular and plural nouns(some) • Repeat c'est un/ ce sont des with singular and plural masculine and feminine nouns • Explain silent letter rules for final consonants(some) • Listen and identify singular and plural nouns <p>Week 2:</p> <ul style="list-style-type: none"> • Develop knowledge of letter and sound connections through predicting spelling • Develop knowledge of liaison and
	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. • Include imaginative and adventurous word choices. • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty) 	
	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. 	

	<p>4. Understand the culture of the countries in which the language is spoken</p>	<ul style="list-style-type: none"> • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country. 	<p>silent letter rules</p> <p>Week 3:</p> <ul style="list-style-type: none"> • Develop reading aloud skills • Develop reading and writing skills <p>Week 4:</p> <ul style="list-style-type: none"> • Develop understanding of position of adjectives and adjectival agreement <p>Week 5:</p> <ul style="list-style-type: none"> • State the position of petit/grand in a sentence • Explain how adjectives change when describing a feminine noun • Explain why the letters 'd' and 't' can sometimes be heard at the end of petit and grand(some) • Read and identify sentences with adjectives of size and colour. <p>Week 6:</p> <ul style="list-style-type: none"> • Write a sentence with a noun and adjective of size and colour • Explain how adjectives change when describing a feminine noun • Say what happens to an adjective when describing a plural noun(some) • Write, read and identify sentences with adjectives of size and colour in the plural
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PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<p>Gymnastics:</p> <ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, rotations, bending, stretching and twisting • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright) <p>Games:</p> <ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, etc.). • Work alone, or with team mates in order to gain points or possession. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	<p><u>Gymnastics (Counter Balance & Counter Tension):</u> Week 1: Introduction to counter balance Week 2: Application of counter balance learning onto apparatus Week 3: Sequence formation Week 4: Counter tension Week 5: Sequence completion Week 6: Performance</p> <p><u>Invasion Games:</u> Week 1: Refine passing and moving to create attacking opportunities Week 2: Explore different passes that can be used to outwit defenders Week 3: Explore different passes that can be used to outwit defenders Week 4: Refine defending as a team Week 5: Create and apply defending tactics, develop officiating Week 6: Tournament</p>
PSHE	1. Understand 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 Difference:</u> 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>

For English and maths plan see separate long term plans.