



**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"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> </ul>	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
	2. Build an overview of world history	<ul style="list-style-type: none"> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	
	3. Understand chronology	<ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Use dates and terms accurately in describing events.</li> <li>• Use original ways to present information and ideas.</li> </ul>	
	4. Communicate historically	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate.</li> <li>• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</li> </ul>	

Geography	1. Investigate places	<ul style="list-style-type: none"> <li>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>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.</li> </ul>	Week 2: Why did the Anglo Saxons want to settle in Britain?
	2. Investigate patterns	<ul style="list-style-type: none"> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> <li>Describe geographical diversity across the world.</li> </ul>	
	3. Communicate geographically	<ul style="list-style-type: none"> <li>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.</li> </ul>	
Art & Design	2.	<ul style="list-style-type: none"> <li>Mix textures (rough and smooth, plain and patterned).</li> <li>Combine visual and tactile qualities.</li> <li>Sketch (lightly) before painting to combine line and colour.</li> <li>Create a colour palette based upon colours observed in the natural or built world.</li> <li>Combine colours, tones and tints to enhance the mood of a piece.</li> <li>Use brush techniques and the qualities of paint to create texture.</li> <li>Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>	<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"> <li>Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</li> <li>Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</li> <li>Demonstrate a range of baking and cooking techniques.</li> <li>Create and refine recipes, including ingredients, methods, cooking times and temperatures.</li> </ul>	<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"> <li>Sutton Hoo workshop with Wallingford Museum</li> </ul>
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	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	<ul style="list-style-type: none"> <li>Plan enquiries, including recognising and controlling variables where necessary.</li> <li>Use appropriate techniques, apparatus, and materials during experiments.</li> <li>Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</li> <li>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</li> <li>Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</li> <li>Present findings in written form, displays and other presentations.</li> <li>Use test results to make predictions to set up further comparative and fair tests.</li> <li>Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<p><b><u>Earth &amp; Space</u></b></p> <ol style="list-style-type: none"> <li>Children will have shared initial ideas about Earth and space.</li> <li>Children will have considered how ideas about the solar system have changed over time.</li> <li>Children will have modelled how Earth's rotation explains day and night.</li> <li>Children will have planned and completed an investigation into how shadows change over the course of a day.</li> <li>Children will have modelled the movement of the Moon relative to Earth.</li> <li>Children will have participated in a debate about the nature of the solar system</li> </ol>
	2. Investigating materials	<p><b><u>Earth and Space</u></b></p> <ul style="list-style-type: none"> <li>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>Describe the movement of the Moon relative to the Earth.</li> <li>Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>	
RE	1. Understand beliefs and teachings	<ul style="list-style-type: none"> <li>Explain how some teachings and beliefs are shared between religions.</li> <li>Explain how religious beliefs shape the lives of individuals and communities.</li> </ul>	<p><b><u>Does God Communicate with Humans?</u></b></p> <p>Week 1: To explore what makes people want to listen to a message.</p>
	2. Understand	<ul style="list-style-type: none"> <li>Explain the practices and lifestyles involved in belonging to a faith</li> </ul>	<p>Week 2: To understand prophecy in the</p>

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

Music	1. Perform	<ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Perform with control and awareness of others.</li> </ul>	<u>Classroom Jazz 1</u> Week 1: Three Note Bossa – learn to play the tune Week 2: Three Note Bossa – build on improvisation skills using instruments Week 3: Three Note Bossa – perform and share. Week 4: Five Note Swing – Play the tune Week 5: Five Note Swing – improvise using instruments Week 6: Five Note Swing – perform and share
	2. Compose	<ul style="list-style-type: none"> <li>• Create songs with verses and a chorus.</li> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li> </ul>	
	3. Transcribe	<ul style="list-style-type: none"> <li>• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>• Read and create notes on the musical stave.</li> <li>• Use and understand simple time signatures.</li> </ul>	
	4. Describe music	<ul style="list-style-type: none"> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music</li> </ul>	
French	1. Read fluently	<ul style="list-style-type: none"> <li>• Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</li> <li>• Show confidence in reading aloud</li> </ul>	Week 1: <ul style="list-style-type: none"> <li>• Explain singular and plural nouns(some)</li> <li>• Repeat c'est un/ ce sont des with singular and plural masculine and feminine nouns</li> <li>• Explain silent letter rules for final consonants(some)</li> <li>• Listen and identify singular and plural nouns</li> </ul> Week 2: <ul style="list-style-type: none"> <li>• Develop knowledge of letter and sound connections through predicting spelling</li> <li>• Develop knowledge of liaison and</li> </ul>
	2. Write imaginatively	<ul style="list-style-type: none"> <li>• Write a few short sentences using familiar expressions.</li> <li>• Use knowledge of grammar to enhance or change the meaning of phrases.</li> <li>• Use dictionaries or glossaries to check words.</li> <li>• Include imaginative and adventurous word choices.</li> <li>• Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty)</li> </ul>	
	3. Speak confidently	<ul style="list-style-type: none"> <li>• Understand the main points and opinions in spoken passages.</li> <li>• Take part in conversations to seek and give information.</li> <li>• Ask and answer simple questions and talk about interests.</li> <li>• Demonstrate a growing vocabulary.</li> <li>• Be understood with little difficulty.</li> </ul>	

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