



**Medium Term Plan – Autumn 1**

**Dreams & Ambitions- British Heroes**

**Robins**

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	1. Investigate and interpret the past	A2.1 Use evidence to ask questions and find answers to questions about the past. A2.2 Use evidence to ask questions and find answers to questions about the past. A2.3 Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	<p><b><u>British Heroes</u></b></p> <p><b><u>Week 1 William Wilberforce</u></b> Find out about the abolition of slavery. Create a poster for Wilberforce’s campaign.</p> <p><b><u>Week 2 Elizabeth Fry</u></b> Find out about Elizabeth Fry’s work to reform prisons. Decide which of her life events lead her to become a campaigner.</p> <p><b><u>Week 3 Lord Shaftsbury</u></b> Find out about the work he did to reform education in Victorian times.</p> <p><b><u>Week 4 Mary Seacole</u></b> Arrange events from Mary Seacole’s life to create a timeline of her life.</p> <p><b><u>Week 5 Emmeline Pankhurst</u></b> Arrange card into arguments for or against suffrage.</p> <p><b><u>Week 6 Winston Churchill</u></b> Read events from his life and place them in chronological order.</p> <p><b><u>Week 7 Queen Victoria</u></b> Find out facts about her life and create a fact file.</p>
	2. Build an overview of world history	B2.3 Compare some of the times studied with those of other areas of interest around the world B2.4 Describe the social, ethnic, cultural or religious diversity of past society. B2.5 Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	
	3. Understand chronology	C 2.1 Understand the concept of change over time, representing this, along with evidence, on a time line. C2.3 Use dates and terms to describe events.	
	4. Communicate historically	D2.1 Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> </ul>	

		<ul style="list-style-type: none"> <li>• change</li> <li>• chronology.</li> </ul> <p>D2.2 Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	
Art & Design	1. Develop ideas	<p>A2.1 Develop ideas from starting points throughout the curriculum.</p> <p>A2.2 Collect information, sketches and resources.</p> <p>A2.3 Adapt and refine ideas as they progress.</p> <p>A2.4 Explore ideas in a variety of ways.</p> <p>A2.5 Comment on artworks using visual language.</p>	<p><u>Dreams and Ambitions- British Heroes</u></p> <p><u>Week 1</u> All about me- photo collage and drawing.</p> <p><u>Week 2</u> Self-portraits- drawing self-portraits from photographs.</p> <p><u>Week 3</u> Bridget Riley Op-Art._Create a op-art inspired picture.</p> <p><u>Week 4</u> David Hockney- use oil pastels and watercolours to create a David Hockney inspired swimming pool picture.</p> <p><u>Week 5</u> British Heroes portraits. Use sketching and drawing techniques to draw portraits of the British heroes.</p> <p><u>Week 6</u> Clay Suffragette rosettes. Create clay rosettes inspired by the Suffragette rosettes.</p> <p><u>Week 7</u> Mono print poppies. Create prints of poppies for a whole class mural.</p> <p>Oil Pastel Poppies- draw sketches of poppies and use oil pastels to add colour and texture.</p>
	2. Master techniques	<p>Paint</p> <p>B2.1 Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>B2.2 Mix colours effectively.</p> <p>B2.3 Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>B2.4 Experiment with creating mood with colour.</p> <p>Collage</p> <p>B2.5 Select and arrange materials for a striking effect.</p> <p>B2.6 Ensure work is precise.</p> <p>B2.7 Use coiling, overlapping, tessellation, mosaic and montage.</p> <p>Drawing</p> <p>B2.12 Use different hardnesses of pencils to show line, tone and texture.</p> <p>B2.13 Annotate sketches to explain and elaborate ideas.</p> <p>B2.14 Sketch lightly (no need to use a rubber to</p>	

		<p>correct mistakes).</p> <p>B2.15 Use shading to show light and shadow.</p> <p>B2.16 Use hatching and cross hatching to show tone and texture.</p> <p>Print</p> <p>B2.17 Use layers of two or more colours.</p> <p>B2.18 Replicate patterns observed in natural or built environments.</p> <p>B2.20 Make precise repeating patterns.</p>	
	3. Take inspiration from the greats	<p>C2.1 Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>C2.2 Create original pieces that are influenced by studies of others.</p>	
Design & Technology	1. Master practical skills	<p>Materials</p> <p>A2.5 Cut materials accurately and safely by selecting appropriate tools.</p> <p>A2.6 Measure and mark out to the nearest millimetre.</p> <p>A2.7 Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p> <p>A2.8 Select appropriate joining techniques.</p> <p>Construction</p> <p>A2.14 Choose suitable techniques to construct products or to repair items.</p> <p>A2.15 Strengthen materials using suitable techniques.</p>	<p>Plan, design and make (4/5 lessons/hours)</p> <p>Design and make a wooden lantern</p> <ol style="list-style-type: none"> <li>1. Design lantern</li> <li>2. Cut wood and glue together</li> <li>3. Measure and cut tracing paper accurately</li> <li>4. Decorate tracing paper</li> <li>5. Glue paper onto the lantern frame</li> <li>6. Add a battery powered tea light</li> <li>7. Evaluate design</li> </ol>
	2. Design, make, evaluate and improve.	<p>B2.1 Design with purpose by identifying opportunities to design.</p> <p>B2.2 Make products by working efficiently (such as by carefully selecting materials).</p> <p>B2.3 Refine work and techniques as work progresses,</p>	

		continually evaluating the product design.	
	3. Take inspiration from design throughout history.	C2.1 Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. C2.2 Improve upon existing designs, giving reasons for choices.	

	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	<p>A.2.1. Ask relevant questions.</p> <p>A.2.2. Set up simple, practical enquiries and comparative and fair tests.</p> <p>A.2.3. Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</p> <p>A.2.4. Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>A.2.5. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</p> <p>A.2.6. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>A.2.7. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</p> <p>A.2.8. Identify differences, similarities or changes related to simple, scientific ideas and processes.</p> <p>A.2.9. Use straightforward, scientific evidence to answer questions or to support their findings.</p>	<p><u>Rocks and Soils</u></p> <p><u>Week 1</u> Elicitation of current knowledge. Observation of different rocks and sorting them into groups based on their properties.</p> <p><u>Week 2.</u> Testing different rocks for hardness. Becoming familiar with the Moh's scale of hardness and grading rocks accordingly.</p> <p><u>Week 3</u> Exploring how rocks are formed and the different types of rocks; igneous, metamorphic and sedimentary.</p> <p><u>Week 4</u> Learning about fossil formation and making fossils. Mary Anning – scientist background.</p> <p><u>Week 5</u> Looking at different types of soil and the components and layers of soil.</p> <p><u>Week 6.</u></p>

	2. Investigating materials	F.2.1. Compare and group together different kinds of rocks on the basis of their simple, physical properties. F.2.2. Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). F.2.3. Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. F.2.4. Recognise that soils are made from rocks and organic matter.	Erosion of rock and the importance of worms in soil production.
RE	1. Understand beliefs and teachings	A2.1 Present the key teachings and beliefs of a religion. A2.2 Refer to religious figures and holy books to explain answers.	<u>What do Muslims believe about God and where did Islam start?</u> <u>Week 1</u> What do we know about different religions? Match symbols with different religions. <u>Week 2</u> How is Allah represented in art? Create Islamic patterns. <u>Week 3</u> What are the Five Pillars of Islam? Write a short description of each pillar. <u>Week 4</u> What happened during the Night of Power? Write the prayer on the hands template. <u>Week 5</u> What happens during Ramadan? Research and fill in information about Ramadan. <u>Week 6</u> What are the similarities and differences between Christianity and Islam? Fill in the comparison chart. <u>Week 7</u> Assessment
	2. Understand practices and lifestyles	B2.1 Identify religious artefacts and explain how and why they are used. B2.2 Describe religious buildings and explain how they are used.	
	3. Understand how beliefs are conveyed	C2.1 Identify religious symbolism in literature and the arts.	
	4. Reflect	D2.1 Show an understanding that personal experiences and feelings influence attitudes and actions. D2.2 Give some reasons why religious figures may have acted as they did. D2.3 Ask questions that have no universally agreed answers	
	5. Understand values	E2.1 Explain how beliefs about right and wrong affect people's behaviour. E2.2 Describe how some of the values held by	

		communities or individuals affect behaviour and actions. E2.3 Discuss and give opinions on stories involving moral dilemmas.	
Computing	Computing systems and networks – IT around us	<ul style="list-style-type: none"> <li>● use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>● understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration</li> <li>● select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>● use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<p><u>Computing Systems and Networks- Connecting Computers</u></p> <p><u>Week 1</u> How does a digital device work? This lesson introduces the concepts of input, process, and output. These concepts are fundamental to all digital devices.</p> <p><u>Week 2</u> What parts make up a digital device? Learners will develop their knowledge of the relationship between inputs, processes, and outputs and apply it to devices and parts of devices that they will be familiar with from their everyday surroundings.</p> <p><u>Week 3</u> How do digital devices help us? Learners will apply their learning from Lessons 1 and 2 by using programs in conjunction with inputs and outputs on a digital device. They will create two pieces of work with the same focus, using digital devices to create one piece of work, and non-digital tools to create the other. Learners will then compare and contrast the two approaches.</p> <p><u>Week 4</u> How am I connected? Many digital devices are now connected to other digital devices, eg computers through wires, tablets through Wi-Fi, and smartphones through mobile phone networks. The benefit of connecting digital devices is that it allows information to be shared between users and systems. This lesson introduces the concept of connections and moving information between connected devices. Learners will learn to explain how and why computers are joined together to form networks.</p>

			<p><u>Week 5</u> How are computers connected? This lesson introduces key network components, including a server and wireless access points. Learners will examine each device's functionality and look at the benefits of networking computers.</p> <p><u>Week 6</u> What does our school network look like? Learners will further develop their understanding of computer networks. They will see examples of network infrastructure in a real-world setting and relate them to the activities in Lesson 5.</p>
Music	1. Perform	<p>A2.1 Sing from memory with accurate pitch. A2.2 Sing in tune. A2.3 Maintain a simple part within a group. A2.4 Pronounce words within a song clearly. A2.5 Show control of voice</p>	<p>How does music bring us together? <u>Week 1</u> Listen and respond to 'Home is Where the Heart is'. Learn to sing the song. <u>Week 2</u> Listen and respond to 'Hallelujah Chorus'. Learn to sing the song.</p>
	2. Compose	<p>B2.1 Compose and perform melodic songs. B2.2 Use sound to create abstract effects. B2.6 Choose, order, combine and control sounds to create an effect</p>	<p><u>Week 3</u> Listen and respond to 'Let's Work it out Together'. Learn to sing the song.</p>
	3. Transcribe		<p><u>Week 4</u> Listen and respond to 'The Loco Motion'. Compose and improvise.</p>
	4. Describe music	<p>D2.1 Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. D2.2 Evaluate music using musical vocabulary to identify areas of likes and dislikes. D2.3 Understand layers of sounds and discuss their effect on mood and feelings.</p>	<p><u>Week 5</u> Listen and respond to 'Please be Kind'. Learn to sing the song 'Please be Kind'. <u>Week 6</u> Listen and respond to 'Hallelujah Chorus'. Compare to country music. Compose and improvise.</p>
French	1. Read fluently	<p>A2.1 Read and understand the main points in short written texts. A2.2 Read short texts independently.</p>	<p><u>Week 1</u> How to learn a language, sounds of French <u>Week 2</u></p>

	2. Write imaginatively	B2.1 Write a few short sentences using familiar expressions. B2.2 Express personal experiences and responses.	Greeting people, saying hello and goodbye, saying and <u>Week 3</u>
	3. Speak confidently	C2.3 Ask and answer simple questions and talk about interests. C2.4 Take part in discussions and tasks. C2.5 Demonstrate a growing vocabulary.	Understanding when someone asks how you are feeling <u>Week 4</u> Asking and saying how you are feeling <u>Week 5</u>
	4. Understand the culture of the countries in which the language is spoken	D2.1 Describe with some interesting details some aspects of countries or communities where the language is spoken. D2.2 Make comparisons between life in countries or communities where the language is spoken and this country.	Asking and saying how you are feeling, classroom actions <u>Week 6</u> Asking and saying how you are feeling, classroom actions
PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<u>Netball</u>  B.1.1. Throw and catch with control and accuracy.  B.1.3. Choose appropriate tactics to cause problems for the opposition.  B.1.4. Follow the rules of the game and play fairly.  B.1.5. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).  B.1.6. Pass to team mates at appropriate times.  B.1.7. Lead others and act as a respectful team member.	<b>Netball</b> <u>Week 1</u> We are learning to perform quick, accurate chest passes. <u>Week 2</u> We are learning to use dodging to get free from our opponent. <u>Week 3</u> We are learning to catch a netball. <u>Week 4</u> We are learning to use a bounce pass to feed the goal shooter. <u>Week 5</u> We are learning to throw for distance using a shoulder pass. <u>Week 6</u> We are learning to collect a loose ball.



		<p><u>Tag Rugby</u></p> <p>B.1.1. Throw and catch with control and accuracy.  B.1.3. Choose appropriate tactics to cause problems for the opposition.  B.1.4. Follow the rules of the game and play fairly.  B.1.5. Maintain possession of a ball (with feet, and hands)  B.1.6. Pass to team mates at appropriate times.  B.1.7. Lead others and act as a respectful team member.</p>	<p><b>Tag Rugby</b></p> <p><u>Week 1</u>  To use speed to run past defenders.</p> <p><u>Week 2</u>  Learning how to use a short pass in a game.</p> <p><u>Week 3</u>  To use agility to evade being tagged.</p> <p><u>Week 4</u>  To understand and apply the tag protocol in game situations.</p> <p><u>Week 5</u>  To close down an attacker's space as a defender.</p> <p><u>Week 6</u>  To perform a backward pass to continue an attack.</p>
PSHE	<p>1. Co-operation</p> <p>2. Friendship</p>	<ul style="list-style-type: none"> <li>• I can collaborate with a team to achieve a goal.</li> <li>• I can accept I may not always agree with others.</li> <li>• I can listen and share my opinions respectfully.</li> <li>• I can say why friends may fall out and how they can make up.</li> </ul> <ul style="list-style-type: none"> <li>• I can communicate my feelings and use this to try to manage my emotions.</li> <li>• I can say why friends may fall out and how they can make up.</li> <li>• I know how to look after my friends and stay friends.</li> </ul>	<p>Scarf- Me and My Relationships</p> <p><u>Week 1</u>  As a rule- why we have rules. Explore why rules are different for different age groups, in particular for internet-based activities. Suggest appropriate rules for a range of settings. Consider the possible consequences of breaking the rules.</p> <p><u>Week 2</u>  Looking after our special people-Identify people who they have a special relationship with. Suggest strategies for maintaining a positive relationship with their special people.</p> <p><u>Week 3</u></p>

			<p>How can we solve this problem? Rehearse and demonstrate simple strategies for resolving given conflict situations.</p> <p><u>Week 4</u> Tangram team challenge- Define and demonstrate cooperation and collaboration; Identify the different skills that people can bring to a group task. Demonstrate how working together in a collaborative manner can help everyone to achieve success.</p> <p><u>Week 5</u> Friends are special- Identify qualities of friendship. Suggest reasons why friends sometimes fall out. Rehearse and use, now or in the future, skills for making up again.</p> <p><u>Week 6</u> Thunks- Express opinions and listen to those of others. Consider others' points of view. Practise explaining the thinking behind their ideas and opinions.</p> <p><u>Week 7</u> Dan's dare- Explain what a dare is. Understand that no-one has the right to force them to do a dare. Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</p>
--	--	--	---

For English and maths plan see separate long term plans.