



**Medium Term Plan – Autumn 2**

**A Journey Through Time**

**Greenfinch - Dinosaurs**

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	1. Investigate and interpret the past	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p>	<p>Week 1: What are dinosaurs? Children to learn about dinosaurs and the types of creatures they were. Children will have an opportunity to share their knowledge and discuss what they want to learn about.</p> <p>Week 2: To learn about carnivorous dinosaurs. Children will learn about predator dinosaurs that hunted and ate a meat based diet. Children will learn about where these dinosaurs might have lived.</p>
	2. Build an overview of world history	Describe significant people from the past.	
	4. Communicate historically	Use words and phrases such as: a long time ago, recently, when my parents/cares were children, years, decades and centuries to describe the passing of time.	<p>Week 3: To learn about herbivorous and omnivorous dinosaurs. Children will learn about dinosaurs that foraged and ate a plant based diet as well as eating meat. Children will learn about where these dinosaurs might have lived.</p> <p>Week 4: To learn about dinosaurs that lived in the sea. Children will learn about</p>

			<p>dinosaurs that could swim and where they might have lived.</p> <p>Week 5: To learn about how fossils are made. Children will learn about the process that turns creatures and bones into fossils that we see today.</p> <p>Week 6: To learn about Mary Anning. Children will learn about the story of Mary Anning. A young girl who discovered the first dinosaur fossil in England.</p> <p>Week 7: Children to learn about what destroyed the dinosaurs and why we don't have dinosaurs alive today.</p>
Geography	1. Investigate places	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied.</p> <p>Name and locate the world's continents and oceans.</p>	<p>Week 2: To learn about carnivorous dinosaurs. Children will learn about predator dinosaurs that hunted and ate a meat based diet. Children will learn about where these dinosaurs might have lived.</p> <p>Week 3: To learn about herbivorous and omnivorous dinosaurs. Children will learn about dinosaurs that foraged and ate a plant based diet as well as eating meat. Children will learn about where these dinosaurs might have lived.</p>
	2. Communicate geographically	<p>Use basic geographical vocabulary to refer to:</p> <p><b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p>	

			Week 4: To learn about dinosaurs that lived in the sea. Children will learn about dinosaurs that could swim and where they might have lived.
Art & Design	1. Develop ideas	Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop	Week 1: Children to create different dinosaur skin textures using collage techniques.  Week 2: Children to use overlapping techniques to create scales and dinosaur skin texture.
	2. Master techniques	<p>Collage Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture.</p> <p>Print Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints.</p> <p>Drawing Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils.</p>	<p>Week 3: Children to experiment with printing using objects and fruit to create scales and dinosaur skin texture.</p> <p>Week 4: Children to create print templates on polystyrene of dinosaur skin texture to print.</p> <p>Week 5: Children to choose a dinosaur to practice drawing using pencils.</p> <p>Week 6: Children to print scales and skin textures on to their dinosaur picture.</p>

Design & Technology	1. Master practical skills	<p>Cut materials safely using tools provided.</p> <p>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</p> <p>Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p> <p>Use materials to practice drilling, screwing, gluing and nailing materials to make and strengthen products.</p>	Week 7: to learn about different pop-up mechanisms and make a pop-up dinosaur.
	2. Design, make, evaluate and improve.	<p>Design products that have a clear purpose and an intended user.</p> <p>Make products, refining the design as work progresses.</p>	
	3. Take inspiration from design throughout history.	<p>Explore objects and designs to identify likes and dislikes of the designs.</p> <p>Suggest improvements to existing designs.</p> <p>Explore how products have been created.</p>	
Enrichment Opportunities			

	Key Skills	Milestones Covered	Lesson Outline
Science	Work scientifically	<p>Identify and classify.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Gather and record data to help in answering questions.</p>	<p>Types of Animals</p> <p>Week 1: Children think about the things humans and animals need to stay healthy and safe and become 'animal detectives' to find animals in the school grounds</p>

	<p>Biology Understand animals and humans.</p>	<p>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).</p> <p>Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).</p>	<p>Week 2: Children learn about the different types of animals and think about how animals in zoos come from different parts of the world and are usually found in the wild.</p> <p>Week 3: Children learn about different features of animals and learn to sort and compare them based on these features.</p> <p>Week 4: Children learn to group different types of animals based on the features they learnt about in the previous lesson.</p> <p>Week 5: Children learn about omnivores, carnivore and herbivores and discover how they are different and/or similar.</p> <p>Week 6: Children create a zoo and a visitor's guide with information about the animals.</p>
RE	<p>1. Understand beliefs and teachings</p> <p>2. Understand practices and lifestyles</p> <p>3. Understand how beliefs are conveyed</p>	<p>Describe some of the teachings of a religion.</p> <p>Describe some of the main festivals or celebrations of a religion.</p> <p>Recognise and name some religious artefacts, places and practices.</p> <p>Name some religious symbols.</p>	<p>Should we celebrate Harvest or Christmas?</p> <p>Week 1: Children to learn about the different celebrations of Harvest and Christmas. They will learn about what happens at each of them at home, school and in the church. Children to think about which celebration they prefer.</p> <p>Week 2: Children to learn about the Jewish</p>

		Explain the meaning of some religious symbols.	<p>festival of Sukkot. They will learn about the different symbols and why it is important to be thankful for food.</p> <p>Week 3: Children to learn about the story behind Christmas and focus on the giving of gifts and why it is important to be thankful at Christmas.</p> <p>Week 4: Children to think about whether Christmas or Harvest is more important to Jews and why.</p> <p>Week 5: Children to think about whether Christmas or Harvest is more important to Christians and why.</p> <p>Week 6: Children to think about which festival they think is more important now. Children to think about their opinions from the start of term to how they feel now.</p>
	4. Reflect	<p>Identify the things that are important in their own lives and compare these to religious beliefs.</p> <p>Relate emotions to some of the experiences of religious figures studied.</p> <p>Ask questions about puzzling aspects of life.</p>	
	5. Understand values	<p>Identify how they have to make their own choices in life.</p> <p>Explain how actions affect others.</p> <p>Show an understanding of the term 'morals'.</p>	
Computing	Code	<p>Control motion by specifying the number of steps to travel, direction and turn.</p> <p>Add text strings, show and hide objects and change the features on an object.</p> <p>Control when drawings appear and set the pen colour, size and shape.</p>	<p>Week 1: Children will learn to create algorithms in real life. They will explore how to create an algorithm for cleaning teeth.</p> <p>Week 2: Children will learn to create algorithms using Beebots.</p> <p>Week 3: Children will learn to create algorithms using Kodable.</p> <p>Week 4: Children will continue creating</p>

			<p>algorithms using Kodable.</p> <p>Week 5: Children will use the Hour of Code Kodable platform.</p> <p>Week 6: Children will create a Christmas card using 2Publishing+.</p>
	Communicate	Use a range of applications and devices in order to communicate ideas, work and messages.	
Music	1. Perform	<p>Take part in singing, accurately following the melody.</p> <p>Follow instructions on how and when to sing or play an instrument.</p> <p>Make and control long and short sounds, using voice and instruments.</p> <p>Imitate changes in pitch.</p>	<p>Rhythm in the Way we Walk</p> <p>Week 1: Children will listen to Rhythm In The Way We Walk by Joanna Mangona: They will learn to find the pulse and rhythm using their bodies.</p> <p>Week 2: Children will listen to The Planets:Mars by Gustav Holst. They will compare to The Way we Walk and think about differences and similarities.</p> <p>Week 3: Children will listen to Tubular Bells by Mike Oldeld and compare to other songs we have heard.</p> <p>Week 4: Children will listen to the Banana Rap and compare to other songs we have heard.</p> <p>Week 5: Children will listen to Happy by Pharrell Williams. They will practice the Banana Rap.</p> <p>Week 6:Children will listen to - When I'm 64 by The Beatles and then perform the Banana Rap.</p>
	2. Compose	<p>Create a sequence of long and short sounds.</p> <p>Clap rhythms.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p>	
	3. Describe music	<p>Identify the beat of a tune.</p> <p>Recognise changes in timbre, dynamics and pitch.</p>	

PE	<p>1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p>	<p>Use the terms 'opponent' and 'team-mate'.</p> <p>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</p> <p>Develop tactics.</p> <p>Lead others when appropriate.</p> <p>Copy and remember actions.</p> <p>Move with some control and awareness of space.</p> <p>Link two or more actions to make a sequence.</p> <p>Show contrasts (such as small/tall, straight/curved and wide/narrow).</p> <p>Stretch and curl to develop flexibility.</p>	<p>Gymnastics</p> <p>Week 1: Children learn to make wide shapes with their bodies.</p> <p>Week 2: Children learn to make narrow shapes with their bodies.</p> <p>Week 3: Children learn to make curled shapes with their bodies.</p> <p>Week 4: Children explore the difference between wide, narrow and curled body shapes.</p> <p>Week 5: Children learn to transition their movements between wide, narrow and curled body shapes.</p> <p>Week 6: Children practice linking two movements together.</p> <p>Throwing and Catching</p> <p>Week 1: Children will learn to throw beanbags with increasing accuracy.</p> <p>Week 2: Children will develop accuracy when throwing bean bags in a team.</p> <p>Week 3: Children will begin to develop their extended throwing accuracy skills.</p> <p>Week 4: Children will practicing stopping small balls.</p> <p>Week 5: Children will develop their rolling skills to score points.</p> <p>Week 6: Children to consolidate rolling skills in team games.</p>
----	---	---	--

PSHE	1. Try new things	Talk about some things of personal interest.	<p>Valuing Difference</p> <p>Week 1: Children learn about how they are similar and different to each other. Children celebrate each other's differences.</p> <p>Week 2: Children will learn to explain the difference between unkindness, teasing and bullying.</p> <p>Week 3: Children will recap our school rules and learn about how these rules help to keep everybody safe.</p> <p>Week 4: Children will learn to identify some people who are special to them and recognise the qualities that make a person special.</p> <p>Week 5: Children will learn to recognise and explain what is fair, kind and unkind.</p> <p>Week 6: Children will explore ways they can show kindness to others.</p>
	2. Work hard	Work hard with the help of others. Take encouragement from others in areas of interest.	
	3. Concentrate	Begin to seek help when needed.	
	4. Push oneself	Explain feelings in uncomfortable situations. Listen to people who try to help.	
	5. Imagine	With help, develop ideas. Respond to the ideas of others. Respond to questions about ideas. Act on some ideas.	
	6. Improve	Share with others likes about own efforts.	
	7. Understand others	Show an awareness of someone who is talking.  Show an understanding that ones own behaviour affects other people.  Listen to other people's point of view.	
	8. Not give up	Try to think of oneself as lucky.	

For English and maths plan see separate long term plans.