



**Medium Term Plan – Autumn 1**

**Dreams & Ambitions**

**Owls**

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	1. Investigate and interpret the past	<ul style="list-style-type: none"> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> </ul>	<p><u>Children who changed the World.</u>            Week 1: What are dreams and ambitions and an overview of the rights of the child.            Week 2: Learn about Ryan Hreljac and what he did for others.            Week 3: Learn about Malala and her life.            Week 4: Learn about Riley Hebbard and what she did for others.            Week 5: Learn about Greta Thunberg and her dreams for the world.            Week 6: Think about the children’s own dreams and ambitions for the future.</p>
	2. Build an overview of world history	<ul style="list-style-type: none"> <li>Describe significant people from the past.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul>	
	4. Communicate historically	<ul style="list-style-type: none"> <li>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.</li> </ul> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>	
Geography	1. Investigate places	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> </ul>	<p>Week 2: Locate Canada and Africa.            Week 3: Locate Pakistan and the UK            Week 4: Locate USA and Sudan            Week 5: Discuss global warming</p>
Art & Design	1. Develop ideas	<ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> </ul>	<p>Week 1: Self portrait            Week 2: Colour mixing and colour wheels            Week 3: Draw with your magic pencil.</p>

	2. Master techniques	<ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> </ul>	<p>Week 5: Observational drawing</p> <p>Week 6: Harvest art</p>
Design & Technology	2. Design, make, evaluate and improve.	<ul style="list-style-type: none"> <li>• Design products that have a clear purpose and an intended user.</li> </ul>	Week 4: Design a simple game.
	3. Take inspiration from design throughout history.	<ul style="list-style-type: none"> <li>• Explore objects and designs to identify likes and dislikes of the designs.</li> <li>• Suggest improvements to existing designs.</li> </ul>	
Enrichment Opportunities			

	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	<ul style="list-style-type: none"> <li>• Ask simple questions.</li> <li>• Observe closely, using simple equipment.</li> <li>• Perform simple tests.</li> <li>• Identify and classify.</li> <li>• Use observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help in answering questions.</li> </ul>	<p><u>Use of Materials</u></p> <p>Week 1: Identifying and comparing materials.</p> <p>Week 2: Why are objects made from a particular material?</p> <p>Week 3: Exploring slime</p> <p>Week 4: Testing materials</p> <p>Week 5: Explore waterproof materials.</p> <p>Week 6: Design a nappy.</p>
	2. Investigating materials	<ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made.</li> </ul>	

		<ul style="list-style-type: none"> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> <li>Describe the simple physical properties of a variety of everyday materials.</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.</li> </ul>	
RE	4. Reflect	<ul style="list-style-type: none"> <li>Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>Relate emotions to some of the experiences of religious figures studied.</li> <li>Ask questions about puzzling aspects of life.</li> </ul>	<u>Who should you follow?</u> Week 1: Who are leaders? Week 2: Story of Moses Week 3: Story of Joshua Week 4: The role of a Rabbi and a Vicar. Week 5: Why do people need leaders? Week 6: What makes a good leader?
	5. Understand values	<ul style="list-style-type: none"> <li>Identify how they have to make their own choices in life.</li> <li>Explain how actions affect others.</li> </ul>	
Computing	1. Connect	<ul style="list-style-type: none"> <li>Understand online risks and the age rules for sites.</li> </ul>	Week 1: E-safety Week 2: Keyboard skills Week 3: 2 publish Week 4: 2 publish Week 5: Search engines and 2 publish Week 6: Search engines and 2 publish
	2. Communicate	<ul style="list-style-type: none"> <li>Use a range of applications and devices in order to communicate ideas, work and messages.</li> </ul>	
Music	1. Perform	<ul style="list-style-type: none"> <li>Take part in singing, accurately following the melody.</li> <li>Follow instructions on how and when to sing or play an instrument.</li> <li>Make and control long and short sounds, using voice and instruments.</li> <li>Imitate changes in pitch.</li> </ul>	<u>Hands, Feet, Heart - South African music</u> Listen and appraise South African songs. Learn the song Hands, Feet, Heart. Play instruments. Improvisation. Performance  Harvest festival songs
	3. Describe music	<ul style="list-style-type: none"> <li>Identify the beat of a tune.</li> <li>Recognise changes in timbre, dynamics and pitch.</li> </ul>	

PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<ul style="list-style-type: none"> <li>• Use the terms 'opponent' and 'team-mate'.</li> <li>• Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>• Develop tactics.</li> <li>• Lead others when appropriate.</li>   <li>• Copy and remember moves and positions.</li> <li>• Move with careful control and coordination.</li> <li>• Link two or more actions to perform a sequence.</li> <li>• Choose movements to communicate a mood, feeling or idea.</li> </ul>	<p><u>Dance – Explorers</u>  Week 1: Preparing for an expedition – responding to stimuli.  Week 2: Developing our motif with expression and emotion.  Week 3: Applying choreography in our motifs.  Week 4: Extending sequences with a partner in our character (explorer and jungle animal).  Week 5: Extending our motifs.  Week 6: Sequences, relationships and performance.</p> <p><u>Throwing and Catching</u>  Week 1: Bouncing and catching a ball with a partner.  Week 2: Throwing underarm accurately.  Week 3: Throwing overarm accurately.  Week 4: Throwing and catching accurately with a partner.  Week 5: Relay games.  Week 6: Team games.</p>
PSHE	4. Push oneself	<ul style="list-style-type: none"> <li>• Express doubts and fears.</li> <li>• Explain feelings in uncomfortable situations.</li> <li>• Begin to push past fears (with encouragement).</li> <li>• Listen to people who try to help.</li> </ul>	<p><u>Me and My relationships</u>  Week 1: Our ideal classroom (1)  Week 2: Our ideal classroom (2)  Week 3: How are you feeling today?  Week 4: Bullying or teasing?  Week 5: Don't do that!  Week 6: Types of bullying  Week 7: Being a good friend  Week 8: Let's all be happy!</p>
	7. Understand others	<ul style="list-style-type: none"> <li>• Show an awareness of someone who is talking.</li> <li>• Show an understanding that ones own behaviour affects other people.</li> <li>• Listen to other people's point of view.</li> </ul>	

For English and maths plan see separate long term plans.