



**Medium Term Plan – Autumn 1**

**Dreams & Ambitions**

Greenfinch – Superheroes

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	<b>A)</b> Investigate and interpret the past	1.1 Observe or handle evidence to ask questions and find answers to questions about the past. 1.2 Ask questions such as: What was it like for people? What happened? How long ago? 1.3 Use artefacts, pictures, stories, online sources and databases to find out about the past. 1.4 Identify some of the different way the past has been represented.	Week 1 - LO: to learn about what makes a superhero special.  Week 2 - LO: to learn about emergencies and how we can keep ourselves safe.  Week 3 - LO: to learn about real life superheroes.  Week 4- LO: to learn about children who have been superheroes
	<b>B)</b> Build an overview of world history	1.1 Describe historical events. 1.2 Describe significant people from the past. 1.3 Recognise that there are reasons why people in the past acted as they did.	
	<b>C)</b> Understand chronology	1.3 Recount changes that have occurred in their own lives 1.4 Use dates where appropriate.	
	<b>D)</b> Communicate	1.1 Use words and phrases such as: a long time ago, recently, when	

	historically	<p>my parents/cares were children, years, decades and centuries to describe the passing of time.</p> <p>1.2 Show an understanding of the concept of nation and a nation's history.</p> <p>1.3 Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>	
Geography	A) Investigate places	<p>1.1. 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>1.2. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>1.3. Use world maps, atlases and globes to identify the United Kingdom and its countries , as well as counties, continents and oceans studied.</p> <p>1.4. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p>	<p>Week 1 - LO: to learn about what makes a superhero special.</p> <p>Week 5 - LO: to learn about cities, towns and human geography.</p> <p>Week 6 - LO: to learn about maps and draw our own.</p> <p>Week 7 - LO: to create a city for a superhero to save.</p>
	B) Investigate patterns	1.3 Identify land use around the school.	
	B) Communicate geographically	<p>1.1 Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• key human features, including: city, town, village, factory, farm,</li> </ul>	

		<p>house, office and shop.</p> <p>1.2 Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <p>1.3 Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p>	
Art & Design	A) Develop ideas	<p>1.1 Respond to ideas and starting points.</p> <p>1.2 Explore ideas and collect visual information.</p> <p>1.3 Explore different methods and materials as ideas develop.</p>	<p>Week 1 - LO: To draw self portraits and oil pastel greenfinches</p> <p>Week 2 - LO: To create city landscapes using collage</p>
	B) Master techniques  Collage, Sculpture, Drawing	<p>1.5 Use a combination of materials that are cut, torn and glued.</p> <p>1.6 Sort and arrange materials.</p> <p>1.7 Mix materials to create texture.</p> <p>1.8 Use a combination of shapes</p> <p>1.9 Include lines and texture</p> <p>1.10 Use rolled up paper, straws, paper, card and clay as materials.</p> <p>1.11 Use techniques such as rolling, cutting, moulding and carving.</p> <p>1.12 Draw lines of different sizes and thickness</p> <p>1.13 Colour (own work) neatly following the lines.</p> <p>1.14 Show pattern and texture by adding dots and lines.</p>	<p>Week 3 -LO: To create a supertato using collage</p> <p>Week 4 - LO: To create a giant city scape using junk modelling</p>

		1.15 Show different tones by using coloured pencils	
Design & Technology	A) Master practical skills  Materials	1.4 Cut materials safely using the tools provided.  1.6 Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling)  1.7 Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).	Week 5 - LO: To learn about pop up mechanisms  Week 6 - LO: To design a superhero for a pop-up card  Week 7 -LO: To make a superhero pop up card
	B) Design, make, evaluate and improve.	1.1 Design products that have a clear purpose and an intended user. 1.2 Make products, refining the design as work progresses.	
	C) Take inspiration from design throughout history	1.1 Explore objects and designs to identify likes and dislikes of the designs.  1.2 Suggest improvements to existing designs.  1.3 Explore how products have been created	

	Key Skills	Milestones Covered	Lesson Outline
Science	A) Work scientifically	1.1 Ask simple questions. 1.2 Observe closely, using simple equipment 1.3 Perform simple tests 1.4 Identify and classify 1.5 Use observations and ideas to suggest answers to questions	<b><u>Parts of Animals 1:</u></b> Children learn what is meant by body part. <b><u>Parts of Animals 2:</u></b> Children learn what our bodies can do

		1.6 Gather and record data to help in answering questions	and functions of different body parts.
	Biology  C) Understand animals and humans	1.1 Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.  1.3 Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets.)  1.4 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<b>Parts of Animals 3:</b> Children name the senses and specify which parts of the body each sense is associated with. <b>Parts of Animals 4:</b> Children learn to describe sounds they can hear then discuss sounds they like and dislike.
	Physics  I)	1.1 Observe and name a variety of sources of sound, noticing that we hear with our ears.	<b>Parts of Animals 5:</b> Children identify distinguishing features of animals from photographs and suggest names for parts of animals. <b>Parts of Animals 6:</b> Children discuss similarities and differences between human and animal body parts.
RE	A) Understand beliefs and teachings	1.1 Describe some of the teachings of a religion.  1.2 Describe some of the main festivals or celebrations of a religion.	Is Everybody Special? Week1: Children will learn about how they are special and that everyone is special in their own way. Week 2: Children will listen to bible stories like the Lost Coin or the Lost Sheep and learn that Jesus thinks everyone is special. Week 3: Children will learn about baptism and how this is a way of showing that someone is special to God. Week 5: Children will discuss whether being part of a group or baptised makes someone special.
	B) Understand practices and lifestyles	1.1 Recognise, name and describe some religious artefacts, places and practices.	
	C) Understand how beliefs are conveyed	1.1 Name some religious symbols  1.2 Explain the meaning of some religious symbols	
	D) Reflect	1.1 Identify the things that are important in their own lives and compare these to religious beliefs.	

		<p>1.2 Relate emotions to the experiences of religious figures studied.</p> <p>1.3 Ask questions about puzzling aspects of life</p>	<p>Week 6: Children to consider what is the best way of showing someone you are special.</p>
	E) Understand Values	<p>1.1 Identify how they have to make their own choices in life.</p> <p>1.2 Explain how actions affect others</p> <p>1.3 Show an understanding of the term 'morals'.</p>	
Computing	Computing systems and networks.	<ul style="list-style-type: none"> <li>-I can explain how these technology examples help us</li> <li>- I can explain technology as something that helps us</li> <li>- I can locate examples of technology in the classroom</li> <li>-I can name the main parts of a computer</li> <li>- I can switch on and log into a computer</li> <li>- I can use a mouse to click and drag</li> <li>-I can click and drag to make objects on a screen</li> <li>- I can use a mouse to create a picture</li> <li>- I can use a mouse to open a program</li> <li>-I can save my work to a file</li> <li>- I can say what a keyboard is for</li> <li>- I can type my name on a computer</li> <li>-I can delete letters</li> <li>- I can open my work from a file</li> <li>- I can use the arrow keys to move the cursor</li> <li>-I can discuss how we benefit from these rules</li> <li>- I can give examples of some of these rules</li> <li>- I can identify rules to keep us safe and healthy when we are using technology in and beyond the home</li> </ul>	<p>Week 1 - LO: To identify technology</p> <p>Week 2 - LO: To identify a computer and its main parts</p> <p>Week 3 - LO: to use a mouse in different ways</p> <p>Week 4 - LO: to use a keyboard to type on a computer</p> <p>Week 5 - LO: To use the keyboard to edit text</p> <p>Week 6 LO: to create rules for using technology responsibly.</p>
Music	A) Perform	<p>1.1 Take part in singing, accurately following the melody.</p> <p>1.2 Follow instructions on how and when to sing or play an instrument.</p> <p>1.3 Make and control long and short sounds, using voice and instruments.</p>	<p>Hey You! Listen to and appraise Hip Hop songs. Learn and perform the song Hey You! Improvise with percussion instruments.</p>

		1.4 Imitate changes in pitch.	Harvest festival songs
	B) Compose	<p>1.1 Create a sequence of long and short sounds.</p> <p>1.2 Clap rhythms.</p> <p>1.3 Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>1.4 Choose sounds to create an effect.</p> <p>1.5 Sequence sounds to create an overall effect.</p> <p>1.6 Create short, musical patterns.</p> <p>1.7 Create short, rhythmic phrases.</p>	
	D) Describe music	<p>1.1 Identify the beat of a tune.</p> <p>1.2 Recognise changes in timbre, dynamics and pitch.</p>	
PE	A) Develop practical skills in order to participate, compete and lead a healthy	<p>1.1 Use the terms 'opponent' and 'team-mate'.</p> <p>1.2 Use rolling, hitting, running, jumping, catching and kicking skills in combination.</p> <p>1.3 Develop tactics</p>	<p><u>Dance</u></p> <p>Week 2 - LO: to show moods and feelings we would experience in the jungle.</p> <p>Week 3 - LO: to move as if we are living in</p>

	<p>lifestyle. Games, Dance,</p>	<p>1.4 Lead others when appropriate 1.5 Copy and remember moves and positions 1.6 Move with careful coordination 1.7 Link two or more actions to perform a sequence 1.8 Choose movements to communicate a mood, feeling or idea.</p>	<p>the jungle</p> <p>Week 4 - LO: to create and perform movements which show friendship</p> <p>Week 5 - LO: to perform leading and following movements.</p> <p>Week 6 -LO: to perform a short dance with a clear start, middle and end.</p> <p>Week 7 - LO: to use repeated actions in our dance.</p> <p><u>Send and Return</u></p> <p>Week 2 -LO: to slide a beanbag to a target.</p> <p>Week 3 - LO: to hit a ball in different ways with our hands.</p> <p>Week 4 LO: to move towards a ball to return it.</p> <p>Week 5 - LO: to work with a partner to stop and return a beanbag</p> <p>Week 6LO: to know what rallying is and rally with a partner.</p> <p>Week 7 - LO: to send a ball into a space to make it harder for our opponent.</p>
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PSHE	Me and My Relationships (Year 1)	<p>I can name different feelings and how they might make me behave.</p> <p>I can suggest ways of dealing with 'not so good' feelings and how to help others.</p> <p>I can recognise when I need help and who to ask.</p> <p>I can listen to others and wait my turn to speak.</p> <p>I can tell you which trusted adults at home and school keep me safe.</p> <p>I can help a friend if they are sad or worried.</p>	<p>1: Describe different feelings and how they can make our bodies feel.</p> <p>2: To know some strategies of dealing with 'not so good' feelings.</p> <p>3: To understand how our actions can hurt the feelings of others.</p> <p>4: To recognise the special qualities in family and friends.</p> <p>5: To know which special people keep us safe and how.</p>
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For English and maths plan see separate long term plans.