



Medium Term Plan – Autumn 1

Dreams & Ambitions – The Romans

Ibis

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	1. Investigate and interpret the past	<ul style="list-style-type: none"> • A.2.1. Use evidence to ask questions and find answers to questions about the past. • A.2.2. Suggest suitable sources of evidence for historical enquiries. • A.2.3. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • A.2.4. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • A.2.5. Suggest causes and consequences of some of the main events and changes in history. 	<p><u>Week 1.</u> Where did the Roman Empire come from and how did the Roman army help to expand the Roman Empire?</p> <p><u>Week 2.</u> What was Britain like before the Romans invaded?</p> <p><u>Week 3.</u> How did Britain become part of the Roman Empire and who was Boudica and how did she rebel against the Romans?</p> <p><u>Week 4.</u> What did the Romans build after they settled in Britain and what were houses like in Roman Britain?</p> <p><u>Week 5.</u> What can archaeological sites tell us about Roman Britain and how did bathhouses provide leisure for Romans in Britain?</p> <p><u>Week 6.</u> What lasting impact did the Romans leave in Britain?</p>
	2. Build an overview of world history	<ul style="list-style-type: none"> • B.2.2. Give a broad overview of life in Britain from ancient until medieval times. • B.2.4. Describe the social, ethnic, cultural or religious diversity of past society. • B.2.5. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	
	3. Understand	<ul style="list-style-type: none"> • C.2.1. Place events, artefacts and historical figures on a time 	

	chronology	<p>line using dates.</p> <ul style="list-style-type: none"> • C.2.2. Understand the concept of change over time, representing this along with evidence on a time line. • C.2.3. Use dates and terms to describe events 	
	4. Communicate historically	<ul style="list-style-type: none"> • D.2.1. Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • D.2.2. Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. 	
Geography	1. Investigate places	<ul style="list-style-type: none"> • A.2.3. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • A.2.6. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • A.2.7. Name and locate the countries of Europe and identify their main physical and human characteristics. 	<p><u>Week 1.</u> To find out where the Roman Empire originated and where it expanded to.</p> <p><u>Week 4.</u> To locate Roman Roads on a map and use a key to find towns.</p>
	2. Communicate geographically	<ul style="list-style-type: none"> • C.2.2. Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	
Art & Design	1. Develop ideas	<ul style="list-style-type: none"> • A.2.1. Develop ideas from starting points throughout the curriculum. • A.2.2. Collect information, sketches and resources. • A.2.3. Adapt and refine ideas as they progress. • A.2.4. Explore ideas in a variety of ways. • A.2.5. Comment on artworks using visual language. 	<p><u>Week 1.</u> To be able to create a Roman mosaic.</p> <p><u>Week 2.</u> To be able to create a Roman mosaic.</p> <p><u>Week 3.</u> To be able to paint a scene from a Roman myth.</p>

	2. Master techniques	<p>Painting</p> <ul style="list-style-type: none"> • B.2.1. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • B.2.2. Mix colours effectively. • B.2.4. Experiment with creating mood with colour. <p>Sculpture:</p> <ul style="list-style-type: none"> • B.2.8. Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • B.2.9. Include texture that conveys feelings, expression or movement. • B.2.10. Use clay and other mouldable materials. 	<p><u>Week 4.</u> To be able to paint a scene from a Roman myth.</p> <p><u>Week 5.</u> To be able to use clay to make a reproduction of an Ancient Roman artefact.</p> <p><u>Week 6.</u> To be able to use clay to make a reproduction of an Ancient Roman artefact.</p>
	3. Take inspiration from the greats	<ul style="list-style-type: none"> • C.2.1. Replicate some of the techniques used by notable artists, artisans and designers. • C.2.2. Create original pieces that are influenced by studies of others. 	
Design & Technology	1. Master practical skills	<p>A.2.5. Cut materials accurately and safely by selecting appropriate tools.</p> <p>A.2.6. Measure and mark out to the nearest millimetre.</p> <p>A.2.7. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p> <p>A.2.14. Choose suitable techniques to construct products or to repair items.</p> <p>A.2.15. Strengthen materials using suitable techniques.</p>	<p><u>Story Books – Pop up books</u></p> <p>Plan, design and make a pop-up story book for a child using different mechanisms to help tell an engaging story. Use cutting, mechanics, measuring, art skills and decorating techniques. (4/5 lessons/hours)</p>
	2. Design, make, evaluate and improve.	<p>B.2.1. Design with purpose by identifying opportunities to design.</p> <p>B.2.2. Make products by working efficiently (such as by carefully selecting materials).</p> <p>B.2.3. Refine work and techniques as work progresses, continually</p>	

		evaluating the product design.	
	3. Take inspiration from design throughout history.	C.2.1. Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. C.2.2. Improve upon existing designs, giving reasons for choices.	

	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	A.2.1. Ask relevant questions. A.2.5. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. A.2.7. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. A.2.8. Identify differences, similarities or changes related to simple, scientific ideas and processes. A.2.9. Use straightforward scientific evidence to answer questions or to support their findings.	<u>Electricity</u> <u>Week 1.</u> Identify common appliances that run on electricity <u>Week 2.</u> Construct a simple series electrical circuit and understand the components of a simple circuit <u>Week 3.</u> Identify whether or not a lamp will light in a simple series circuit. <u>Week 4.</u> Recognise some common conductors and insulators – part 1. <u>Week 5.</u> Recognise some common conductors and insulators - part 2. <u>Week 6.</u> Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
	10. Understand electrical circuits	J.2.1. Identify common appliances that run on electricity. J.2.2. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. J.2.3. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. J.2.4. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series	

		<p>circuit.</p> <p>J.2.5. Recognise some common conductors and insulators and associate metals with being good conductors.</p>	
RE	1. Understand beliefs and teachings	A.2.1. Present the key teachings and beliefs of a religion.	<u>Do Murtis help Hindus understand God?</u>
	2. Understand practices and lifestyles	<p>B.2.1. Identify religious artefacts and explain how and why they are used.</p> <p>B.2.3. Explain some of the religious practices of both clerics and individuals.</p>	<p><u>Week 1.</u> What are Murtis?</p> <p><u>Week 2.</u> Understanding the main values of Hinduism and the Trimurti</p> <p><u>Week 3.</u> Understanding Hindu Symbolism</p>
	3. Understand how beliefs are conveyed	<p>C.1.1. Name some religious symbols.</p> <p>C.1.2. Explain the meaning of some religious symbols.</p>	<p><u>Week 4.</u> Explore various deities through traditional Hindu stories</p> <p><u>Week 5.</u> Understanding Hindu worship</p>
	4. Reflect	<p>D.1.1. Identify the things that are important in their own lives and compare these to religious beliefs.</p> <p>D.1.2. Relate emotions to some of the experiences of religious figures studied.</p> <p>D.1.3. Ask questions about puzzling aspects of life.</p>	<p><u>Week 6.</u> Explore the avatars of Vishnu and explore what Hindus learn about God from the avatars.</p>
	5. Understand values	<p>E.2.1. Explain how beliefs about right and wrong affect people's behaviour.</p> <p>E.2.2. Describe how some of the values held by communities or individuals affect behaviour and actions.</p> <p>E.2.3. Discuss and give opinions on stories involving moral dilemmas.</p>	
Computing	Computing systems and networks – The Internet	<ul style="list-style-type: none"> • I can demonstrate how information is shared across the internet • I can describe the internet as a network of networks • I can discuss why a network needs protecting • I can describe networked devices and how they connect • I can explain that the internet is used to provide many services • I can recognise that the World Wide Web contains websites and 	<p><u>The Internet</u></p> <p>1. To describe how networks physically connect to other networks</p> <p>2. To recognise how networked devices make up the internet</p>

		<p>web pages</p> <ul style="list-style-type: none"> • I can describe how to access websites on the WWW • I can describe where websites are stored when uploaded to the WWW • I can explain the types of media that can be shared on the WWW • I can explain that internet services can be used to create content online • I can explain what media can be found on websites • I can recognise that I can add content to the WWW • I can explain that there are rules to protect content • I can explain that websites and their content are created by people • I can suggest who owns the content on websites • I can explain that not everything on the World Wide Web is true • I can explain why I need to think carefully before I share or reshare content • - I can explain why some information I find online may not be honest, accurate, or legal 	<p>3. To outline how websites can be shared via the World Wide Web (WWW)</p> <p>4. To describe how content can be added and accessed on the World Wide Web (WWW)</p> <p>5. To recognise how the content of the WWW is created by people</p> <p>6. To evaluate the consequences of unreliable content</p>
Music	A. Perform	<ul style="list-style-type: none"> • A.2.1. Sing or play from memory with accurate pitch. • A.2.2. Sing in tune. • A.2.3. Maintain a simple part within a group. • A.2.4. Pronounce words within a song clearly. • A.2.7. Perform with control and awareness of others. 	<p><u>Mamma Mia by Abba</u></p> <p><u>Week 1.</u> Listen and Appraise the song Mamma Mia and other Abba songs</p> <p><u>Week 2.</u> Learn to Sing the Song including rhythm</p> <p>Recorder - B</p> <p><u>Week 3.</u> Play Instruments with the Song Recorder - A</p> <p><u>Week 4.</u> Using band/orchestral instruments with classroom instruments to create an ensemble</p>
	B. Compose	<ul style="list-style-type: none"> • B.2.1. Compose and perform melodic songs. • B.2.3. Create repeated patterns with a range of instruments. 	

	C. Transcribe	<ul style="list-style-type: none"> • C.2.2. Recognise the notes EGBDF and FACE on the musical staff. • C.2.3. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	Recorder - G <u>Week 5.</u> Improvise with the Song: using your voices and instruments Recorder – B, A, G <u>Week 6.</u> Perform the song with improvisation.
	D. Describe music	<ul style="list-style-type: none"> • D.2.1. Use the terms duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. 	Recorder – C <u>Week 7.</u> Recap Abba topic Recorder – D
French	1. Read fluently	<ul style="list-style-type: none"> • A.1.1. Read out loud everyday words and phrases. • A.1.2. Use phonic knowledge to read words. • A.1.3. Read and understand short written phrases. • A.1.4. Read out loud familiar words and phrases. 	<u>Cave Languages</u> <u>Week 1.</u> Reminder of the concept of gender of nouns. Reminder of words for items found in a pencil case. J'ai.
	2. Write imaginatively	<ul style="list-style-type: none"> • B.1.1. Write or copy everyday words correctly. • B.1.2. Label items and choose appropriate words to complete short sentences. • B.1.3. Write one or two short sentences. • B.1.4. Write short phrases used in everyday conversations correctly. 	<u>Week 2.</u> Practising saying the words for items found in a pencil case. Tu as. Learning the song: Comment t'appelles-tu?
	3. Speak confidently	<ul style="list-style-type: none"> • C.1.1. Understand a range of spoken phrases. • C.1.3. Answer simple questions and give basic information. • C.1.4. Give responses to questions about everyday events. • C.1.5. Pronounce words showing a knowledge of sound. 	<u>Week 3.</u> Learning to read and write the words for items found in a pencil case. Learning the song: Comment t'appelles-tu?
	4. Understand the culture of the countries in	<ul style="list-style-type: none"> • D.1.2. Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. 	<u>Week 4.</u> Learning about the Eiffel Tower. Using the words 'voici' and 'et'. Learning a skipping rhyme about the Eiffel Tower. Learning the song Un, deux, trois. <u>Week 5.</u> Revision of saying, reading and writing the words for items found in a

	<p>which the language is spoken</p>		<p>pencil case. Learning the song Un, deux, trois. <u>Week 6 and 7.</u> Revision of work covered this term. Learning the song Qu'est-ce que c'est?</p>
<p>PE</p>	<p>1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p>	<p><u>Games</u></p> <ul style="list-style-type: none"> • B.1.1. Throw and catch with control and accuracy. • B.1.2. Strike a ball and field with control. • 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. 	<p><u>Hockey</u> <u>Week 1.</u> To perform a push pass with accuracy. <u>Week 2.</u> To perform a straight dribble to maintain possession. <u>Week 3.</u> To use reverse-stick to control a ball on the far-side of our body. <u>Week 4.</u> To use a slap pass to send the ball over longer distances. <u>Week 5.</u> To turn to keep the ball under control and move into space. <u>Week 6.</u> To develop new skills in competitive situations and look to improve.</p> <p><u>Tag Rugby</u> <u>Week 1.</u> To use accurate passes to create an attack as a team. <u>Week 2.</u> To pick the ball up from the floor and run with it to start an attack. <u>Week 3.</u> To keep possession of the ball and build an attack. <u>Week 4.</u> To evade being tagged. <u>Week 5.</u> To use changes of speed to create gaps to run into.</p>

			<u>Week 6.</u> To create attacking opportunities in competitive games.
PSHE	Me and My Relationships	<ul style="list-style-type: none"> • I can talk about how feelings change and be different for others. • I can read different emotions by a person's body language. • I can say 'no' in a calm and controlled way. • I can name some qualities or strategies that help team work. I am aware of others and their needs when working together • I can say what to do if I am, or a friend is, hurt or bullied by another person. • I can recognise the qualities of a healthy relationship. 	<u>Me and My Relationships</u> 1. To know that feelings can vary by intensity, person and change over time. 2. To know and understand the qualities of a 'positive, healthy relationship'. 3. To know when it's appropriate to say no and how. 4. To know the strategies and skills needed for collaborative work. 5. To recognise bullying or pressured behaviour.

For English and maths plan see separate long term plans.