



**Medium Term Plan – Autumn 2**

**Britain Through the Ages- Henry VIII**

**Robins**

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	1. Investigate and interpret the past	<p>A2.1 Use evidence to ask questions and find answers to questions about the past.</p> <p>A2.2 Suggest suitable sources of evidence for historical enquiries.</p> <p>A2.3 Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>A2.4 Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>A2.5 Suggest causes and consequences of some of the main events and changes in history.</p>	<p><u>Lesson 1</u> Tudor Timeline</p> <p><u>Lesson 2</u> What was Henry Like Through Portraits and Written Sources?</p> <p><u>Lesson 3</u> What Were the Roles and Responsibilities of a Tudor Monarch?</p> <p><u>Lesson 4</u> Catherine of Aragon</p> <p><u>Lesson 5</u> Anne Boleyn and Jane Seymour</p> <p><u>Lesson 6</u> Anne of Cleves</p> <p><u>Lesson 7</u> Using Primary and Secondary Sources</p>
	2. Build an overview of world history	<p>B2.3 Compare some of the times studied with those of other areas of interest around the world.</p> <p>B2.4 Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>B2.5 Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	
	3. Understand chronology	<p>C2.1 Place events, artefacts and historical figures on a time line using dates.</p> <p>C2.2 Understand the concept of change over time,</p>	

		<p>representing this, along with evidence, on a time line. C2.3 Use dates and terms to describe events.</p>	
	4. Communicate historically	<p>D2.1 Use appropriate historical vocabulary to communicate, including: dates time period era change chronology.</p> <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. A2.2 Collect information, sketches and resources. A2.3 Adapt and refine ideas as they progress. A2.4 Explore ideas in a variety of ways. A2.5 Comment on artworks using visual language.</p>	<p><u>Britain Through the Ages</u> <u>Lesson 1</u> Clay Tudor Roses. Tudor Rose Prints <u>Lesson 2</u> Tudor Portraits <u>Lesson 3</u> Armour Collages <u>Lesson 4</u> Tudor Shields <u>Lesson 5</u> Tudor Miniatures <u>Lesson 6</u> Tudor House Drawings <u>Lesson 7</u> Tudor House Models</p>
	2. Master techniques	<p>Collage B2.5 Select and arrange materials for a striking effect. B2.6 Ensure work is precise. B2.7 Use coiling, overlapping, tessellation, mosaic and montage. Sculpture B2.8 Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). B2.9 Include texture that conveys feelings, expression or movement. B2.10 Use clay and other mouldable materials. B2.11 Add materials to provide interesting detail. Print 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, continually evaluating the product design.</p>	
	3. Take inspiration from design throughout history.	<p>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.</p> <p>C2.2 Improve upon existing designs, giving reasons for choices.</p>	

	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>Light and Shadows</p> <p><u>Lesson 1</u> Explore the difference between a light source and a reflector.</p> <p><u>Lesson 2</u> Observe how shadows are formed and changed by the sun and different objects.</p> <p><u>Lesson 3</u> Investigate how to make a shadow larger or smaller.</p> <p><u>Lesson 4</u> Observe the different shadows made by opaque, translucent and transparent objects.</p> <p><u>Lesson 5</u> Make a shadow puppet to help demonstrate learnt facts about shadow sizes.</p> <p><u>Lesson 6</u> Recap knowledge learnt during topic.</p>
	2. Understand light and	H.2.1. Recognise that they need light in order to see things and	

	seeing. This concept involves understanding how light and reflection affect sight.	<p>that dark is the absence of light.</p> <p>H.2.2. Notice that light is reflected from surfaces.</p> <p>H.2.3. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>H.2.4. Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>H.2.5. Find patterns in the way that the size of shadows change.</p>	
RE	1. Understand beliefs and teachings	<p>A2.1 Present the key teachings and beliefs of a religion.</p> <p>A2.2 Refer to religious figures and holy books to explain answers.</p>	<p>How does the worldwide Christian family celebrate, worship and mark key events?</p> <p><u>Lesson 1</u> How is Christmas celebrated by Christians around the world?</p> <p><u>Lesson 2</u> How is Advent celebrated around the world?</p> <p><u>Lesson 3</u> What happens at a baptism/christening?</p> <p><u>Lesson 4</u> What happens at a Christian wedding?</p> <p><u>Lesson 5</u> What happens during Holy Communion?</p> <p><u>Lesson 6</u> What does Christmas look like for other faiths?</p> <p><u>Lesson 7</u> Assessment and Reflection</p>
	2. Understand practices and lifestyles	<p>B2.1 Identify religious artefacts and explain how and why they are used.</p> <p>B2.2 Describe religious buildings and explain how they are used.</p> <p>B2.3 Explain some of the religious practices of both clerics and individuals.</p>	
	3. Understand how beliefs are conveyed	C2.1 Identify religious symbolism in literature and the arts.	
	4. Reflect	<p>D2.1 Show an understanding that personal experiences and feelings influence attitudes and actions.</p> <p>D2.2 Give some reasons why religious figures may have acted as they did.</p> <p>D2.3 Ask questions that have no universally agreed answers.</p>	
	5. Understand values	E2.1 Explain how beliefs about right and wrong affect people's behaviour.	

		<p>E2.2 Describe how some of the values held by communities or individuals affect behaviour and actions.</p> <p>E2.3 Discuss and give opinions on stories involving moral dilemmas.</p>	
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Computing	Creating Media- Stop Frame Animation	<ul style="list-style-type: none"> <li>• To explain that animation is a sequence of drawings or photographs.</li> <li>• To relate animated movement with a sequence of images.</li> <li>• To plan an animation.</li> <li>• To identify the need to work consistently and carefully.</li> <li>• To review and improve an animation.</li> <li>• To evaluate the impact of adding other media to an animation.</li> </ul>	<p><u>Creating media- Animation</u></p> <p><u>Lesson 1</u> Can a picture move? Learners will discuss whether they think that a picture can move. They will learn about simple animation techniques and create their own animations in the style of flipbooks (flick books) using sticky notes.</p> <p><u>Lesson 2</u> Frame by frame. In the previous lesson, learners created their own flip book–style animations. In this lesson, they will develop this knowledge, and apply it to make a stop-frame animation using a tablet.</p> <p><u>Lesson 3</u> What’s the story? During this lesson, they will create a storyboard showing the characters, settings, and events that they would like to include in their own stop-frame animations next lesson.</p> <p><u>Lesson 4</u> Picture perfect. Use tablets to carefully create stop frame animations, paying attention to consistency.</p> <p><u>Week 5</u> Evaluate and make it right. Evaluate their animations and try to improve them by creating a brand-new animation based on their feedback.</p> <p><u>Week 6</u> Lights, camera, action. Add other media and effects into their animations, such as music and text.</p>
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Music	1. Connect	<ul style="list-style-type: none"> <li>• Give examples of the risks posed by online communications.</li> <li>• Understand the term 'copyright'.</li> <li>• Understand that comments made online that are hurtful or offensive are the same as bullying.</li> </ul> <p>Understand how online services work.</p>	<p>Glockenspiel Stage 1</p> <p><u>Lesson 1</u> Learn to play E and D. Read music.</p> <p><u>Lesson 2</u> Perform and share.</p> <p><u>Lesson 3</u> Learn to play C and D. Read music.</p> <p><u>Lesson 4</u> Learn to play D, E and F.</p> <p><u>Lesson 5</u> Learn to play C, D, E and F.</p> <p><u>Lesson 6</u> Composition.</p>
	2. Communicate	Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.	
	3. Collect		
	4. Describe music	<p>D2.1 Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>D2.2 Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>D2.3 Understand layers of sounds and discuss their effect on mood and feelings.</p>	
French	1. Read fluently	<p>A2.1 Read and understand the main points in short written texts.</p> <p>A2.2 Read short texts independently.</p> <p>A2.3 Use a translation dictionary or glossary to look up new words.</p>	<p><u>Lesson 1</u> Say the individual sounds in the words. Repeat the Christmas vocabulary. Listen and identify the Christmas vocabulary.</p> <p><u>Lesson 2</u> Name the Christmas vocabulary (some). Say aloud a sentence with voici/et with a list of nouns. Identify the word Père Noël in a story.</p> <p><u>Lesson 3</u> Name the Christmas vocabulary. Follow a</p>
	2. Write imaginatively	<p>B2.1 Write a few short sentences using familiar expressions.</p> <p>B2.2 Express personal experiences and responses.</p> <p>B2.3 Write short phrases from memory with spelling that is readily understandable.</p>	
	3. Speak confidently	<p>C2.1 Understand the main points from spoken passages.</p> <p>C2.2 Ask others to repeat words or phrases if necessary.</p> <p>C2.3 Ask and answer simple questions and talk about interests.</p>	



		<p>C2.4 Take part in discussions and tasks. C2.5 Demonstrate a growing vocabulary.</p>	<p>story as it is read. Identify some French traditions for Christmas and New Year celebrations.</p> <p><u>Lesson 4</u> Name the Christmas vocabulary. Read and identify the words for the Christmas vocabulary and copy correctly.</p> <p><u>Lesson 5</u> Say bonne année. Say what the tradition of Epiphany is in France. Join in with the actions of a song. Follow a text as it is read.</p> <p><u>Lesson 6</u> Develop cultural awareness through song and dance.</p>
	<p>4. Understand the culture of the countries in which the language is spoken</p>	<p>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.</p>	
<p>PE</p>	<p>1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p>	<p><b><u>Gymnastics</u></b> B.1.14. Plan, perform and repeat sequences. B.1.15. Move in a clear, fluent and expressive manner. B.1.16. Refine movements into sequences. B.1.17. Show changes of direction, speed and level during a performance. B.1.18. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. B.1.19. Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). B.1.20. Swing and hang from equipment safely (using hands).</p>	<p>Gymnastics- Shape <u>Lesson 1</u> Static Shapes- To develop flexibility, strength, technique, control and balance. I can perform static body shapes <u>Lesson 2</u> Shapes in the Air- To develop flexibility, strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in combination. I can make body shapes in the air. <u>Lesson 3</u> Beanbags and Balls- To develop flexibility, strength, technique, control</p>

		<p><b><u>Hockey</u></b></p> <p>B.1.2. Strike a ball and field with control.</p> <p>B.1.3. Choose appropriate tactics to cause problems for the opposition.</p> <p>B.1.4. Follow the rules of the game and play fairly.</p> <p>B.1.5. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</p> <p>B.1.6. Pass to team mates at appropriate times.</p> <p>B.1.7. Lead others and act as a respectful team member.</p>	<p>and balance. To use running, jumping, throwing and catching in isolation and in combination. I can carry out rhythmic gymnastics moves.</p> <p><u>Lesson 4</u></p> <p>Rhythmic Gymnastics- To develop flexibility, strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in combination. I can perform a rhythmic gymnastics routine.</p> <p><u>Lesson 5</u></p> <p>Symmetry- To develop flexibility, strength, technique, control and balance. I can create symmetrical shapes.</p> <p><u>Lesson 6</u></p> <p>Shape Up- To develop flexibility, strength, technique, control and balance. I can apply the gymnastics skills I have learnt.</p> <p><u>Hockey</u></p> <p><u>Lesson 1</u></p> <p>We are learning to keep close control of the ball using the flat side of the stick.</p> <p><u>Lesson 2</u></p> <p>We are learning to control a ball and pass it into space.</p> <p><u>Lesson 3</u></p> <p>We are learning to use a defensive body</p>
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			<p>people from varying national, regional, ethnic and religious backgrounds. Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</p> <p><u>Lesson 5- Lets Celebrate our Differences</u> Recognise the factors that make people similar to and different from each other. Recognise that repeated name calling is a form of bullying. Suggest strategies for dealing with name calling (including talking to a trusted adult).</p> <p><u>Lesson 6 Zeb</u> Understand and explain some of the reasons why different people are bullied. Explore why people have prejudiced views and understand what this is.</p> <p><u>Lesson 7 Safe or Unsafe</u> Identify situations which are safe or unsafe. Identify people who can help if a situation is unsafe. Suggest strategies for keeping safe.</p>
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For English and maths plan see separate long term plans.