



**Medium Term Plan – Autumn 1**

**Dreams & Ambitions**

**Owls**

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	A. 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.	<b><u>Medical Pioneers.</u></b> Week 1: What are our dreams and ambitions? Week 2: Edward Jenner Week 3: Florence Nightingale and Mary Seacole Week 4: Louis Pasteur Week 5: Marie Curie Week 6: Alexander Fleming, Howard Florey and Ernest Chain
	B. Build an overview of world history	1.2. Describe significant people from the past. 1.3. Recognise that there are reasons why people in the past acted as they did.	
	C. Understand chronology	1.1. Place events and artefacts in order on a time line. 1.2. Label time lines with words or phrases such as: past, present, older and newer. 1.4. Use dates where appropriate.	
	D. Communicate historically	1.1. 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. 1.3. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	
Art & Design	A. Develop ideas	1.1. Respond to ideas and starting points. 1.2. Explore ideas and collect visual information. 1.3. Explore different methods and materials as ideas develop.	Week 1: Owl collage Week 2: Clay owls Week 3: Self portrait

	B. Master techniques	<p>1.1. Use thick and thin brushes.</p> <p>1.2. Mix primary colours to make secondary.</p> <p>1.3. Add white to colours to make tints and black to colours to make tones.</p> <p>1.4. Create colour wheels.</p> <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>1.9. 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>1.15. Show different tones by using coloured pencils.</p>	<p>Week 4: Exploring colour mixing</p> <p>Week 5: Creating colour wheels</p> <p>Week 6: Shades of light and dark</p> <p>Week 7: Art in the style of Kandinsky</p>
Design & Technology	A. Master practical skills	<p>1.1. Cut, peel or grate ingredients safely and hygienically.</p> <p>1.3. Assemble or cook ingredients.</p>	Week 8: Fruit skewers

	Key Skills	Milestones Covered	Lesson Outline
Science	A. Work scientifically	<p>1.1. Ask simple questions.</p> <p>1.2. Observe closely, using simple equipment.</p> <p>1.3. Perform simple tests.</p> <p>1.4. Identify and classify.</p> <p>1.5. Use observations and ideas to suggest answers to questions.</p> <p>1.6. Gather and record data to help in answering questions.</p>	<p><u>Uses of Materials</u></p> <p>Week 1: Identifying common materials and their properties.</p> <p>Week 2: Suitability of materials.</p> <p>Week 3: Exploring materials</p> <p>Week 4: Exploring ripping and absorbency</p> <p>Week 5: Investigating how waterproof materials are</p> <p>Week 6: Designing a nappy</p>
	F. Investigate materials	<p>1.1. Distinguish between an object and the material from which it is made.</p> <p>1.2. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>1.3. Describe the simple physical properties of a variety of everyday materials.</p>	

		<p>1.4. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>1.6. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.</p>	
RE	A. Understand beliefs and teachings	1.1. Describe some of the teachings of a religion.	<p><u>How do Christians find out what God is like?</u></p> <p>Week 1: How can we describe God?</p> <p>Week 2: Story of David and Goliath</p> <p>Week 3: Parable of the Good Samaritan</p> <p>Week 4: Story of the feeding of the five thousand</p> <p>Week 5: What is the best way for Christians to learn about God?</p> <p>Week 6: What do we know about God from the bible?</p>
	B. Understand practices and lifestyles	1.1. Recognise, name and describe some religious artefacts, places and practices.	
	D. Reflect	<p>1.1. Identify the things that are important in their own lives and compare these to religious beliefs.</p> <p>1.3. Ask questions about puzzling aspects of life.</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	<p>I can describe some uses of computers</p> <p>I can identify examples of computers</p> <p>I can identify that a computer is a part of IT</p> <p>I can identify examples of IT</p> <p>I can identify that some IT can be used in more than one way</p> <p>I can sort school IT by what it's used for</p> <p>I can find examples of information technology</p> <p>I can sort IT by where it is found</p> <p>I can talk about uses of information technology</p> <p>I can demonstrate how IT devices work together</p> <p>I can recognise common types of technology</p> <p>I can say why we use IT</p> <p>I can list different uses of information technology</p> <p>I can say how rules can help keep me safe</p> <p>I can talk about different rules for using IT</p>	<p><u>IT around us</u></p> <p>Week 1: To recognise the uses and features of information technology.</p> <p>Week 2: To identify the uses of information technology in the school.</p> <p>Week 3: To identify information technology beyond school.</p> <p>Week 4: To explain how information technology helps us.</p> <p>Week 5: To explain how to use information technology safely.</p> <p>Week 6: To recognise that choices are made when using information technology.</p>

		<p>I can explain the need to use IT in different ways</p> <p>I can identify the choices that I make when using IT</p> <p>I can use IT for different types of activities</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>1.4. Imitate changes in pitch.</p>	<p><u>Hands, Feet, Heart - South African music</u></p> <p>Listen and appraise South African songs.</p> <p>Learn the song Hands, Feet, Heart.</p> <p>Improvise with percussion instruments.</p> <p>Performance</p> <p>Harvest festival songs</p>
	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 lifestyle.	<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>1.4. Lead others when appropriate.</p> <p>1.5. Copy and remember moves and positions.</p> <p>1.6. Move with careful control and coordination.</p> <p>1.7. Link two or more actions to perform a sequence.</p> <p>1.8. Choose movements to communicate a mood, feeling or idea.</p>	<p><u>Dance</u></p> <p>Week 1: To use penguin images to inspire our dance.</p> <p>Week 2: To show feelings of abandonment through dance.</p> <p>Week 3: To create movements that show the friendship between two characters.</p> <p>Week 4: To create a solo dance with changes of direction and speed.</p> <p>Week 5: To match our movements to music.</p> <p>Week 6: To choose a formation for our dance and explain our choice.</p>

			<p><u>Send and Return</u></p> <p>Week 1: To stay on our toes to move quickly to the ball.</p> <p>Week 2: To identify which hand is dominant in a game.</p> <p>Week 3: The basic rules of serving to our partner.</p> <p>Week 4: To develop agility and use it in a game.</p> <p>Week 5: To use the correct grip to hit a self-fed ball.</p> <p>Week 6: To use the ready position in a rally.</p>
PSHE	Me and my relationships	<ul style="list-style-type: none"> <li>• I understand we have different ways to express our feelings.</li> <li>• I can express my feelings in a safe, controlled way.</li> <li>• I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.</li> <li>• I can tell someone how they are making me feel.</li> <li>• I can give you lots of ideas about what makes a good friend and also tell you how I try to be a good friend.</li> </ul>	<ol style="list-style-type: none"> <li>1. Recognise that people have different ways of expressing their feelings.</li> <li>2. To identify different ways to respond to the feelings of others.</li> <li>3. To recognise the differences between bullying, unkind behaviour or teasing.</li> <li>4. To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset.</li> <li>5. To recognise a healthy friendship and its qualities.</li> </ol>

For English and maths plan see separate long term plans.