



**Medium Term Plan – Autumn 2**

**Extreme Earth**

**Greenfinch – Hot and Cold**

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	A. Investigate and interpret the past	<p>1.1 Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>1.2 Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>1.3 Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>1.4 Identify some of the ways the past has been represented.</p>	<p>Week 1- Introduce topic of Hot and Cold. Explore different parts of the world using online and physical maps that are hot and cold.</p> <p>Week 2 - Learn about the seasons and weather. Describe weather patterns and seasons in detail.</p> <p>Week 3 – Identify the continents and oceans.</p> <p>Week 4 – Learn about the features and locations of cold countries.</p> <p>Week 5- Learn about the locations features of hot countries.</p>
	B. Build an overview of world history	<p>1.1 Describe historical events</p>	

	C. Understand chronology	1.3 Recount changes that have happened in their own lives 1.4 Use dates where appropriate	Week 6 – Learn about the last ice age and climate change.
	D. Communicate historically	1.1 Use words and phrases such as: a long time ago, recently, when my parents/cares were children, years, decades and centuries to describe the passing of time. 1.2 Show an understanding of the concept of nation and a nation’s history. 1.3 Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	
Geography	A Investigate places	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?)  1.2 Identify key features of a location in order to say whether it is a city, town, village, coastal or rural area.  1.3 Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied.	Week 1- Introduce topic of Hot and Cold. Explore different parts of the world using online and physical maps that are hot and cold. Week 2 - Learn about the seasons and weather. Describe weather patterns and seasons in detail. Week 3 – Identify the continents and oceans.

		<p>1.5 Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>1.7 Name and locate the world's continents and oceans.</p>	<p>Week 4 – Learn about the features and locations of cold countries.</p> <p>Week 5- Learn about the locations features of hot countries.</p> <p>Week 6 – Learn about the last ice age and climate change.</p>
	B. Investigate patterns	1.2 Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas in relation to the equator and the North and South Poles.	
	C. Communicate geographically	<p>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, house, office and shop.</li> </ul> <p>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>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>	Week 6 – to paint hot and cold landscapes using watercolours.

	<p>B. Master techniques</p> <p>Painting</p> <p>Textiles</p>	<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>1.20 Use weaving to create a pattern.</p> <p>1.21 Join materials using glue/and or a stitch.</p>	
Design & Technology	<p>A. Master practical skills</p> <p>Materials</p> <p>Textiles</p>	<p>1.4 Cut materials safely using tools provided.</p> <p>1.6 Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</p> <p>1.7 Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p> <p>1.8 Use weaving to create a pattern.</p> <p>1.10 Join materials using glue/and or a stitch.</p>	<p>Week 1 – to explore how fabric is constructed using weaving.</p> <p>Week 2 – make a simple loom</p> <p>Week 3 – use a weaving technique</p> <p>Week 4 – embellish the work by adding beads or sequins.</p> <p>Week 5 – evaluate the finished product.</p>
	<p>B. Design, make, evaluate and improve.</p>	<p>1.1 Design products that have a clear purpose and an intended user.</p> <p>1.2 Make products, refining the design as work progresses.</p>	
	<p>C. Take inspiration from design throughout history.</p>	<p>1.1 Explore objects and designs to identify likes and dislikes of the designs.</p> <p>1.2 Suggest improvements to existing designs.</p> <p>1.3 Explore how products have been created.</p>	

	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. 1.6. Gather and record data to help in answering questions.	<u>Comparing Materials</u> Week 1: Describing and comparing materials Week 2: Classifying materials Week 3: Exploring slime Week 4: Floating and sinking Week 5: Testing transparency
	B. Investigate materials	1.1. Distinguish between an object and the material from which it is made. 1.2. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. 1.3. Describe the simple physical properties of a variety of everyday materials. 1.4. Compare and group together a variety of everyday materials on the basis of their simple physical properties. 1.5. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 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.	
RE	A. Understand beliefs and teachings	1.1 Describe some of the teachings of a religion.  1.2 some of the main festivals or celebrations of a religion.	<u>Does Creation help People Understand God?</u>  Week 1 – Children will explain things that are important to them. Week 2 – Children will learn about Christian and Jewish beliefs and Creation. Week 3 – Children will learn about the Creation story from Genesis.
	B. Understand practices and lifestyles	1.1 Recognise and name 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.	

			<p>Week 4 – Children will learn about how Creation helps us to understand the character of God.</p> <p>Week 5 - Children will learn about the Wonders of the world and think about how these places make them feel. Children will consider how God feels about his creation.</p> <p>Week 6 – Children will make pledges to help look after God’s creation.</p>
	D. Reflect	<p>1.1 Identify the things that are important in their own lives and compare these to religious beliefs.</p> <p>1.2 Relate emotions to some of the experiences of religious figures studied.</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	Creating Media – Digital Painting	<ul style="list-style-type: none"> <li>-I can match a command to an outcome</li> <li>- I can predict the outcome of a command on a device</li> <li>- I can run a command on a device</li> <li>-I can follow an instruction</li> <li>- I can give directions</li> <li>- I can recall words that can be acted out</li> <li>-I can compare forwards and backwards movements</li> <li>- I can predict the outcome of a sequence involving forwards and backwards commands</li> <li>- I can start a sequence from the same place</li> <li>-I can compare left and right turns</li> <li>- I can experiment with turn and move commands to move a robot</li> <li>- I can predict the outcome of a sequence involving up to four commands</li> <li>-I can choose the order of commands in a sequence</li> <li>- I can debug my program</li> <li>- I can explain what my program should do</li> <li>-I can identify several possible solutions</li> <li>- I can plan two programs</li> <li>- I can use two different programs to get to the same place</li> </ul>	<p>Week 1: to explain what a given command will do.</p> <p>Week 2: to act out a given word.</p> <p>Week 3: to combine forwards and backwards commands to make a sequence.</p> <p>Week 4: to combine four direction commands to make sequences.</p> <p>Week 5: to plan a simple programme.</p> <p>Week 6: to find more than one solution to a problem.</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>In the Groove</p> <p><u>Week 1</u>: Children will listen to In the Groove, Blues by Joanna Mangona: They will learn to find the pulse and rhythm using their bodies.</p> <p><u>Week 2</u>: Children will listen to In the Groove Baroque and Let the Bright Seraphim by Handel. They will compare and think about differences and similarities.</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>1.1 Create short, rhythmic phrases.</p>	<p><u>Week 3:</u> Children will listen to In the Groove Latin and compare to Livin' the Vida Loca by Ricky Martin.</p> <p><u>Week 4:</u> Children will listen to the In the Groove, Bhangra and compare to Jai Ho by J. R. Rahman.</p> <p><u>Week 5:</u> Children will listen to In the Groove, Folk and compare to Lord of the Dance by R Hardiman.</p> <p>Week 6: Children will listen to In the Groove, Funk and compare to Diggin' On James Brown by the Tower of Power.</p>
	C. 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	<p>A) Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> <p>Games, Dance</p>	<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 coordination</p>	<p>Dance Unit 2</p> <p>Week 1: to perform actions to well-known nursery rhymes.</p> <p>Week 2: to march in time to the beat and to turn while marching.</p> <p>Week 3: To march in time as a group.</p> <p>Week 4: to perform actions in canon (one after the other).</p> <p>Week 5: to perform a short dance using canon.</p>



		<p>1.7 Link two or more actions to perform a sequence</p> <p>Choose movements to communicate a mood, feeling or idea.</p>	<p>Week 6: to perform in rounds in different groups.</p> <p>Attack, defend, shoot Unit 1</p> <p>Week 1: to hit a target. Week 2: to defend a target. Week 3: to roll and slide balls and beanbags Week 4: to shoot in a game to score points. Week 5: to work with a partner to score points. Week 6: to use our attacking and defending skills in a game.</p>
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PSHE	<u>Keeping myself safe</u>	<p>I can talk about the things my body needs to stay well (exercise, sleep, healthy foods)</p> <p>I can say what I can do if I have strong, but not so good feelings, to help me stay safe</p> <p>I can say 'no' to unwanted touch and ask for help from a trusted adult. I can say when medicines can be helpful or might be harmful.</p> <p>I can tell you how to stay safe around medicine.</p>	<p>Week 1: To know that our bodies need healthy foods, exercise, oxygen and sleep for energy.</p> <p>Week 2: To recognise emotions and physical feelings associated with feeling unsafe.</p> <p>Week 3: To learn the PANTS rule and which parts of my body are private.</p> <p>Week 4: To understand that medicines can sometimes make people feel better when they're ill.</p> <p>Week 5: To talk about safety and responsibility around medicines.</p>
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For English and maths plan see separate long term plans.