



Medium Term Plan – Autumn 1

Dreams & Ambitions

Nightingale

	Key Skills Covered	Milestones Covered	Lesson Outline
History	1. Investigate and interpret the past	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Understand that no single source of evidence gives the full answer to questions about the past. 	Week 1: Introduce Harriet Tubman and define what a slave is. Week 2: Understand and describe the Atlantic slave trade route. Week 3: Learn about the experiences of slaves. Week 4: Learn about the abolishment of the slave trade. Week 5: Learn about the life of Harriet Tubman and the Underground Railroad. Week 2: Compare and contrast the lives of Tubman and Barnardo.
	2. Build an overview of world history	<ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	
	3. Understand chronology	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Use dates and terms accurately in describing events. 	
	4. Communicate historically	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. 	
Geography	1. Investigate places	<ul style="list-style-type: none"> • Name and locate the countries of North and South America and identify their main physical and human characteristics. 	Week 5: Locate where Tubman lived in North America. Week 5: Look at location of the

			Underground Railroad and focus on physical and human characteristics.
Art & Design	2. Master techniques	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. 	<u>Portraits of Tubman / Bardardo</u> Week 1: Sketch outlines lightly Week 2: Colour mixing for clothes Week 3: Brush techniques for texture Week 4: Tints and tones for skin Week 5: Colour mixing for background Week 6: Brush techniques for texture
Enrichment Opportunities	<ul style="list-style-type: none"> • Class Fundraising event for Barnardo's Charity 		

	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	<ul style="list-style-type: none"> • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during experiments. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying 	<u>Separating Mixtures</u> Week 1: Explore separating mixtures of dry ingredients with sieves. Week 2: Investigate dissolving objects in water. Week 3: Children plan a fair test and carry out investigation based on dissolving. Week 4: Make observations and explain thinking. Week 5: Filtering water. Week 6: Recording techniques used to separate materials.

		scientific evidence that has been used to support or refute ideas or arguments.	
	2. Investigating materials	<u>States of Matter:</u> <ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	
RE	1. Understand beliefs and teachings	<ul style="list-style-type: none"> • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities. 	<u>Do Muslims need the Qur'an?</u> Week 1: What is a Qur'an? Week 2: Read and retell storied from the Qur'an. Week 3: Compare the Hadith, Qur'an and Ummah. Week 4: The impact of the Qur'an on Muslims. Week 5: What are the main teachings of the Qur'an? Week 6: Evaluate and decide whether Muslims need the Qur'an.
	2. Understand practices and lifestyles	<ul style="list-style-type: none"> • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader. 	
	3. Understand how beliefs are conveyed	<ul style="list-style-type: none"> • Explain some of the different ways that individuals show their beliefs. 	
	4. Reflect	<ul style="list-style-type: none"> • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others. 	

	5. Understand values	<ul style="list-style-type: none"> • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values. 	
Computing	1. Code	<ul style="list-style-type: none"> • Combine the use of pens with movement to create interesting effects. • Use IF THEN ELSE conditions to control events or objects. • Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. 	<u>We Are Artists</u> Week 1: Develop an appreciation of the links between geometry and art Week 2: Become familiar with the tools and techniques of a vector graphics package Week 3: Develop an understanding of turtle graphics Week 4: Experiment with tools available to refine and develop their own work. Week 5: Develop awareness of computer – generated art. Week 6: Further develop awareness of computer –generated art.
Music	1. Perform	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Hold a part within a round. • Perform with control and awareness of others. 	<u>Livin’ On A Prayer – Rock music</u> Week 1: Listen and appraise classic rock songs Week 2: Listen and appraise classic rock songs Week 3: Learn to sing a rock song Week 4: Learn to play instruments with the song Week 5: Improvise and compose rock
	2. Compose	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. 	

	3. Transcribe	<ul style="list-style-type: none"> Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical stave. 	music Week 6: Perform compositions.
	4. Describe music	<ul style="list-style-type: none"> Choose from a wide range of musical vocabulary to accurately describe and appraise music Describe how lyrics often reflect the cultural context of music and have social meaning. 	
French	1. Read fluently	<ul style="list-style-type: none"> Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. Show confidence in reading aloud 	Week 1: Qu'est-ce que c'est? Week 2: C'est un Week 3: Masculine animal nouns Week 4: Feminine animal nouns Week 5: Colour adjectives in masculine and feminine forms Week 6: Recap of lessons 1-5.
	2. Write imaginatively	<ul style="list-style-type: none"> Write a few short sentences using familiar expressions. Use knowledge of grammar to enhance or change the meaning of phrases. Use dictionaries or glossaries to check words. 	
	3. Speak confidently	<ul style="list-style-type: none"> Understand the main points and opinions in spoken passages. Take part in conversations to seek and give information. Ask and answer simple questions and talk about interests. Demonstrate a growing vocabulary. Be understood with little difficulty. 	
	4. Understand the culture of the countries in which the language is spoken	<ul style="list-style-type: none"> Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country. 	
PE	1. Develop practical skills in order to participate, compete and lead a healthy	<p>Dance:</p> <ul style="list-style-type: none"> Compose creative and imaginative dance sequences. Perform expressively and hold a precise and strong body posture. Perform and create complex sequences. Express an idea in original and imaginative ways. Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. 	<p><u>Dance (The Circus):</u></p> <p>Week 1: Exploring society in the 19th Century (1850): Dynamics and prejudices Week 2: Developing character movements linked to 19th Century (1850) prejudices. Week 3: Creating movements to represent different characters and performers in a</p>

	lifestyle.	<ul style="list-style-type: none"> • Perform complex moves that combine strength and stamina gained through gymnastics activities. <p>Games:</p> <ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, passing, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	<p>19th Century (1850) circus</p> <p>Week 4: Creating a 'Circus Performance' incorporating characterisation linked to a variety of performers</p> <p>Week 5: Extending our 'Circus Performance' incorporating props and apparatus linked to the variety of performers</p> <p>Week 6: Circus Performance</p> <p><u>Invasion Games (Hockey):</u></p> <p>Week 1: Dribbling and passing creating attacking opportunities.</p> <p>Week 2: Developing defending: blocking and tackling.</p> <p>Week 3: Refine shooting.</p> <p>Week 4: Refine attacking skills passing, dribbling and shooting, introduce officiating.</p> <p>Week 5: Refine defending skills, developing transition from defence to attack.</p> <p>Week 6: Tournament</p>
PSHE	1. Understand others	<ul style="list-style-type: none"> • Listen first to others before trying to be understood. • Change behaviours to suit different situations. • Describe and understand others' points of view. 	<p>Me and My Relationships:</p> <p>Week 1: Describing the attributes needed to work collaboratively</p> <p>Week 2: Negotiation and Compromise: describe strategies for resolving difficult issues or situations.</p> <p>Week 3: Key qualities of friendship</p> <p>Week 4: Healthy and unhealthy relationships</p>

			Week 5: Passive, aggressive and assertive behaviours. Week 6: Emotional Needs Week 7: Online communication
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For English and maths plan see separate long term plans.