



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. 	<ol style="list-style-type: none"> 1. Introduce Harriet Tubman and Dr Barnardo and discover why they are famous and when they lived. 2. Learn about Harriet Tubman and what life was like in America when she was a child. 3. Learn about the Underground Railroad and how Harriet Tubman helped others. 4. Learn about Barnardo's early life and what it was like in England when he lived. 5. Learn about Barnardo's later life and how he helped Victorian children. 6. 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. 	<ol style="list-style-type: none"> 2. Locate where Tubman lived in North America. 3. 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> <ol style="list-style-type: none"> 1. Sketch outlines lightly 2. Colour mixing for clothes 3. Brush techniques for texture 4. Tints and tones for skin 5. Colour mixing for background 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 scientific evidence that has been used to support or refute ideas or arguments. 	<u>Separating Mixtures</u> <ol style="list-style-type: none"> 1. Explore separating mixtures of dry ingredients with sieves. 2. Investigate dissolving objects in water. 3. Children plan a fair test and carry out investigation based on dissolving. 4. Make observations and explain thinking. 5. Filtering water. 6. Recording techniques used to separate materials.
	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 	

		<p>cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics.</p> <ul style="list-style-type: none"> 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. 	<p><u>Do Muslims need the Qur'an?</u></p> <ol style="list-style-type: none"> How do religious families and communities practice their faith? How is faith seen in local communities? How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life? What do different sacred texts teach about life and how do they influence people differently? In what different ways do people worship and what difference does this make in their lives?
	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. Computing systems and networks - Systems and searching	<ul style="list-style-type: none"> Understand that comments made online that are hurtful or offensive are the same as bullying. Give examples of the risks posed by online communications Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. 	<ol style="list-style-type: none"> E-safety To explain that computers can be connected together to form systems To recognise the role of computer systems in our lives To identify how to use a search engine

		<ul style="list-style-type: none"> Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely. 	<ol style="list-style-type: none"> To describe how search engines select results To explain how search results are ranked To recognise why the order of results is important, and to whom
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> <ol style="list-style-type: none"> Listen and appraise classic rock songs Listen and appraise classic rock songs Learn to sing a rock song Learn to play instruments with the song Improvise and compose rock music Perform compositions.
	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. 	
	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 	<ol style="list-style-type: none"> Qu'est-ce que c'est? C'est un Masculine animal nouns Feminine animal nouns Colour adjectives in masculine and feminine forms 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 lifestyle.	<p>Athletics</p> <ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement. <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><u>Athletics</u></p> <p>Week 1: Using hurdles Week 2: Running techniques Week 3: Different techniques for throwing (javelin, shot put, discus) Week 4: Different techniques for throwing (javelin, shot put, discus) Week 5: Different techniques for jumping Week 6: Different techniques for jumping</p> <p><u>Invasion Games (Hockey):</u></p> <ol style="list-style-type: none"> 1. Dribbling and passing creating attacking opportunities. 2. Developing defending: blocking and tackling. 3. Refine shooting. 4. Refine attacking skills passing, dribbling and shooting, introduce officiating. 5. Refine defending skills, developing transition from defence to attack.

			6. Tournament
PSHE	7. 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. 	Me and My Relationships: <ol style="list-style-type: none"> 1. Describing the attributes needed to work collaboratively 2. Negotiation and Compromise: describe strategies for resolving difficult issues or situations. 3. Key qualities of friendship 4. Healthy and unhealthy relationships 5. Passive, aggressive and assertive behaviours. 6. Emotional Needs 7. Online communication

For English and maths plan see separate long term plans.