



**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"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> </ul>	<ol style="list-style-type: none"> <li>1. Introduce Harriet Tubman and Dr Barnardo and discover why they are famous and when they lived.</li> <li>2. Learn about Harriet Tubman and what life was like in America when she was a child.</li> <li>3. Learn about the Underground Railroad and how Harriet Tubman helped others.</li> <li>4. Learn about Barnardo’s early life and what it was like in England when he lived.</li> <li>5. Learn about Barnardo’s later life and how he helped Victorian children.</li> <li>6. Compare and contrast the lives of Tubman and Barnardo.</li> </ol>
	2. Build an overview of world history	<ul style="list-style-type: none"> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	
	3. Understand chronology	<ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Use dates and terms accurately in describing events.</li> </ul>	
	4. Communicate historically	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate.</li> <li>• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</li> </ul>	
Geography	1. Investigate places	<ul style="list-style-type: none"> <li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul>	<ol style="list-style-type: none"> <li>2. Locate where Tubman lived in North America.</li> <li>3. Look at location of the Underground Railroad and focus on physical and human characteristics.</li> </ol>

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

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

		<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"> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	
RE	1. Understand beliefs and teachings	<ul style="list-style-type: none"> <li>• Explain how some teachings and beliefs are shared between religions.</li> <li>• Explain how religious beliefs shape the lives of individuals and communities.</li> </ul>	<p><u>Do Muslims need the Qur'an?</u></p> <ol style="list-style-type: none"> <li>1. How do religious families and communities practice their faith?</li> <li>2. How is faith seen in local communities?</li> <li>3. How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?</li> <li>4. What do different sacred texts teach about life and how do they influence people differently?</li> <li>5. In what different ways do people worship and what difference does this make in their lives?</li> </ol>
	2. Understand practices and lifestyles	<ul style="list-style-type: none"> <li>• Explain the practices and lifestyles involved in belonging to a faith community.</li> <li>• Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</li> <li>• Show an understanding of the role of a spiritual leader.</li> </ul>	
	3. Understand how beliefs are conveyed	<ul style="list-style-type: none"> <li>• Explain some of the different ways that individuals show their beliefs.</li> </ul>	
	4. Reflect	<ul style="list-style-type: none"> <li>• Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</li> <li>• Explain their own ideas about the answers to ultimate questions.</li> <li>• Explain why their own answers to ultimate questions may differ from those of others.</li> </ul>	
	5. Understand values	<ul style="list-style-type: none"> <li>• Explain why different religious communities or individuals may have a different view of what is right and wrong.</li> <li>• Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</li> <li>• Express their own values and remain respectful of those with different values.</li> </ul>	
Computing	1. Computing systems and networks - Systems and searching	<ul style="list-style-type: none"> <li>• Understand that comments made online that are hurtful or offensive are the same as bullying.</li> <li>• Give examples of the risks posed by online communications</li> <li>• 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.</li> </ul>	<ol style="list-style-type: none"> <li>1. E-safety</li> <li>2. To explain that computers can be connected together to form systems</li> <li>3. To recognise the role of computer systems in our lives</li> <li>4. To identify how to use a search engine</li> </ol>

		<ul style="list-style-type: none"> <li>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.</li> </ul>	<ol style="list-style-type: none"> <li>To describe how search engines select results</li> <li>To explain how search results are ranked</li> <li>To recognise why the order of results is important, and to whom</li> </ol>
Music	1. Perform	<ul style="list-style-type: none"> <li>Sing or play from memory with confidence.</li> <li>Perform solos or as part of an ensemble.</li> <li>Hold a part within a round.</li> <li>Perform with control and awareness of others.</li> </ul>	<u>Livin' On A Prayer – Rock music</u> <ol style="list-style-type: none"> <li>Listen and appraise classic rock songs</li> <li>Listen and appraise classic rock songs</li> <li>Learn to sing a rock song</li> <li>Learn to play instruments with the song</li> <li>Improvise and compose rock music</li> <li>Perform compositions.</li> </ol>
	2. Compose	<ul style="list-style-type: none"> <li>Create songs with verses and a chorus.</li> <li>Create rhythmic patterns with an awareness of timbre and duration.</li> <li>Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>Thoughtfully select elements for a piece in order to gain a defined effect.</li> </ul>	
	3. Transcribe	<ul style="list-style-type: none"> <li>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>Read and create notes on the musical stave.</li> </ul>	
	4. Describe music	<ul style="list-style-type: none"> <li>Choose from a wide range of musical vocabulary to accurately describe and appraise music</li> <li>Describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul>	
French	1. Read fluently	<ul style="list-style-type: none"> <li>Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</li> <li>Show confidence in reading aloud</li> </ul>	<ol style="list-style-type: none"> <li>Qu'est-ce que c'est?</li> <li>C'est un</li> <li>Masculine animal nouns</li> <li>Feminine animal nouns</li> <li>Colour adjectives in masculine and feminine forms</li> <li>Recap of lessons 1-5.</li> </ol>
	2. Write imaginatively	<ul style="list-style-type: none"> <li>Write a few short sentences using familiar expressions.</li> <li>Use knowledge of grammar to enhance or change the meaning of phrases.</li> <li>Use dictionaries or glossaries to check words.</li> </ul>	

	3. Speak confidently	<ul style="list-style-type: none"> <li>• Understand the main points and opinions in spoken passages.</li> <li>• Take part in conversations to seek and give information.</li> <li>• Ask and answer simple questions and talk about interests.</li> <li>• Demonstrate a growing vocabulary.</li> <li>• Be understood with little difficulty.</li> </ul>	
	4. Understand the culture of the countries in which the language is spoken	<ul style="list-style-type: none"> <li>• Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</li> <li>• Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</li> </ul>	
PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Combine sprinting with low hurdles over 60 metres.</li> <li>• Choose the best place for running over a variety of distances.</li> <li>• Throw accurately and refine performance by analysing technique and body shape.</li> <li>• Show control in take off and landings when jumping.</li> <li>• Compete with others and keep track of personal best performances, setting targets for improvement.</li> </ul> <p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• Choose and combine techniques in game situations (running, passing, etc.).</li> <li>• Work alone, or with team mates in order to gain points or possession.</li> <li>• Strike a bowled or volleyed ball with accuracy.</li> <li>• Field, defend and attack tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for a game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Lead others when called upon and act as a good role model within a team.</li> </ul>	<p><u><b>Athletics</b></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><b>Invasion Games (Hockey):</b></u></p> <ol style="list-style-type: none"> <li>1. Dribbling and passing creating attacking opportunities.</li> <li>2. Developing defending: blocking and tackling.</li> <li>3. Refine shooting.</li> <li>4. Refine attacking skills passing, dribbling and shooting, introduce officiating.</li> <li>5. Refine defending skills, developing transition from defence to attack.</li> </ol>

			6. Tournament
PSHE	7. Understand others	<ul style="list-style-type: none"> <li>• Listen first to others before trying to be understood.</li> <li>• Change behaviours to suit different situations.</li> <li>• Describe and understand others' points of view.</li> </ul>	Me and My Relationships: <ol style="list-style-type: none"> <li>1. Describing the attributes needed to work collaboratively</li> <li>2. Negotiation and Compromise: describe strategies for resolving difficult issues or situations.</li> <li>3. Key qualities of friendship</li> <li>4. Healthy and unhealthy relationships</li> <li>5. Passive, aggressive and assertive behaviours.</li> <li>6. Emotional Needs</li> <li>7. Online communication</li> </ol>

For English and maths plan see separate long term plans.