



Medium Term Plan – Autumn 2

Journey through time

Owls

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	1. Investigate and interpret the past	<ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. 	<u>Castles.</u> Week 1: What is a castle? Week 2: Early castles Week 3: Stone castles Week 4: Ways to attack a castle Week 5: Training as a knight Week 6: Knights armour and weapons
	2. Build an overview of world history	<ul style="list-style-type: none"> Describe historical events. Recognise that there are reasons why people in the past acted as they did. 	
	3. Understand chronology	<ul style="list-style-type: none"> Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Use dates where appropriate. 	
	4. Communicate historically	<ul style="list-style-type: none"> 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. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace. 	
Geography	3. Communicate geographically	Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. 	

		<ul style="list-style-type: none"> • Key human features, including: city, town, village, factory, farm, house, office and shop. 	
Art & Design	1. Develop ideas	<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 	Week 1: Printed castles Week 2: Illuminated letters Week 3: Castles in the style of Paul Klee's Castle and Sun Week 6: Designing shields Week 7: Christmas art
	2. Master techniques	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. • Colour (own work) neatly following the lines. • Use repeated or overlapping shapes. • Use a wide range of tools to create different textures, lines, tones colours and shapes. 	
	3. Take inspiration from the greats	<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 	
Design & Technology	1. Master practical skills	<ul style="list-style-type: none"> • Cut materials safely using tools provided. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen) 	Week 4 & 5: Design and make castles
	2. Design, make, evaluate and improve.	<ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. 	
	3. Take inspiration from design throughout history.	<ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. 	
Enrichment Opportunities			

	Key Skills	Milestones Covered	Lesson Outline
Science	1. Work scientifically	<ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. 	<u>Wild Weather</u> Week 1: What do we know about the weather? Week 2: Wondering about weather. Week 3: Shadow surprises! Week 4: Weather stations – Rainfall. Week 5: Weather stations - Wind direction. Week 6: Weather stations - Temperature.
	11. Understand the Earth's movement in space	<ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. 	
RE	1. Understand beliefs and teachings	<ul style="list-style-type: none"> • Describe some of the teachings of a religion. • Describe some of the main festivals or celebrations of a religion. 	<u>Why does Christmas matter to Christians?</u> Week 1: What signs show that Christmas is coming? Week 2: What can we tell about baby Jesus just by looking at him? Week 3: Preparing for a special baby Week 4: Christmas story trail Week 5: Advent traditions Week 6: What do we have to be thankful for at Christmas?
	3. Understand how beliefs are conveyed	<ul style="list-style-type: none"> • Name some religious symbols. • Explain the meaning of some religious symbols. 	
	4. Reflect	<ul style="list-style-type: none"> • Identify the things that are important in their own lives and compare these to religious beliefs. • Relate emotions to some of the experiences of religious figures studied. • Ask questions about puzzling aspects of life. 	
	5. Understand values	<ul style="list-style-type: none"> • Identify how they have to make their own choices in life. • Explain how actions affect others. 	
Computing	2. Connect	<ul style="list-style-type: none"> • Understand online risks and the age rules for sites. 	Creating media – Digital painting Week 1: How can we paint using computers? Week 2: Using shapes and lines Week 3: Making careful choices Week 4: Why did I choose that? Week 5: Painting all by myself
	3. Communicate	<ul style="list-style-type: none"> • Use a range of applications and devices in order to communicate ideas, work and messages. 	

			Week 6: Comparing computer art and painting
Music	1. Perform	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<u>How does music tell stories about the past?</u> Adding rhythm and pitch Listen and appraise varied pieces of music. Learn to sing songs. Play instruments. Musical games & improvising. Performance. Nativity songs & performance.
	2. Compose	<ul style="list-style-type: none"> • Clap rhythms. 	
	4. Describe music	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	
PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. 	<u>Dance</u> Week 1: Autumn dances 1 – Bonfires and fireworks. Week 2: Autumn dances 2 – Animals in autumn. Week 3: Autumn dances 3 – Autumn weather. Week 4: Weather and seasons – In the cold Week 5: Weather and seasons – Welly walk Week 6: Weather and seasons – Feeling hot! Week 7: Weather and seasons – Through the year. <u>Aiming</u> Week 1: Throwing underarm at a target Week 2: Throwing overarm at a target Week 3: Target games Week 4: Ball games

			Week 5: Catching games Week 6: Team games
PSHE	1. Try new things	<ul style="list-style-type: none"> • Talk about some things of personal interest. • Concentrate on things of interest. 	<u>Valuing Difference</u> Week 1: What makes us who we are? Week 2: My special people. Week 3: How do we make others feel? Week 4: When someone is feeling left out. Week 5: An act of kindness. Week 6: Solve the problem.
	4. Push themselves	<ul style="list-style-type: none"> • Explain feelings in uncomfortable situations. • Listen to people who try to help. 	
	7. Understand others	<ul style="list-style-type: none"> • Show an awareness of someone who is talking. • Show an understanding that one's own behaviour affects other people. • Listen to other people's point of view. 	

For English and maths plan see separate long term plans.