



Medium Term Plan – Autumn 2

Journey Through Time- The Greeks

Robins

| | Key Skills Covered | Milestones Covered | Lesson Outline/ Continuous Provision Activities |
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| History | 1. Investigate and interpret the past | <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. | <p><u>Lesson 1</u> Who were the Greeks? - Who were the Ancient Greeks? Where is Greece in the world? Look at map of Europe. Can children name any countries? Look at map of Greece. Discuss the geography of Greece. Order the events on the timeline.</p> |
| | 2. Build an overview of world history | <ul style="list-style-type: none"> • Compare some of the times studied with those of other areas of interest around the world. • 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. | <p><u>Lesson 2</u> Greek Gods and Temples- find facts about Greek gods. Create a fact file about a god.</p> |
| | 3. Understand chronology | <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. | <p><u>Lesson 3</u> The Legacy of Greece- research different things the Greeks have left us i.e. stories, buildings, theatre, the Olympics, language.</p> <p><u>Lesson 4</u> Farming and Trade- find out about how and where the Greeks grew and traded their food. Answer questions</p> |

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| | 4. Communicate historically | <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates time period era change chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. | <p>about farming and trade.</p> <p><u>Lesson 5</u> Everyday Life- create a poster about everyday life in Ancient Greece. Choose one aspect to research.</p> <p><u>Lesson 6</u> Pots of Evidence- find out about how we know about life in Ancient Greece. Answer questions about archaeology.</p> |
| Geography | 1. Investigate places | <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. | <p><u>Lesson 1</u> Who were the Greeks? - Who were the Ancient Greeks? Where is Greece in the world? Look at map of Europe. Can children name any countries? Look at map of Greece. Discuss the geography of Greece. Order the events on the timeline.</p> <p><u>Lesson 4</u> Farming and Trade- find out about how and where the Greeks grew and traded their food. Answer questions about farming and trade.</p> |
| | 2. Investigate patterns | <ul style="list-style-type: none"> • Describe geographical similarities and differences between countries. | |
| | 3. Communicate geographically | <ul style="list-style-type: none"> • Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements and land use. | |

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| Art & Design | 1. Develop ideas | <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. | <p><u>Lesson 1</u> Greek Coins- Look at examples of Greek coins. Use stencils to draw out parts of the coins. Cut out and stick on circular coin background. Add in Greek letters.</p> |
| | 2. Master techniques | <p>Collage</p> <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. <p>Sculpture</p> <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. <p>Print</p> <ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make precise repeating patterns. | <p><u>Lesson 2</u> Medusa masks and prints- Draw round and cut out mask template, add snakes for hair and eye/mouth details. Use Presprint to draw a Medusa face. Print onto green card.</p> <p><u>Lesson 3</u> Greek patterns- colour card with wax crayons. Use black acrylic paint to paint over the top, draw Greek patterns into the acrylic paint to reveal the wax.</p> |
| | 3. Take inspiration from the greats | <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. | <p><u>Lesson 4</u> Olympic wreaths- cut out the middle of a paper plate. Draw round green card to make leaves. Overlap leaves around the edge of the plate.</p> <p><u>Lesson 5</u> Greek theatre masks- look at different types of theatre masks. Use white paper to create a mask. Or create a mask from clay.</p> <p><u>Lesson 6</u> Greek pots- draw examples of Greek</p> |

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| | | | pottery and colour in with black pen. Add Greek patterns. Heracles zig zag book. |
| Design & Technology | 1. Master practical skills | <ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. | Plan, design and make a photo frame as a present for someone. Use cutting, measuring, joining and decorating techniques. (4/5 lessons/hours) |
| | 2. Design, make, evaluate and improve. | <ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. | |
| | 3. Take inspiration from design throughout history. | <ul style="list-style-type: none"> • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. | |
| Enrichment Opportunities | | | |

| | Key Skills | Milestones Covered | Lesson Outline |
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| Science | 1. Work | • Asking relevant questions and using different types of scientific | Rocks and Soils |

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| | scientifically | <p>enquiries to answer them.</p> <ul style="list-style-type: none"> • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • Identifying differences, similarities or changes related to simple scientific ideas and processes. • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment. • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Setting up simple practical enquiries, comparative and fair tests. • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Using straightforward scientific evidence to answer questions or to support their findings. | <p><u>Week 1</u> Discover that there is rock beneath you wherever you are on the Earth and observe a selection of rocks – their similarities and differences.</p> <p><u>Week 2</u> Compare two rocks and investigate some of their properties (including permeability and the Mohs scale).</p> <p><u>Week 3</u> Discover the three main types of rocks – igneous, metamorphic and sedimentary.</p> <p><u>Week 4</u> Discover how fossils are made and where we might find them.</p> <p><u>Week 5</u></p> |
| | 2. Investigating materials | <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. • Recognise that shadows are formed when the light from a light source is blocked by a solid object. • Recognise that soils are made from rocks and organic matter. | <p>Investigate what soil is made from and discover that there are different types of soil.</p> <p><u>Week 6</u> Observe the behaviour of worms and discover how useful they are for improving the quality of soil.</p> |
| RE | 1. Understand beliefs and teachings | <ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. | <p>What is the Trinity?</p> <p><u>Lesson 1</u> What does water represent?</p> |
| | 2. Understand practices and lifestyles | <ul style="list-style-type: none"> • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. | <p><u>Lesson 2</u> What are the similarities and differences between the paintings of</p> |

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| | | <ul style="list-style-type: none"> • Explain some of the religious practices of both clerics and individuals. | the baptism of Jesus by John? <u>Lesson 3</u> |
| | 3. Understand how beliefs are conveyed | <ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts. | What words and images describe the Trinity? <u>Lesson 4</u> |
| | 4. Reflect | <ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. | What are the words of the Christian baptism ceremony? <u>Lesson 5</u> Do you have to be a Christian to understand the idea of the Trinity? <u>Lesson 6</u> |
| | 5. Understand values | <ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas. | Why is Jesus' birth included in the gospels of Luke and Matthew? |
| Computing | 1. Code | <ul style="list-style-type: none"> • Use specified screen coordinates to control movement. • Set the appearance of objects and create sequences of changes. • Create and edit sounds. Control when they are heard, their volume, duration and rests. • Control the shade of pens. • Specify conditions to trigger events. • Use IF THEN conditions to control events or objects. | We are Bug Fixers <u>Lesson 1</u> Fixing 'off by one bugs' <u>Lesson 2</u> Understanding and setting coordinates on paper and in Scratch. <u>Lesson 3</u> |
| | 1. Connect | <ul style="list-style-type: none"> • Give examples of the risks posed by online communications. • Understand that comments made online that are hurtful or offensive are the same as bullying. • Understand how online services work. | Using the arrow keys to move a sprite in different directions. <u>Lesson 4</u> Drawing Shapes. <u>Lesson 5 and 6</u> |
| | 2. Communicate | <ul style="list-style-type: none"> • Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. | More Scratch Programming. |

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| | 3. Collect | <ul style="list-style-type: none"> • | |
| Music | 1. Perform | <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. | <p>Glockenspiel Stage 1</p> <p><u>Lesson 1</u> Learn to play E and D. Read music.</p> <p><u>Lesson 2</u> Perform and share.</p> <p><u>Lesson 3</u> Learn to play C and D. Read music.</p> <p><u>Lesson 4</u> Learn to play D, E and F.</p> <p><u>Lesson 5</u> Learn to play C, D, E and F.</p> <p><u>Lesson 6</u> Composition.</p> |
| | 2. Compose | <ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Choose, order, combine and control sounds to create an effect | |
| | 3. Transcribe | <ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest | |
| | 4. Describe music | <ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. | |
| French | 1. Read fluently | <ul style="list-style-type: none"> • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words. | <p><u>Lesson 1</u> Say the individual sounds in the words. Repeat the Christmas vocabulary. Listen and identify the Christmas vocabulary.</p> <p><u>Lesson 2</u> Name the Christmas vocabulary</p> |
| | 2. Write imaginatively | <ul style="list-style-type: none"> • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. | |

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| | 3. Speak confidently | <ul style="list-style-type: none"> • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary. | (some). Say aloud a sentence with voici/et with a list of nouns. Identify the word Père Noël in a story. <u>Lesson 3</u> Name the Christmas vocabulary. Follow a story as it is read. Identify some French traditions for Christmas and New Year celebrations. |
| | 4. Understand the culture of the countries in which the language is spoken | <ul style="list-style-type: none"> • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country. | <u>Lesson 4</u> Name the Christmas vocabulary. Read and identify the words for the Christmas vocabulary and copy correctly. <u>Lesson 5</u> Say bonne année. Say what the tradition of Epiphany is in France. Join in with the actions of a song. Follow a text as it is read. <u>Lesson 6</u> Develop cultural awareness through song and dance. |
| PE | 1. Develop practical skills in order to participate, compete and lead a healthy | <p>Gymnastics</p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and | <p>Gymnastics- Shape</p> <p><u>Lesson 1</u> Static Shapes- To develop flexibility, strength, technique, control and balance. I can perform static body shapes</p> <p><u>Lesson 2</u> Shapes in the Air- To develop flexibility,</p> |

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| | lifestyle. | <p>alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</p> <ul style="list-style-type: none"> • Swing and hang from equipment safely (using hands). <p>Games (Hockey)</p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. | <p>strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in combination. I can make body shapes in the air.</p> <p><u>Lesson 3</u> Beanbags and Balls- To develop flexibility, strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in combination. I can carry out rhythmic gymnastics moves.</p> <p><u>Lesson 4</u> Rhythmic Gymnastics- To develop flexibility, strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in combination. I can perform a rhythmic gymnastics routine.</p> <p><u>Lesson 5</u> Symmetry- To develop flexibility, strength, technique, control and balance. I can create symmetrical shapes.</p> <p><u>Lesson 6</u> Shape Up- To develop flexibility, strength, technique, control and balance. I can apply the gymnastics skills I have learnt.</p> |
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| | | | <p>Hockey</p> <p><u>Lesson 1</u> Passing and Receiving- To develop flexibility, strength, technique, control and balance. To pass and receive the ball.</p> <p><u>Lesson 2</u> Moving with the Ball- To develop flexibility, strength, technique, control and balance. To dribble with the ball.</p> <p><u>Lesson 3</u> Getting Past a Player- To develop flexibility, strength, technique, control and balance. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. To get past an opponent.</p> <p><u>Lesson 4</u> Tackling- To develop flexibility, strength, technique, control and balance. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. To tackle an opponent and win the ball back.</p> <p><u>Lesson 5</u> Hitting and Shooting- To develop flexibility, strength, technique, control and balance. To play competitive</p> |
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| | | | <p>games, modified where appropriate and apply basic principles suitable for attacking and defending. To hit the ball.</p> <p><u>Lesson 6</u></p> <p>Using Your Skills- To develop flexibility, strength, technique, control and balance. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. To use apply the hockey skills I have learnt.</p> |
| PSHE | 1. Try new things | <ul style="list-style-type: none"> • Try new things when encouraged. • Enjoy new experiences. • Join clubs or groups. • Talk about new experiences with others. | <p><u>Me and My Relationships</u></p> <p><u>Lesson 7</u></p> <p>Thunks- Express opinions and listen to those of others;</p> <p>Consider others' points of view;</p> <p>Practise explaining the thinking behind their ideas and opinions.</p> <p><u>Lesson 8</u></p> <p>Friends are Special- Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again.</p> <p><u>Valuing Difference</u></p> <p><u>Lesson 1</u></p> <p>Friends and Family- Recognise that there are many different types of family;</p> <p>Understand what is meant by</p> |
| | 2. Work hard | <ul style="list-style-type: none"> • Enjoy working hard in a range of activities. • Reflect on how effort leads to success. • Begin to encourage others to work hard. | |
| | 3. Concentrate | <ul style="list-style-type: none"> • Focus on activities. • 'Tune out' some distractions. • Search for methods to help with concentration. • Develop areas of deep interest. | |
| | 4. Push oneself | <ul style="list-style-type: none"> • Begin to understand why some activities feel uncomfortable. • Show a willingness to overcome fears. • Push past fears and reflect upon the emotions felt afterwards. • Begin to take encouragement and advice from others. • Keep trying after a first attempt. | |
| | 5. Imagine | <ul style="list-style-type: none"> • Begin to enjoy having new ideas. • Show some enthusiasm for the ideas of others. • Ask some questions in order to develop ideas. | |

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| | | <ul style="list-style-type: none"> • Show enjoyment in trying out some ideas. | <p>'adoption' 'fostering' and 'same-sex relationships.'</p> <p><u>Lesson 2</u></p> <p>My Community- Define the term 'community'; Identify the different communities that they belong to; Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</p> <p><u>Lesson 3</u></p> <p>Respect and Challenge- Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully.</p> <p><u>Lesson 4</u></p> <p>Our Friends and Neighbours- Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together.</p> |
| | 6. Improve | <ul style="list-style-type: none"> • Share with others a number of positive features of own efforts. • Identify a few areas for improvement. • Attempt to make improvements. | |
| | 7. Understand others | <ul style="list-style-type: none"> • Listen to others, showing attention. • Think of the effect of behaviour on others before acting. • Describe the points of view of others. | |
| | 8. Not give up | <ul style="list-style-type: none"> • Find alternative ways if the first attempt does not work. • Bounce back after a disappointment or failure. • Show the ability to stick at an activity (or a club or interest). • See oneself as lucky. | |

For English and maths plan see separate long term plans.