



**Medium Term Plan – Autumn 1**

**Dreams & Ambitions**

**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"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> </ul> | <p><u>Week 1</u><br/>I am an amazing person- write about yourself<br/>Superhero fact file.</p> <p><u>Week 2</u><br/>Postcard to your future self, next year.</p>                          |
|         | 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>   | <p>Things I love- write/draw about hobbies, friends, favourites etc.</p> <p><u>Week 3</u><br/>Find out about Frida Kahlo- write 5 questions you would like to ask her about her life.</p> |
|         | 3. Understand chronology              | <ul style="list-style-type: none"> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> </ul>   | <p><u>Week 4</u><br/>Find out about David Attenborough- Research about an animal and create a David Attenborough style documentary.</p>   |
|         | 4. Communicate historically           | <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including:               <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to a good standard</li> </ul>   | <p><u>Week 5</u><br/>Find out about Elton John- create a fact file about him.</p> <p><u>Week 6</u></p>  |

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|              |                         | in order to communicate information about the past.  | Find out about Katherine Johnson- create a poster about her.  |
| Geography    | 1. Investigate places   | <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> </ul>  | <u>Lesson 3-6</u> Find where the influential people are from and place on a world map. Compare to where we live. Discuss similarities and differences.  |
|              | 2. Investigate patterns | <ul style="list-style-type: none"> <li>Describe geographical similarities and differences between countries.</li> </ul>  |   |
| Art & Design | 1. Develop ideas        | <ul style="list-style-type: none"> <li>Develop ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources.</li> <li>Adapt and refine ideas as they progress.</li> <li>Explore ideas in a variety of ways.</li> <li>Comment on artworks using visual language.</li> </ul>   | <u>Week 1</u><br>I am a Superhero. Design a superhero outfit and add a photo of your face to personalise. Make a whole class display.   |
|              | 2. Master techniques    | <p>Paint</p> <ul style="list-style-type: none"> <li>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>Mix colours effectively.</li> <li>Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>Experiment with creating mood with colour.</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>Select and arrange materials for a striking effect.</li> <li>Ensure work is precise.</li> <li>Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul> <p>Drawing</p> <ul style="list-style-type: none"> <li>Use different hardnesses of pencils to show line, tone and texture.</li> <li>Annotate sketches to explain and elaborate ideas.</li> <li>Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>Use shading to show light and shadow.</li> </ul> | <u>Week 2</u><br>Self-portraits- use line, tone and different sketching effects to create a self-portrait. Colour each portrait in different shades of rainbow colours (different colour per portrait) to create a whole class rainbow mural. |
|              |                         |  | <u>Week 3</u><br>Create a Frida Kahlo inspired portrait collage.  |
|              |                         |  | <u>Week 4</u><br>Endangered animal art. Draw the other half of the animal portrait. Use different lines and tones to show the texture of the fur or skin.   |
|              |                         |  | <u>Week 5</u><br>Design a 70s style pattern ie paisley or   |

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|                     |   | <ul style="list-style-type: none"> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul> Print <ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make precise repeating patterns.</li> </ul>   | <p>large flowers and print using Presprint and bright colours. Design glasses for Elton John to wear.</p> <p><u>Week 6</u></p> <p>Draw a planet and outline it with black glue (black acrylic paint and PVA). Add watercolours to the picture when the glue is dry. Display the planets together and add colourful rockets.</p> |
|                     | 3. Take inspiration from the greats                 | <ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>   |   |
| Design & Technology | 1. Master practical skills                          | <ul style="list-style-type: none"> <li>• Cut materials accurately and safely by selecting appropriate tools.</li> <li>• Measure and mark out to the nearest millimetre.</li> <li>• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</li> <li>• Select appropriate joining techniques.</li> <li>• Choose suitable techniques to construct products or to repair items.</li> <li>• Strengthen materials using suitable techniques.</li> </ul> | <p>Plan, design and make a photo frame as a present for someone. Use cutting, measuring, joining and decorating techniques. (4/5 lessons/hours)</p>   |
|                     | 2. Design, make, evaluate and improve.              | <ul style="list-style-type: none"> <li>• Design with purpose by identifying opportunities to design.</li> <li>• Make products by working efficiently (such as by carefully selecting materials).</li> <li>• Refine work and techniques as work progresses, continually evaluating the product design.</li> </ul>  |   |
|                     | 3. Take inspiration from design throughout history. | <ul style="list-style-type: none"> <li>• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</li> <li>• Improve upon existing designs, giving reasons for choices.</li> </ul>   |   |

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| Enrichment Opportunities |  |
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|         | Key Skills                 | Milestones Covered   | Lesson Outline  |
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| Science | 1. Work scientifically     | <ul style="list-style-type: none"> <li>• Asking relevant questions and using different types of scientific enquiries to answer them.</li> <li>• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</li> <li>• Identifying differences, similarities or changes related to simple scientific ideas and processes.</li> <li>• Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment.</li> <li>• Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>• Setting up simple practical enquiries, comparative and fair tests.</li> <li>• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>• Using straightforward scientific evidence to answer questions or to support their findings.</li> </ul> | <p><u>Light and Shadows</u></p> <p><u>Week 1</u><br/>Explore the difference between a light source and a reflector.</p> <p><u>Week 2</u><br/>Observe how shadows are formed and changed by the sun and different objects.</p> <p><u>Week 3</u><br/>Investigate how to make a shadow larger or smaller.</p> <p><u>Week 4</u><br/>Observe the different shadows made by opaque, translucent and transparent objects.</p> <p><u>Week 5</u><br/>Make a shadow puppet to help demonstrate learnt facts about shadow sizes.</p> <p><u>Week 6</u><br/>Recap knowledge learnt during topic.</p> |
|         | 2. Investigating materials | <ul style="list-style-type: none"> <li>• Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>• Notice that light is reflected from surfaces.</li> <li>• Recognise that shadows are formed when the light</li> </ul>  |   |

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|    |  | <p>from a light source is blocked by a solid object.</p> <ul style="list-style-type: none"> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>• Find patterns in the way that the size of shadows change.</li> </ul>                            |   |
| RE | 1. Understand beliefs and teachings    | <ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Refer to religious figures and holy books to explain answers.</li> </ul>  | <p><u>What is it like to follow God?</u></p> <p><u>Week 1</u></p> <p>Why do Christians and Jews still read the story of Noah today?</p> <p><u>Week 2</u></p> <p>Why did God choose Noah?</p> <p><u>Week 3</u></p> <p>What agreements do people make and what are the consequences of breaking these agreements?</p> <p><u>Week 4</u></p> <p>What promises are made in a Christian wedding ceremony?</p> <p><u>Week 5</u></p> <p>Why did Abraham follow God's commands?</p> <p><u>Week 6</u></p> <p>Abraham and Sarah, what was it like to follow God?</p> |
|    | 2. Understand practices and lifestyles | <ul style="list-style-type: none"> <li>• Identify religious artefacts and explain how and why they are used.</li> <li>• Describe religious buildings and explain how they are used.</li> </ul>   |   |
|    | 3. Understand how beliefs are conveyed | <ul style="list-style-type: none"> <li>• Identify religious symbolism in literature and the arts.</li> </ul>   |   |
|    | 4. Reflect                             | <ul style="list-style-type: none"> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> <li>• Give some reasons why religious figures may have acted as they did.</li> <li>• Ask questions that have no universally agreed answers</li> </ul>              |   |
|    | 5. Understand values                   | <ul style="list-style-type: none"> <li>• Explain how beliefs about right and wrong affect people's behaviour.</li> <li>• Describe how some of the values held by communities or individuals affect behaviour and actions.</li> <li>• Discuss and give opinions on stories involving moral dilemmas.</li> </ul> |   |

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| Computing | 1. Code        | <ul style="list-style-type: none"> <li>• Use specified screen coordinates to control movement.</li> <li>• Set the appearance of objects and create sequences of changes.</li> <li>• Create and edit sounds. Control when they are heard, their volume, duration and rests.</li> <li>• Control the shade of pens.</li> <li>• Specify conditions to trigger events.</li> <li>• Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).</li> </ul> | <p><u>We are Scratch Programmers</u></p> <p><u>Week 1</u><br/>Write the code to move a sprite</p> <p><u>Week 2</u><br/>Use script to control a sprite</p> <p><u>Week 3</u><br/>Make a character dance</p> <p><u>Week 4</u><br/>Use the if statement</p> <p><u>Week 5</u><br/>Move a sprite using the keyboard</p> <p><u>Week 6</u><br/>Use a variable</p>  |
|           | 2. Connect     | <ul style="list-style-type: none"> <li>• Give examples of the risks posed by online communications.</li> <li>• Understand that comments made online that are hurtful or offensive are the same as bullying.</li> <li>• Understand how online services work.</li> </ul>   |  |
|           | 3. Communicate | <ul style="list-style-type: none"> <li>• Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</li> </ul>  |  |
|           | 4. Collect     | <ul style="list-style-type: none"> <li>•</li> </ul>  |  |
| Music     | 1. Perform     | <ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly.</li> <li>• Show control of voice</li> </ul>  | <p>Let Your Spirit Fly- Charanga<br/><a href="https://www.oxfordshireonlinemusic.co.uk/scheme">https://www.oxfordshireonlinemusic.co.uk/scheme</a></p> <p><u>Week 1</u><br/>Listen and appraise- Let your Spirit Fly</p> <p><u>Week 2</u><br/>Listen and appraise- Let Your Spirit Fly</p> <p><u>Week 3</u><br/>Listen and appraise and Learn to Sing- Let Your Spirit Fly and Colonel Bogey March</p> |
|           | 2. Compose     | <ul style="list-style-type: none"> <li>• Compose and perform melodic songs.</li> <li>• Use sound to create abstract effects.</li> <li>• Choose, order, combine and control sounds to create an effect</li> </ul>   |  |

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|        | 3. Transcribe  | <ul style="list-style-type: none"> <li></li> </ul>   | <u>Week 4</u><br>Listen and appraise, Learn to Sing and Use Instruments- Let Your Spirit Fly and Consider Yourself from Oliver  |
|        | 4. Describe music  | <ul style="list-style-type: none"> <li>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul> | <u>Week 5</u><br>Listen and appraise, Learn to Sing and Use Instruments- Let Your Spirit Fly and Aint No Mountain High Enough by Marvin Gaye<br><u>Week 6</u><br>Listen and appraise, Learn to Sing and Use Instruments- Let Your Spirit Fly and You're the First, the Last, My Everything by Barry White |
| French | 1. Read fluently   | <ul style="list-style-type: none"> <li>Read and understand the main points in short written texts.</li> <li>Read short texts independently.</li> </ul>   | <u>Week 1</u><br>How to learn a language, sounds of French<br><u>Week 2</u>   |
|        | 2. Write imaginatively   | <ul style="list-style-type: none"> <li>Write a few short sentences using familiar expressions.</li> <li>Express personal experiences and responses.</li> </ul>   | Greeting people, saying hello and goodbye, saying and<br><u>Week 3</u>  |
|        | 3. Speak confidently   | <ul style="list-style-type: none"> <li>Ask and answer simple questions and talk about interests.</li> <li>Take part in discussions and tasks.</li> <li>Demonstrate a growing vocabulary.</li> </ul>  | Understanding when someone asks how you are feeling<br><u>Week 4</u><br>Asking and saying how you are feeling<br><u>Week 5</u>  |
|        | 4. Understand the culture of the countries in which the language is spoken | <ul style="list-style-type: none"> <li>Describe with some interesting details some aspects of countries or communities where the language is spoken.</li> <li>Make comparisons between life in countries or communities where the language is spoken and this country.</li> </ul>  | Asking and saying how you are feeling, classroom actions<br><u>Week 6</u><br>Asking and saying how you are feeling, classroom actions   |

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| PE | <p>1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> | <p>Games</p> <ul style="list-style-type: none"> <li>• Throw and catch with control and accuracy.</li> <li>• Strike a ball and field with control.</li> <li>• Choose appropriate tactics to cause problems for the opposition.</li> <li>• Follow the rules of the game and play fairly.</li> <li>• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>• Pass to team mates at appropriate times.</li> <li>• Lead others and act as a respectful team member.</li> </ul> <p>Dance</p> <ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements into sequences.</li> <li>• Create dances and movements that convey a definite idea.</li> <li>• Change speed and levels within a performance.</li> <li>• Develop physical strength and suppleness by practising moves and stretching.</li> </ul> | <p>Dance</p> <p><u>Week 1</u><br/>I can improvise and create movements with a partner.</p> <p><u>Week 2</u><br/>I can create and perform imaginative movements to fit with different stimuli.</p> <p><u>Week 3</u><br/>I can develop new actions whilst working in a small group.</p> <p><u>Week 4</u><br/>I can show awareness of others when moving.</p> <p><u>Week 5</u><br/>I can work with a partner to create and perform a dance to show feelings and emotions.</p> <p><u>Week 6</u><br/>I can work in a group to link actions to create a dance montage.</p> <p>Invasion Games</p> <p><u>Week 1</u><br/>The Basics- To apply the basic principles of invasion games.</p> <p><u>Week 2</u><br/>Masterful Moving- To move with the ball.</p> <p><u>Week 3</u><br/>Passing Practise- To use a range of techniques to pass the ball.</p> <p><u>Week 4</u><br/>Defend, defend, defend- To understand the basic</p> |
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|      |                   |   | <p>principles of defending in invasion games.</p> <p><u>Week 5</u></p> <p>Attack, attack, attack- To understand the basic principles of attacking in invasion games.</p> <p><u>Week 6</u></p> <p>Game play- To apply the basic principles of invasion games.</p>  |
| PSHE | 1. Try new things | <ul style="list-style-type: none"> <li>• Try new things when encouraged.</li> <li>• Enjoy new experiences.</li> <li>• Join clubs or groups.</li> <li>• Talk about new experiences with others.</li> </ul>   | <p>Scarf- Me and My Relationships</p> <p><u>Week 1</u></p> <p>As a rule- why we have rules;<br/>Explore why rules are different for different age groups, in particular for internet-based activities;<br/>Suggest appropriate rules for a range of settings;<br/>Consider the possible consequences of breaking the rules.</p> <p><u>Week 2</u></p> <p>My special pet- Explain some of the feelings someone might have when they lose something important to them;<br/>Understand that these feelings are normal and a way of dealing with the situation.</p> <p><u>Week 3</u></p> <p>Tangram team challenge- Define and demonstrate cooperation and collaboration;<br/>Identify the different skills that people can bring to a group task;<br/>Demonstrate how working together in a collaborative manner can help everyone to achieve success.</p> <p><u>Week 4</u></p> |
|      | 2. Work hard      | <ul style="list-style-type: none"> <li>• Enjoy working hard in a range of activities.</li> <li>• Reflect on how effort leads to success.</li> <li>• Begin to encourage others to work hard.</li> </ul>  |   |
|      | 3. Concentrate    | <ul style="list-style-type: none"> <li>• Focus on activities.</li> <li>• 'Tune out' some distractions.</li> <li>• Search for methods to help with concentration.</li> <li>• Develop areas of deep interest.</li> </ul>  |   |
|      | 4. Push oneself   | <ul style="list-style-type: none"> <li>• Begin to understand why some activities feel uncomfortable.</li> <li>• Show a willingness to overcome fears.</li> <li>• Push past fears and reflect upon the emotions felt afterwards.</li> <li>• Begin to take encouragement and advice from others.</li> <li>• Keep trying after a first attempt.</li> </ul> |   |
|      | 5. Imagine        | <ul style="list-style-type: none"> <li>• Begin to enjoy having new ideas.</li> <li>• Show some enthusiasm for the ideas of others.</li> <li>• Ask some questions in order to develop ideas.</li> <li>• Show enjoyment in trying out some ideas.</li> </ul>  |   |

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|  | 6. Improve           | <ul style="list-style-type: none"> <li>• Share with others a number of positive features of own efforts.</li> <li>• Identify a few areas for improvement.</li> <li>• Attempt to make improvements.</li> </ul>   | Looking after our special people- Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people.   |
|  | 7. Understand others | <ul style="list-style-type: none"> <li>• Listen to others, showing attention.</li> <li>• Think of the effect of behaviour on others before acting</li> <li>• Describe the points of view of others.</li> </ul>  | <u>Week 5</u><br>How can we solve this problem?- Rehearse and demonstrate simple strategies for resolving given conflict situations.   |
|  | 8. Not give up       | <ul style="list-style-type: none"> <li>• Find alternative ways if the first attempt does not work.</li> <li>• Bounce back after a disappointment or failure.</li> <li>• Show the ability to stick at an activity (or a club or interest).</li> <li>• See oneself as lucky.</li> </ul> | <u>Week 6</u><br>Dan's dare- Explain what a dare is; Understand that no-one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. |

For English and maths plan see separate long term plans.