



## Medium Term Plan – Autumn 1

### Dreams & Ambitions

#### Robins

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
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>	<u>Week 1</u> I am an amazing person- write about yourself Superhero fact file. <u>Week 2</u> Postcard to your future self, next year. Things I love- write/draw about hobbies, friends, favourites etc. <u>Week 3</u> Find out about Frida Kahlo- write 5 questions you would like to ask her about her life. <u>Week 4</u> Find out about David Attenborough- Research about an animal and create a David Attenborough style documentary.
	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>• 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>	
	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>	<u>Week 5</u> Find out about Elton John- create a fact file about him. <u>Week 6</u>

		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> I am a Superhero. Design a superhero outfit and add a photo of your face to personalise. Make a whole class display.  <u>Week 2</u> 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> Create a Frida Kahlo inspired portrait collage. <u>Week 4</u> 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> Design a 70s style pattern ie paisley or

		<ul style="list-style-type: none"> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul> <p>Print</p> <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>	large flowers and print using Presprint and bright colours. Design glasses for Elton John to wear. <u>Week 6</u> 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.
	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>	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"> <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>	

Enrichment Opportunities	
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	Key Skills	Milestones Covered	Lesson Outline
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><a href="#">Light and Shadows</a></u></p> <p><u><a href="#">Week 1</a></u> Explore the difference between a light source and a reflector.</p> <p><u><a href="#">Week 2</a></u> Observe how shadows are formed and changed by the sun and different objects.</p> <p><u><a href="#">Week 3</a></u> Investigate how to make a shadow larger or smaller.</p> <p><u><a href="#">Week 4</a></u> Observe the different shadows made by opaque, translucent and transparent objects.</p> <p><u><a href="#">Week 5</a></u> Make a shadow puppet to help demonstrate learnt facts about shadow sizes.</p> <p><u><a href="#">Week 6</a></u> 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>	

		<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 2. Understand practices and lifestyles 3. Understand how beliefs are conveyed 4. Reflect 5. Understand values	<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> <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> <ul style="list-style-type: none"> <li>• Identify religious symbolism in literature and the arts.</li> </ul> <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> <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>	<u>What is it like to follow God?</u> <u>Week 1</u> Why do Christians and Jews still read the story of Noah today? <u>Week 2</u> Why did God choose Noah? <u>Week 3</u> What agreements do people make and what are the consequences of breaking these agreements? <u>Week 4</u> What promises are made in a Christian wedding ceremony? <u>Week 5</u> Why did Abraham follow God's commands? <u>Week 6</u> Abraham and Sarah, what was it like to follow God?

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>	<u><a href="#">We are Scratch Programmers</a></u> <u><a href="#">Week 1</a></u> Write the code to move a sprite <u><a href="#">Week 2</a></u> Use script to control a sprite <u><a href="#">Week 3</a></u> Make a character dance <u><a href="#">Week 4</a></u> Use the if statement <u><a href="#">Week 5</a></u> Move a sprite using the keyboard <u><a href="#">Week 6</a></u> Use a variable
	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>	Let Your Spirit Fly- Charanga <a href="https://www.oxfordshireonlinemusic.co.uk/scheme"><u>https://www.oxfordshireonlinemusic.co.uk/scheme</u></a> <u><a href="#">Week 1</a></u> Listen and appraise- Let your Spirit Fly <u><a href="#">Week 2</a></u> Listen and appraise- Let Your Spirit Fly <u><a href="#">Week 3</a></u> Listen and appraise and Learn to Sing- Let Your Spirit Fly and Colonel Bogey March
	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>	

	3. Transcribe	•	<u>Week 4</u> 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> Listen and appraise, Learn to Sing and Use Instruments- Let Your Spirit Fly and Aint No Mountain High Enough by Marvin Gaye <u>Week 6</u> 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> How to learn a language, sounds of French <u>Week 2</u> Greeting people, saying hello and goodbye, saying and <u>Week 3</u> Understanding when someone asks how you are feeling
	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>	<u>Week 4</u> Asking and saying how you are feeling <u>Week 5</u> Asking and saying how you are feeling, classroom actions <u>Week 6</u> Asking and saying how you are feeling, classroom actions
	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>	
	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>	

PE	<p>1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p>	<p><b>Games</b></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><b>Dance</b></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><b>Dance</b></p> <p><u>Week 1</u> I can improvise and create movements with a partner.</p> <p><u>Week 2</u> I can create and perform imaginative movements to fit with different stimuli.</p> <p><u>Week 3</u> I can develop new actions whilst working in a small group.</p> <p><u>Week 4</u> I can show awareness of others when moving.</p> <p><u>Week 5</u> I can work with a partner to create and perform a dance to show feelings and emotions.</p> <p><u>Week 6</u> I can work in a group to link actions to create a dance montage.</p> <p><b>Invasion Games</b></p> <p><u>Week 1</u> The Basics- To apply the basic principles of invasion games.</p> <p><u>Week 2</u> Masterful Moving- To move with the ball.</p> <p><u>Week 3</u> Passing Practise- To use a range of techniques to pass the ball.</p> <p><u>Week 4</u> Defend, defend, defend- To understand the basic</p>
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PSHE	<p>1. Try new things</p> <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>2. Work hard</p> <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> <p>3. Concentrate</p> <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> <p>4. Push oneself</p> <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> <p>5. Imagine</p> <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>	<p>Scarf- Me and My Relationships</p> <p><u>Week 1</u></p> <p>As a rule- why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities; Suggest appropriate rules for a range of settings; 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; 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; Identify the different skills that people can bring to a group task;</p> <p>Demonstrate how working together in a collaborative manner can help everyone to achieve success.</p> <p><u>Week 4</u></p>	

	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>	<p>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.</p> <p><u>Week 5</u></p> <p>How can we solve this problem?- Rehearse and demonstrate simple strategies for resolving given conflict situations.</p>
	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>	<p><u>Week 5</u></p> <p>How can we solve this problem?- Rehearse and demonstrate simple strategies for resolving given conflict situations.</p>
	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>	<p><u>Week 6</u></p> <p>Dan's dare- Explain what a dare is; Understand that no-one has the right to force them to do a dare;</p> <p>Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</p>

For English and maths plan see separate long term plans.