



Medium Term Plan – Autumn 1

Dreams & Ambitions

Nightingale

	Key Skills Covered	Milestones Covered	Lesson Outline
History	A. Investigate and interpret the past	3.1 Use sources of evidence to deduce information about the past. 3.2 Select suitable sources of evidence, giving reasons for choices. 3.3 Use sources of information to form testable hypotheses about the past. 3.6 Understand that no single source of evidence gives the full answer to questions about the past.	<ol style="list-style-type: none"> 1. To use historical sources to define what a slave is. 2. To understand and describe the triangular Atlantic slave trade. 3. To learn about the experiences of slaves during the Atlantic slave trade from historical sources. 4. To understand the abolition of the slave trade and slavery in Britain. 5. To learn about Harriet Tubman and the location of the Underground Railroad. 6. To understand what modern slavery is.
	B. Build an overview of world history	3.3 Compare some of the times studied with those of the other areas of interest around the world. 3.4 Describe the social, ethnic, cultural or religious diversity of past society. 3.5 Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	
	C. Understand chronology	3.1 Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). 3.2 Identify periods of rapid change in history and contrast them with times of relatively little change. 3.4 Use dates and terms accurately in describing events.	
	D. Communicate historically	3.1 Use appropriate historical vocabulary to communicate. 3.2 Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. 3.3 Use original ways to present information and ideas.	
Geography	A. Investigate places	3.6 Name and locate the countries of North and South America and identify their main physical and human characteristics.	5.To learn about Harriet Tubman and the location of the Underground Railroad.

	B. Investigate patterns	3.4. Describe geographical diversity across the world. 3.5. Describe how countries and geographical regions are interconnected and interdependent.	2.To understand and describe the triangular Atlantic slave trade. 4.To understand the abolition of the slave trade and slavery in Britain
	C. Communicate geographically	3.2 Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies	2.To understand and describe the triangular Atlantic slave trade.
Art & Design	A. Develop ideas	A.3.1 Develop and imaginatively extend ideas from starting points throughout the curriculum. A.3.2 Collect information, sketches and resources and present ideas imaginatively in a sketch book. A. 3.4 Spot the potential in unexpected results as work progresses.	<u>Portraits of Tubman / Bardardo</u> 1. Sketch outlines lightly
	B. Mastering techniques	A.3.1 Sketch (lightly) before painting to combine line and colour. A.3.2 Create a colour palette based upon colours observed in the natural or built world. A.3.3 Combine colours, tones and tints to enhance the mood of a piece. A.3.5 Use brush techniques and the qualities of paint to create texture.	<u>Portraits of Tubman / Bardardo</u> 1. Sketch outlines lightly 2. Colour mixing for clothes 3. Brush techniques for texture 4. Tints and tones for skin 5. Colour mixing for background 6. Brush techniques for texture

	Key Skills	Milestones Covered	Lesson Outline
Science	A. Work scientifically	A.3.1 Plan enquiries, including recognising and controlling variables where necessary. A.3.2 Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. A.3.3 Take measurements, using a range of scientific equipment, with increasing accuracy and precision. A.3.4 Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. A.3.5 Report findings from enquiries, including oral and written	<u>Separating Mixtures</u> 1. Explore separating mixtures of dry ingredients with sieves. 2. Investigate dissolving objects in water. 3. Children plan a fair test and carry out investigation based on dissolving. 4. Make observations and explain thinking. 5. Filtering water.

		<p>explanations of results, explanations involving causal relationships, and conclusions.</p> <p>A.3.6 Present findings in written form, displays and other presentations.</p> <p>A.3.7 Use test results to make predictions to set up further comparative and fair tests.</p>	6. Recording techniques used to separate materials.
	F. Investigating materials	<p>F.3.2 Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>F.3.3 Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>F.3.5 Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>F.3.6 Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidation and the action of acid on bicarbonate of soda.</p>	
RE	1. Understand beliefs and teachings	<p>A.3.1 Explain how some teachings and beliefs are shared between religions.</p> <p>A.3.2 Explain how religious beliefs shape the lives of individuals and communities.</p>	<p><u>Do Muslims need the Qur'an?</u></p> <ol style="list-style-type: none"> 1. How do religious families and communities practice their faith? 2. How is faith seen in local communities? 3. How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life? 4. What do different sacred texts teach about life and how do they influence people differently? 5. In what different ways do people worship and what difference does this make in their lives?
	2. Understand practices and lifestyles	<p>B.3.1 Explain the practices and lifestyles involved in belonging to a faith community.</p> <p>B.3.2 Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p> <p>B.3.3 Show an understanding of the role of a spiritual leader.</p>	
	3. Understand how beliefs are conveyed	C.3.1 Explain some of the different ways that individuals show their beliefs.	
	4. Reflect	<p>D.3.1 Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</p> <p>D.3.2 Explain their own ideas about the answers to ultimate</p>	

		<p>questions.</p> <p>D.3.3 Explain why their own answers to ultimate questions may differ from those of others.</p>	
	5. Understand values	<p>E.3.1 Explain why different religious communities or individuals may have a different view of what is right and wrong.</p> <p>E.3.2 Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</p> <p>E.3.3 Express their own values and remain respectful of those with different values.</p>	
Computing	Computing systems and networks - Systems and searching	<p>I can describe that a computer system features inputs, processes, and outputs.</p> <p>I can explain that computer systems communicate with other devices.</p> <p>I can explain that systems are built using a number of parts.</p> <p>I can explain the benefits of a given computer system.</p> <p>I can identify tasks that are managed by computer systems.</p> <p>I can identify the human elements of a computer system.</p> <p>I can compare results from different search engines.</p> <p>I can make use of a web search to find specific information.</p> <p>I can refine my web search.</p> <p>I can explain why we need tools to find things online.</p> <p>I can recognise the role of web crawlers in creating an index.</p> <p>I can relate a search term to the search engine's index.</p> <p>I can explain that a search engine follows rules to rank results.</p> <p>I can give examples of criteria used by search engines to rank results.</p> <p>I can order a list by rank.</p> <p>I can describe some of the ways that search results can be influenced.</p> <p>I can explain how search engines make money.</p> <p>I can recognise some of the limitations of search engines.</p>	<p><u>Computing systems and networks - Systems and searching</u></p> <ol style="list-style-type: none"> 1. E-safety 2. To explain that computers can be connected together to form systems. 3. To recognise the role of computer systems in our lives 4. To identify how to use a search engine. 5. To describe how search engines select results. 6. To explain how search results are ranked. 7. To recognise why the order of results is important, and to whom.
Music	A. Perform	<p>A.3.1 Sing or play from memory with confidence.</p> <p>A.3.2 Perform solos or as part of an ensemble.</p> <p>A.3.3 Sing or play expressively and in tune.</p> <p>A.3.4 Hold a part within a round.</p> <p>A.3.5 Sing a harmony part confidently and accurately.</p>	<p><u>Livin' On A Prayer – Rock music</u></p> <ol style="list-style-type: none"> 1. Listen and appraise classic rock songs. 2. Listen and appraise classic rock songs.

		A.3.7 Perform with controlled breathing (voice) and skillful playing (instrument).	<ol style="list-style-type: none"> 3. Learn to sing a rock song. 4. Learn to play instruments with the song. 5. Improvise and compose rock music. 6. Perform compositions.
	B. Compose	<p>B.3.1 Create songs with verses and a chorus.</p> <p>B.3.2 Create rhythmic patterns with an awareness of timbre and duration.</p> <p>B.3.3 Combine a variety of musical devices, including melody, rhythm, and chords.</p> <p>B.3.4 Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>B.3.6 Convey the relationship between the lyrics and the melody.</p>	
	C. Transcribe	<p>C.3.1 Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>C.3.2 Read and create notes on the musical stave.</p> <p>C.3.3 Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</p> <p>C.3.4 Understand and use the # (sharp) and b (flat) symbols.</p> <p>C.3.5 Use and understand simple time signatures.</p>	
	D. Describe music	<p>D.3.1 Choose from a wide range of musical vocabulary to accurately describe and appraise music.</p> <p>D.3.2 Describe how lyrics often reflect the cultural context of music and have social meaning.</p>	
French	A. Read fluently	<p>A.3.1 Read and understand the main points and some of the detail in short written texts.</p> <p>A.3.2 Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</p> <p>A.3.3 Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</p> <p>A.3.4 Show confidence in reading aloud, and in using reference materials.</p>	<p>Lessons 13-19</p> <ol style="list-style-type: none"> 1. Develop understanding of concept of gender of nouns. 2. Develop understanding of how to form questions. 3. Practise a simple question and

	<p>B. Write imaginatively</p>	<p>B.3.1 Write short texts on familiar topics. B.3.2 Use knowledge of grammar to enhance or change the meaning of phrases. B.3.3 Use dictionaries or glossaries to check words. B.3.5 Include imaginative and adventurous word choices. B.3.6 Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). B.3.7 Use dictionaries or glossaries to check words.</p>	<p>answer exchange</p> <ol style="list-style-type: none"> 4. Develop knowledge of letter and sound connections through reading 5. Develop sentence building 6. Develop reading and writing skills
<p>C. Speak confidently</p>	<p>C.3.1 Understand the main points and opinions in spoken passages. C.3.3 Take part in conversations to seek and give information. C.3.4 Refer to recent experiences or future plans, everyday activities and interests. C.3.6 Be understood with little or no difficulty.</p>		
<p>D. Understand the culture of the countries in which the language is spoken</p>	<p>D.3.2 Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</p>		
<p>PE</p>	<p>1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p>	<p>Athletics: C.3.26. Combine sprinting with low hurdles over 60 metres. C.3.27. Choose the best place for running over a variety of distances. C.3.28. Throw accurately and refine performance by analysing technique and body shape. C.3.29. Show control in take off and landings when jumping. C.3.30. Compete with others and keep track of personal best performances, setting targets for improvement.</p> <p>Games (football): C.3.1 Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p>	<p><u>Athletics</u></p> <ol style="list-style-type: none"> 1. To challenge ourselves in running, jumping and throwing tasks. 2. To accelerate over short distances. 3. To run and jump using a one footed take off. 4. To use a sling action to throw a discus. 5. To run on a curve and exchange a baton in our team. 6. To apply the skills we have learnt in a competitive way. <p><u>Games (football):</u></p> <ol style="list-style-type: none"> 7. To turn with the ball.

		<p>C.3.2 Work alone, or with team mates in order to gain points or possession.</p> <p>C.3.5 Field, defend and attack tactically by anticipating the direction of play.</p> <p>C.3.6 Choose the most appropriate tactics for a game.</p> <p>C.3.7 Uphold the spirit of fair play and respect in all competitive situations.</p> <p>C.3.8 Lead others when called upon and act as a good role model within a team.</p>	<p>8. To travel quickly and effectively when running with the ball.</p> <p>9. To combine running with the ball and sending it to a space.</p> <p>10. To maintain position when attacking to create space.</p> <p>11. To perform a step over to beat a defender.</p> <p>12. To control a bouncing ball, keeping it close to the body.</p>
PSHE	A. Recognising Others	<p>I can use strategies to resolve arguments or disagreements.</p> <p>I can respond to emotions according to the situation and person.</p>	<p>Me and My Relationships:</p> <ol style="list-style-type: none"> 1. Describing the attributes needed to work collaboratively 2. Negotiation and Compromise: describe strategies for resolving difficult issues or situations. 3. Key qualities of friendship 4. Healthy and unhealthy relationships 5. Passive, aggressive and assertive behaviours. 6. Emotional Needs 7. Online communication
	B. Bullying	<p>I am aware of the warning signs that a relationship could be unhealthy or unsafe.</p>	
	C. Assertive skills	<p>I can be assertive to keep myself happy, healthy and safe.</p> <p>I can reflect on my behaviour, attitudes and qualities.</p> <p>I can manage my emotional needs and any risks to them.</p>	

For English and maths plan see separate long term plans.