



Class 3 Medium Term Planning – Autumn Term 2020-2021

Britain – Then and Now.

	History	Geography	SEAL	Computing	Art/D.T.	P.E.	R.E	Science	Music
<p>National Curriculum Links</p> <p>Learn more, know more, remember more</p>	<p>Pupils should be taught about:</p> <p>A local history study</p> <ul style="list-style-type: none"> - A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) - A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <p><i>The overall focus here is understanding the timeline and key elements of each different period to ensure depth of understanding of British history (last term's learning) and how the local history links.</i></p>	<p>Pupils should be taught about:</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<p>Pupils should be taught about:</p> <p>New Beginnings</p>	<p>Autumn 1: Year 5 Unit 5.2 Online Safety Unit 6.2 Online Safety</p> <p>Autumn 2: Unit 5.4 Databases – for all year groups to ensure link to previous learning</p> <ul style="list-style-type: none"> - use sequence, selection, and repetition in programs; work with variables and various forms of input and output <p>Alongside eSafety: Pupils should be taught to:</p> <ul style="list-style-type: none"> - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>Recap and consolidation session to ensure full coverage</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>As part of the research they will learn about:</p> <ul style="list-style-type: none"> - about great artists, architects and designers in history. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>NY syllabus UKS2 (Unit 2.7)</p> <p>What matters most to Christians and Humanists?</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -Identify common appliances that run on electricity - Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - Recognise some common conductors and insulators, and associate metals with being good conductors. associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches - Use recognised symbols when representing a simple circuit in a diagram. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Improvise and compose music for a range of purposes using the inter-related dimensions of music - Listen with attention to detail and recall sounds with increasing aural memory
	<p>Session 1</p>	<p>Research key events in the local area – starting with Chapel Haddlesey and then spreading to the wider local area</p>	<p>Explore local area and begin to identify key places, landmarks and geographical features</p>	<p>Exploring our own opinions and views</p>	<ul style="list-style-type: none"> - Think critically about the information that I share online both about myself and others. - Know who to tell if I am upset by something that happens online. - Use the SMART rules as a source of guidance when online. 	<p>Research art styles from designated periods of British history</p>	<p>Athletics</p>	<p>What is a Humanist? What rules do they live by?</p>	<p>What do we know, what do we want to know, how does it work, why do we need it? Investigation</p>



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Knowledge and Skills	<p>Understand chronology</p> <p>Emerging: Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>Expected: Use dates and terms accurately in describing events.</p> <p>Exceeding: Make comparisons between different periods of time.</p>	<p>Investigate places</p> <p>Expected: Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Exceeding: Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p>	<p>Express themselves</p> <p>- Talk and write about their opinions, and explain their views on issues that affect themselves and society.</p>	<p>Connect</p> <p>Expected: Collaborate with others online on sites approved and moderated by teachers.</p> <p>- Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</p> <p>- Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.</p> <p>Exceeding: Understand the effect of online comments and show responsibility and sensitivity when online</p>	<p>Master techniques</p> <p>Emerging: Sketch (lightly) before painting to combine line and colour.</p> <ul style="list-style-type: none"> • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. <p>Expected: Combine colours, tones and tints to enhance the mood of a piece.</p> <ul style="list-style-type: none"> • Use brush techniques and the qualities of paint to create texture. <p>Exceeding: Develop a personal style of painting, drawing upon ideas from other artist</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <p>Create complex and well executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, 	<p>Emerging: Identify the values found in stories and texts (A2). • Suggest ideas about why humans can be both good and bad, making links with Christian and Humanist ideas (B3).</p> <p>Expected: Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). • Describe some Christian and Humanist values simply (B3). • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</p> <p>Exceeding: Examples of similarities and differences between Christian and Humanist values (B3). • Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).</p>	<p>Understand electrical circuits</p> <p>Expected: Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p>	<p>Compose:</p> <p>Create songs with verses and a chorus.</p> <ul style="list-style-type: none"> • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinato (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody.
Session 2	Create a timeline of local history and the key events using primary sources – how else could we find out information – plan this.	How has the local area changed and developed over time	What is special about 'me'	Children select keywords and search techniques to find relevant information and increase reliability	Session 1 continued	Athletics	What makes you a 'good' or 'bad' person? Rules and principles to be good.	Explore key vocabulary and circuit components	Compose music to use with poem form previous session



	History	Geography	SEAL	Computing	Art/D.T.	P.E.	R.E	Science	Music
Knowledge and skills.	<p>Investigate and interpret the past</p> <p>Emerging: Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Expected: Refine lines of enquiry as appropriate</p> <p>Exceeding: make connections and comparisons between key periods of British history</p>	<p>Investigate places</p> <p>Emerging: Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Expected: Identify and describe how the physical features affect the human activity within a location.</p> <p>Exceeding: Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p>	<p>Understand our own strengths</p> <p>Recognise their worth as an individual by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals</p>	<p>Communicate</p> <p>Children show an understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each.</p>	<p>Master techniques</p> <p>Emerging: Sketch (lightly) before painting to combine line and colour.</p> <ul style="list-style-type: none"> • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. <p>Expected: Combine colours, tones and tints to enhance the mood of a piece.</p> <ul style="list-style-type: none"> • Use brush techniques and the qualities of paint to create texture. <p>Exceeding: Develop a personal style of painting, drawing upon ideas from other artist</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <p>Create complex and well executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> -stretching and twisting - gestures - linking skills. - Hold shapes that are strong, fluent and expressive. 	<p>Emerging: I can... You can... Can you...? Identify the values found in stories and texts (A2). • Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3). •</p> <p>Expected: I can... You can... Can you...? Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). • Describe some Christian and Humanist values simply (B3). • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</p> <p>Exceeding: I can... You can... Can you...? Give examples of similarities and differences between Christian and Humanist values (B3). • Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).</p>	<p>Expected</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <ul style="list-style-type: none"> • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. <p>Exceeding:</p> <ul style="list-style-type: none"> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. 	<p>Compose:</p> <p>Create songs with verses and a chorus.</p> <ul style="list-style-type: none"> • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinato (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody.
Session 3	Compare Haddlesey and the local area looking at different periods in its history and now	Session 3 continued	Challenge day!	Learn how to search for information in a database.	Session 1 continued	Athletics	Continuation of exploring ideas about being good/ bad and consequences of actions.	Make and experiment with simple circuits	Complete composing the song
Knowledge and Skills	<p>Investigate and interpret the past</p> <p>Emerging: Use sources of evidence to deduce information about the past.</p> <p>Expected: Select suitable sources of evidence, giving reasons for choices</p> <p>Exceeding: Seek out and</p>	<p>Investigate places</p> <p>Expected: Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>- Identify and describe how the physical features affect the human activity within a</p>	To face new challenges positively by collecting information, looking for help, making responsible choices and taking action	<p>Collect</p> <p>Select appropriate application to devise, construct and manipulate data and present it in an effective and professional manner</p>	<p>Master techniques</p> <p>Emerging: Sketch (lightly) before painting to combine line and colour.</p> <ul style="list-style-type: none"> • Create a colour palette based upon colours observed in the natural or built world. 	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and 	<p>Emerging: Suggest ideas about why humans can be both good and bad, making links with Humanist and Christian ideas (B3).</p> <p>Expected: Describe some Christian and Humanist values simply (B3). • Express their own ideas about some big moral concepts, such as fairness or honesty</p>	<p>Expected: Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <ul style="list-style-type: none"> • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with 	<p>Compose:</p> <p>Create songs with verses and a chorus.</p> <ul style="list-style-type: none"> • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm



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	analyse a wide range of evidence in order to justify claims about the past.	location. Exceeding: Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.			<ul style="list-style-type: none"> Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Expected: Combine colours, tones and tints to enhance the mood of a piece. <ul style="list-style-type: none"> Use brush techniques and the qualities of paint to create texture. Exceeding: Develop a personal style of painting, drawing upon ideas from other artist	body rotation during floor performances.	comparing them with the ideas of others they have studied (C3). Exceeding: Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).	a battery. Exceeding: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. <ul style="list-style-type: none"> Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. 	and chords. <ul style="list-style-type: none"> Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinato (based on the pentatonic scale). Convey the relationship between the lyrics and the melody.
Session 4	Session 3 continued – write up the information, link to English planning, what is the purpose, who is the audience?	How has our local area developed over time	Laws, rules and values	To contribute to a class database.	Create a collage linked to the RE unit incorporating key themes	Athletics	Code for Christians to follow: Using the Bible as a guide on how to be good with God.	Introduce symbols and draw simple circuits	Perform compositions
Knowledge and skills		Communicate geographically Expected: To be able to discuss links between human geography including settlements, land use and economic activity Exceeding: To be able to compare and ask questions about the impact of different geographical elements	Why and how rules and laws are made and enforced, why differing rules are needed in different situations and how to take part in making and changing rules..	Collect Expected: Select appropriate application to devise, construct and manipulate data and present it in an effective and professional manner	Collage: Expected: Select and arrange materials for a striking effect. <ul style="list-style-type: none"> Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. Exceeding: Mix textures (rough and smooth, plain and patterned). <ul style="list-style-type: none"> Combine visual and tactile qualities. 	Develop practical skills in order to participate, compete and lead a healthy lifestyle <ul style="list-style-type: none"> Practise and refine the gymnastic techniques used in performances (listed above). Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). 	Emerging: Identify the values found in stories and texts (A2). <ul style="list-style-type: none"> Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3). Expected: Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). <ul style="list-style-type: none"> Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). Exceeding: Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).	Expected: Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. <ul style="list-style-type: none"> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Exceeding: Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram	<ul style="list-style-type: none"> Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing.
Session 5	Draft the text	Session 4 continued	Session 4 continued	To create a database around a chosen topic.	Session 4 continued	Athletics	How do we achieve and follow Christian values?	What happens if....? Exploring functions and impact of components of circuits	Perform compositions



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Knowledge and Skills	As above	<p>Communicate geographically</p> <p>Expected: To be able to discuss links between human geography including settlements, land use and economic activity</p> <p>- To be able to compare and ask questions about the impact of different geographical elements</p>	<p>To realise the consequences of antisocial and aggressive behaviours, such as bullying and racism on individuals and communities.</p> <p>That there are different kinds of responsibilities, rights and duties at home, school and in the community, and these can conflict with each other.</p>	<p>Collect</p> <p>Expected: to be able to use the skills to develop their own database</p> <p>Exceeding: to be able to select relevant information and explain impact on their database</p>	<p>Collage:</p> <p>Expected: Select and arrange materials for a striking effect.</p> <ul style="list-style-type: none"> • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. <p>Exceeding: Mix textures (rough and smooth, plain and patterned).</p> <ul style="list-style-type: none"> • Combine visual and tactile qualities. 	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright). 	<p>Emerging: Suggest ideas about why humans can be both good and bad, making links with Humanist and Christian ideas (B3).</p> <p>Describe some Christian and Humanist values simply (B3). • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3).</p> <p>Exceeding: Give examples of similarities and differences between Christian and Humanist values (B3). • Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).</p>	<p>Expected: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Exceeding: Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p>	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing.
Session 6	Create an information text – Purpose/ focus – report for people to read about the area, send it to people in the area to share our findings.	Write up	Making right decisions	Session 5 continued	Session 4 continued	Athletics	TBC	Write up information and experiments	As above
Knowledge and Skills	<p>Communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • Legacy. 	As above	To resolve differences by looking at alternatives, making decisions and explaining choices.	<p>Collect:</p> <p>Expected: Select appropriate application to devise, construct and manipulate data and present it in an effective and professional manner</p> <p>Exceeding: Select appropriate application to devise, construct and manipulate data and present it in an effective and professional manner and utilise the skill independently to a different area of their learning</p>	<p>Collage:</p> <p>Expected: Select and arrange materials for a striking effect.</p> <ul style="list-style-type: none"> • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. <p>Exceeding: Mix textures (rough and smooth, plain and patterned).</p> <ul style="list-style-type: none"> • Combine visual and tactile qualities. 	As above	TBC	As above.	As above

