



Medium Term Planning - Autumn Term 1. Our World.

| National Curriculum Links Learn more, know more, remember more | History Ancient Greece Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past. | Geography Physical Geography: Mountains, volcanoes, earthquakes and forests. This concept involves understanding geographical representations, vocabulary and techniques. | SEAL (planned) New Beginnings | Computing PURPLE MASH Coding This concept involves developing an understanding of instructions, logic and sequences. | Art/D.T. Ancient Greek Sculpture/ pottery design Design an Earthquake proof building. | P.E. (planned) ABC: Agility, Balance & Co-ordination. Cross Country practice. | R.E (planned) Does a beautiful world mean there is a wonderful god? Exploring the meanings of creation stories for Jews and Christians. North Yorkshire Agreed Syllabus | Science Solids, Liquids ad Gas. States of matter. This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed. |
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| Lesson 1 | <p>Who were the ancient Greeks?</p> <p>Introduction to the topic. Where does this fall in our timeline?</p> | <p>Under our feet - what lies beneath the surface of the earth?</p> | <p>Getting to know each other</p> | <p>Online Safety, Effective searching. (How to stay safe online, create a safety poster for peers)</p> | <p>Research Ancient Greek pottery design.</p> | <p>ABC Cross Country Practice.</p> | <p>What do Jews and Christians believe happened "in the beginning?"</p> | <p>Is it solid or liquid?</p> |

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| <p style="text-align: center;">Knowledge and Skills</p> | <p>M1: Place events and artefacts in order on a timeline. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. M2: Place events, artefacts and historical figures on a timeline using dates.</p> | <p>M1: Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. M2: • Describe key aspects of: • physical geography, including rivers, mountains, volcanoes and earthquakes and the water cycle.</p> | <p>M1: Show an awareness of someone who is talking. Show an understanding that one's own behaviour affects other people. Listen to other people's point of view. M2: Listen to others, showing attention. Think of the effect of behaviour on others before acting. Describe the points of view of others.</p> | <p>M1: Understand online risks and the age rules for sites. M2: 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.</p> | <p>M1: Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. Explore how products have been created. M2: 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. Improve upon existing designs, giving reasons for choices.</p> | <p>M1: Use rolling, hitting, running, jumping, catching and kicking skills in combination. M2: Run over a longer distance, conserving energy in order to sustain performance. Understand the need to show accomplishment in managing risks. Show an ability to both lead and form part of a team. Support others and seek support if required when the situation dictates.</p> | <p>M1: Describe some of the teachings of a religion. M2: Present the key teachings and beliefs of a religion. Identify religious artefacts and explain how and why they are used. Explain some of the religious practices of both clerics and individuals.</p> | <p>M1: Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. M2: Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> |
| <p style="text-align: center;">Lesson 2</p> | <p style="text-align: center;">The Greek Empire & Alexander the Great.</p> | <p style="text-align: center;">Volcanoes</p> | <p style="text-align: center;">Gifts & Talents</p> | <p style="text-align: center;">Introduction to coding. Introduction to block coding on screen.</p> | <p style="text-align: center;">Design Ancient Greek Pottery in sketch book & choose materials.</p> | <p style="text-align: center;">ABC Cross Country Practice.</p> | <p style="text-align: center;">Is the world beautiful? Is it God's world? Does a beautiful world mean there is a wonderful God?</p> | <p style="text-align: center;">Gas! Gas! Gas!</p> |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Skills</p> | <p>M1: Describe significant people from the past. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p> <p>M2: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Use dates and terms to describe events. Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. <p>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> | <p>M1: Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>M2: • Describe key aspects of: • physical geography, including rivers, mountains, volcanoes and earthquakes and the water cycle.</p> | <p>M1: Show an awareness of someone who is talking. Show an understanding that one's own behaviour affects other people. Listen to other people's point of view.</p> <p>M2: Listen to others, showing attention. Think of the effect of behaviour on others before acting. Describe the points of view of others.</p> | <p>M1: Control motion by specifying the number of steps to travel, direction and turn.</p> <p>M2: Use specified screen coordinates to control movement.</p> | <p>M1: Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.</p> <p>M2: 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.</p> | <p>M1: Use rolling, hitting, running, jumping, catching and kicking skills in combination.</p> <p>M2: Run over a longer distance, conserving energy in order to sustain performance. Understand the need to show accomplishment in managing risks. Show an ability to both lead and form part of a team. Support others and seek support if required when the situation dictates.</p> | <p>M1: Describe some of the teachings of a religion.</p> <p>M2: Present the key teachings and beliefs of a religion. Identify religious artefacts and explain how and why they are used. Explain some of the religious practices of both clerics and individuals.</p> | <p>M1: Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>M2: Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> |
| | <p>Lesson 3</p> | <p>Greek home life.</p> | <p>Volcanoes</p> | <p>Exploring feelings</p> | <p>Introduction to backgrounds and characters. Making a character move</p> | <p>Make Ancient Greek pottery out of clay and add design.</p> | <p>ABC Cross Country Practice.</p> | <p>What questions would you like to ask 'God' about how the world was created? What does the second creation</p> |

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| | | | | left and right. | | | story in the Bible say? What does it mean? | |
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| Lesson 4 | Ancient Greek buildings and pottery. | Earthquakes | Calming down | Introduction to Collision Detection. | Research Earthquake proof buildings. | ABC Cross Country Practice. | What questions would you like to ask 'God' about how the world was created? What does the second creation story in the Bible say? What does it mean? | Explore evaporation and condensation. |
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| Knowledge and Skills | <p>M1: Describe significant people from the past. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p> <p>M2: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Use dates and terms to describe events. Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. <p>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> | <p>M1: Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>M2: • Describe key aspects of: • physical geography, including rivers, mountains, volcanoes and earthquakes and the water cycle.</p> | <p>M1: Show an awareness of someone who is talking. Show an understanding that one's own behaviour affects other people. Listen to other people's point of view.</p> <p>M2: Listen to others, showing attention. Think of the effect of behaviour on others before acting. Describe the points of view of others.</p> | <p>M1: Control motion by specifying the number of steps to travel, direction and turn.</p> <p>M2: Use specified screen coordinates to control movement.</p> | <p>M1: Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving. Cut materials safely using tools provided. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling)</p> <p>M2: Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Cut materials accurately and safely by selecting appropriate tools. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p> | <p>M1: Use rolling, hitting, running, jumping, catching and kicking skills in combination.</p> <p>M2: Run over a longer distance, conserving energy in order to sustain performance. Understand the need to show accomplishment in managing risks. Show an ability to both lead and form part of a team. Support others and seek support if required when the situation dictates.</p> | <p>M1: Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion</p> <p>M2: Present the key teachings and beliefs of a religion. Identify religious artefacts and explain how and why they are used. Explain some of the religious practices of both clerics and individuals.</p> | <p>M1: Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>M2: Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> |
| | Lesson 5 | Ancient Greek Gods and Goddesses. | Mountains | The problem solving process | To create a program with an object that repeats actions | Design earthquake proof building - think | ABC Cross Country | What should people do to care for the beautiful earth? |

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| | | | | indefinitely. To use a timer to make characters repeat actions. To explore the use of the repeat command and how this differs from the timer. | about materials needed. | Practice. | Why? | |
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| | Lesson 6 | True or False? Think like a historian. Explore different kinds of historical sources. Check the fascinating myths of the Trojan War and the | Forests | New beginnings. | To create a program with an object that repeats actions indefinitely. To use a timer to | Create and earthquake roof building. | ABC Cross Country Practice. | What do Jews say about the creation story? |

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| | <p>Minotaur against primary sources. Research the lost city of Atlantis using a variety of means.</p> | | | <p>make characters repeat actions. To explore the use of the repeat command and how this differs from the timer.</p> | | | | |
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