

Medium Term Planning - Autumn 1

National Curriculum Links Learn more, know more, remember more	History and Geography	Music	Jigsaw (Planned)	Computing	Art/D.T.	P.E. (planned)	R.E (planned)	Science	French (Planned)
Lesson 1	<p>A study of a theme in British history</p> <p>(WWII)</p> <p>Exploring big questions about suffering, inequality and injustice</p> <p>• I can explain why World War II began and order events from early World War II on a timeline.</p>	<p>Improvise and compose music using the inter-related dimensions of music separately and in combination.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</p> <p>Awareness of the music of the 1930s-40s</p>	<p>Being Me Jigsaw piece 1-3</p> <p>My Year Ahead</p>	<p>Online safety</p> <p>Coding -</p> <p>Impact of sharing digital content</p>	<p>WWII Themed Art & Design</p> <p>Air Raid Shelters</p>	<p>Fitness, cross-country and motor skills</p> <p>Agility, Balance and Co-ordination</p>	<p>Why do some people believe God exists?</p> <p>Encountering relevant voices and stories that aid understanding of poverty and injustice</p> <p>How many people believe in God?</p>	<p>Light</p> <p>To understand how light travels in straight lines and allows us to see objects, shadows and colours</p> <p>Encourage pupils to ask questions and develop critical thinking</p> <p>How do we see?</p>	<p>Je me presente (Presenting myself)</p> <p>How are you? Numbers 1-10</p>

<p style="text-align: center;">Knowledge and Skills</p>	<p>(B) Understand chronology and order events with support (E) Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. (GD) Using chronology to compare to other periods of time.</p>	<p>(B) Have an awareness of how lyrics often reflect the cultural context of music and have social meaning. (E) Describe how lyrics often reflect the cultural context of music and have social meaning. (GD) Describe and explain how lyrics often reflect the cultural context of music and have social meaning. Perform solos or as part of an ensemble.</p>	<p>To face new challenges positively and know how to set personal goals know how to use my Jigsaw Journal To know what I value most about my school and can identify my hopes for this school year</p>	<p>(B) Discuss examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. (E) Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. (GD) Give context to the SMART rules and give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</p>	<p>(B) Produce a basic fact sheet on an air raid shelter (E) Produce a simple fact sheet on types of air raid shelters (GD) Produce a fact sheet on Brunel and compare his bridges with 2 or more other designers</p>	<p>(B) To complete red and/or orange levels of assessment and a 5 minute walk/jog (E) To complete up to and including the Yellow level of assessment and a 5 minute walk/jog (GD) To complete up to and including green and blue levels of assessment and a 5 minute walk/jog</p>	<p>(B) Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (E) Present different views on why people believe in God or not, including their own ideas</p>	<p>(B) To explain that light travels in straight lines into our eyes (E) To explain that objects are seen as they give out or reflect light into our eyes (GD) To understand that light may travel directly to our eyes or via an object</p>	<p>(B) To know some of the numbers from 1-10 and know how to ask how somebody is. (E) To know all of the numbers from 1-10 and know how to ask how somebody is. (GD) To know all of the numbers from 1-10, know how to ask how somebody is and reply</p>
<p>Lesson 2</p>	<p>I can write a letter in role as an evacuee from World War II.</p>	<p>Learn to sing parts of Hey Mr Miller Play simple swing piece.</p>	<p>Being a citizen in our country</p>	<p>Maintain security, understand image altering of images and videos online and inappropriate comments.</p>	<p>Anderson Shelter</p>	<p>Jumping</p>	<p>Is God Real? What do Christians think?</p>	<p>Reflection</p>	<p>What is your name? Numbers 10-20</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Skills</p>	<p>(B) Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of children with support (E) Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of children. (GD) Describe and compare the characteristic features of the past, including ideas, beliefs, attitudes and experiences of children.</p>	<p>(B) Perform solos or as part of an ensemble with support (E) Perform solos or as part of an ensemble. (GD) Perform solos and improvise a section using the notes within the key.</p>	<p>To understand my rights and responsibilities as a citizen of my country To empathise with people in this country whose lives are different to my own</p>	<p>(B) Discuss with support the effects of online comments and show responsibility and sensitivity when online. (E) Understand the effect of online comments and show responsibility and sensitivity when online. (GD) Understand the effect of online comments and show responsibility and sensitivity when online and how this might impact on the youth of today.</p>	<p>(B) To complete the first 12 steps of the Anderson Shelter with support (E) To complete the first 12 steps of the Anderson Shelter (GD) To complete the first 12 sections of the Anderson Shelter and provide support to others</p>	<p>(B) To complete red/orange/yellow levels of jumping assessment and a 10 minute walk/jog (E) To complete up to and including the green level of jumping assessment and a 10 minute walk/jog (GD) (GD) To complete up to and including blue and black levels of jumping assessment and a 10 minute walk/jog</p>	<p>(B) Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (E) Present different views on why people believe in God or not, including their own ideas (GD) Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples</p>	<p>(B) To give a basic explanation of reflection (E) To understand how mirrors reflect light and allow us to see (GD) To understand how mirrors reflect light to allow us to see and suggest other products that use this science in our everyday lives</p>	<p>(B) To know some of the numbers from 10-20 and know how to ask what somebody's name is. (E) To know all of the numbers from 10-20 and know how to ask what somebody's name is. (GD) To know all of the numbers from 10-20, know how to ask what somebody's name is and reply</p>
<p>Lesson 3</p>	<p>I can describe how people's diets were different during World War II and answer questions about the implementation of rationing.</p>	<p>Sing all three parts in Hey Mr Miller Play a piece without stopping Understand melody and riffs.</p>	<p>Class 3 responsibilities</p>	<p>The reliability of sources</p>	<p>Anderson shelter</p>	<p>Throw and Catch</p>	<p>How do we know what is true? Why do people believe or not believe in God?</p>	<p>Refraction</p>	<p>How old are you? Numbers 1-20</p>

<p>Knowledge and Skills</p>	<p>Identify continuity and change in the history of the locality of the school.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society</p>	<p>(B) Working towards using drones and melodic ostinati (based on the pentatonic scale). (E) Use drones and melodic ostinati (based on the pentatonic scale). (GD) Using drones and melodic ostinato as well as developing their improvisation.</p>	<p>To understand my rights and responsibilities as a citizen of my country and a member of my school</p> <p>To empathise with people in this country whose lives are different to my own</p>	<p>(B) Pupils can cite all sources when researching and explain the importance of this. (E) Pupils select keywords and search techniques to find relevant information and increase reliability (GD) Pupils show an understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each</p>	<p>(B) To complete the building of the Anderson Shelter with support (E) To complete the building of the Anderson Shelter (GD) To complete the building of the Anderson Shelter including interior sections</p>	<p>(B) To complete red/orange/yellow levels of throwing and catching assessment and a 10 minute walk/jog (E) To complete up to and including the green level of throwing and catching assessment and a 10 minute walk/jog (GD) To complete up to and including blue and black levels of throwing and catching assessment and a 10 minute walk/jog</p>	<p>(B) Give two reasons why a Christian believes in God and one why an atheist does not (E) Outline clearly a Christian understanding of what God is like, using examples and evidence (GD) Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently</p>	<p>(B) To give a basic explanation of refraction (E) To explain through investigation refraction in terms of what happens to the light rays (GD) To explain in detail through investigation refraction in terms of what happens to the light rays using scientific language</p>	<p>(B) To know some of the numbers from 1-20 and know how to ask how old somebody is (E) To know all of the numbers from 1-20 and know how to ask how old somebody is (GD) To know all of the numbers from 1-20, know how to ask how old somebody is and reply</p>
<p>Lesson 4</p>	<p>I can find out about women's wartime jobs and describe what they entailed in detail.</p>	<p>Play a piece rhythmically and melodically correct. Perform a melody composed by themselves.</p>	<p>Rewards and Consequences</p>	<p>Explain what coding is and navigate 2Code</p>	<p>Blitz Art</p>	<p>Striking</p>	<p>What do Christians believe about how the world began? Do they all share the same idea?</p>	<p>The Light Spectrum</p>	<p>Where do you live?</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Skills</p>	<p>(B) Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of women with support (E) Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of women. (GD) Describe and compare the characteristic features of the past, including ideas, beliefs, attitudes and experiences of women.</p>	<p>(B) Perform solos or as part of an ensemble with support (E) Perform solos or as part of an ensemble. (GD) Perform solos and improvise a section using the notes within the key.</p>	<p>To make choices about my own behaviour because I understand how rewards and consequences To feel understand that my actions affect me and others</p>	<p>(B) With support of stem sentences, children can explain what coding is and log onto Purple Mash and open their ToDo to access the program. (E) All children to explain what coding is, when it used and understand how 2Code works. (GD) Children can give examples of when coding is used and create simple dragging and dropping of blocks</p>	<p>(B) To complete the first 3 steps of the Blitz art with support (E) To complete the first 3 steps of the Blitz art (GD) To complete the first sections of the Blitz art and add other appropriate detail</p>	<p>(B) To complete red/orange/yellow levels of striking assessment and a 5 minute jog/run (E) To complete up to and including the green level of striking assessment and a 10 minute jog/run (GD) To complete up to and including blue and black levels of striking assessment and a 5 minute jog/run</p>	<p>(B) Give two reasons why a Christian believes in God and one why an atheist does not (E) Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (GD) Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently</p>	<p>B) To provide a simple explanation of what happens to a ray of light when it passes through a prism (E) To explain what happens to light when it passes through prisms (GD) To use scientific language to give a detailed explanation of what happens to light as it passes through prisms</p>	<p>(B) To know more of the numbers from 1-20 and know how to ask where somebody lives (E) To know most of the numbers from 1-20 and know how to ask where somebody lives (GD) To know all of the numbers from 1-20, know how to ask where somebody lives and reply</p>
<p>Lesson 5</p>	<p>I can describe what happened during some key events from World War II and order events on a timeline.</p>	<p>Develop further understanding of the importance of songs during WW2 Perform Hey Mr Miller and our class piece all the way through as a class</p>	<p>Our Learning Charter</p>	<p>Creating a program with objects that repeats actions indefinitely</p>	<p>Blitz Art</p>	<p>Kicking</p>	<p>Is God Real? Why do some people believe God exists? Why do some people believe God doesn't exist?</p>	<p>Seeing Colours</p>	<p>All about me role play</p>

Knowledge and Skills	(B) Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of children with support (E) Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of children. (GD) Describe and compare the characteristic features of the past, including ideas, beliefs, attitudes and experiences of children.	(B) Perform solos or as part of an ensemble with support (E) Perform solos or as part of an ensemble. (GD) Perform solos and improvise a section using the notes within the key. Describe how lyrics often reflect the cultural context of music and have social meaning.	To understand how an individual's behaviour can impact on a group To contribute to the group and understand how we can function best as a whole	(B) Pupils can show how their character repeats an action and explain how they caused it to do so. (E) Pupils are beginning to understand how the use of the timer differs from the repeat command and can experiment with the different methods of repeating blocks of code. (GD) Pupils can explain how they made objects repeat actions.	(B) To complete the Blitz art picture with support (E) To complete the Blitz art picture (GD) To complete the building of the Blitz art picture adding extra appropriate details	(B) To complete red/orange/yellow levels of kicking assessment and a 10 minute jog/run (E) To complete up to and including the green level of kicking assessment and a 10 minute jog/run (GD) To complete up to and including blue and black levels of kicking assessment and a 10 minute jog/run	(B) Give two reasons why a Christian believes in God and one why an atheist does not (E) Present different views on why people believe in God or not, including their own ideas (GD) Enquire into what some atheists, agnostics and the its say about God, expressing their own ideas and arguments, using evidence and examples	(B) To explain how we see colours (E) To explain through investigation how we use light to see colours (GD) To explain in detail through investigation how we use light to see colours and use scientific language	(B) To use the information learned to write a basic conversation about yourself with support (E) To use the information learned to write a basic conversation about yourself and a friend (GD) To use the information learned to write a detailed conversation about yourself and a friend
Lesson 6	How WWII impacted Barlow	Whole school performance	Owning our Learning Charter	Using the 'if' command	WWII Aircraft	Running		Shadows	All about me role play
Knowledge and Skills	Identify continuity and change in the history of the locality of the school.	(B) Perform solos or as part of an ensemble with support (E) Perform solos or as part of an ensemble. (GD) Perform solos and improvise a section using the notes within the key.	To understand how democracy and having a voice benefits the school community and know how to participate in this To understand why our school community benefits from a Learning Charter and can help others to follow it	(B) Starting to use 'if' conditions in their program. (E) Set IF conditions for movements. Specify types of rotation giving the number of degrees. (GD) Pupils can use the 'if' condition alongside a timer to change their characters actions.	(B) To use the template provided to attempt to draw a WWII aircraft (E) To use the template provided to draw a WWII aircraft (GD) To use the template provided to draw a WWII aircraft and add further appropriate detail	(B) To be able to run short and long distances (E) To be able to use different styles of running for short and long distances (GD) To be able to independently decide on a style of running depending on the distance and explain why		(B) To explain how shadows are formed. (E) To explain in basic terms why shadows take the same shape as the objects that cast them. (GD) To use scientific language to explain in detail why shadows take the same shape as the objects that cast them.	(B) To use the information learned to perform a basic conversation about yourself with support (E) To use the information learned to perform a basic conversation about yourself with a friend (GD) To use the information learned to perform a detailed conversation about yourself with a friend