



Medium Term Planning – Autumn Term 1, 2021

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">National Curriculum Links Learn more, know more, remember more</p>	<p style="text-align: center;"><u>History</u></p> <p style="text-align: center;">A Study of a Theme in British History – Slavery</p> <p>Unit will include some aspects of the geography curriculum:</p> <ul style="list-style-type: none"> Name and locate some of the countries and cities of the world and their identifying human and physical characteristics (MS3). Use maps, atlases, globes and digital/computer mapping to locate countries and describe features (MS2). 	<p style="text-align: center;"><u>Jigsaw (PSHCE)</u></p> <p style="text-align: center;">Being Me</p> <p>In school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>The conventions of courtesy and manners.</p>	<p style="text-align: center;"><u>Computing</u></p> <p style="text-align: center;">Coding</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p style="text-align: center;"><u>P.E.</u></p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p style="text-align: center;"><u>Music</u></p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p style="text-align: center;">R.E</p> <p style="text-align: center;">Why do some people believe God exists?</p> <p>This investigation enables pupils to learn in depth from different religious and non-religious groups about belief in God.</p> <p>Depending on discussions and ideas brought forward, lessons may last longer than one session.</p>	<p style="text-align: center;">Science</p> <p style="text-align: center;">States of Matter</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p style="text-align: center;">Properties of Materials</p> <p>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p>	<p style="text-align: center;">Art</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>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> <p>About great artists, architects and designers in history</p>

Lesson 1	What was the slave trade and how would you have coped with being sold into slavery?	Becoming a Class Team (Y4) My year Ahead (Y5, Y6)	Sparklers & Rockets	Netball	History of Popular Music.	How many people believe in God?	Solid Liquid or Gas? (Y4) Properties of Materials (Y5/6)	Inspiration from African Designs
Knowledge and Skills	<ul style="list-style-type: none"> Use sources of evidence to deduce information about the past (MS3). Use evidence to ask questions and find answers to questions about the past (MS2). <p>Listen to and read info regarding slave trade. Create card or board game based on what had been learnt.</p>	<ul style="list-style-type: none"> I know how good it feels to be included in a group and understand how it feels to be excluded (Y4). <ul style="list-style-type: none"> Face new challenges positively and how to set personal goals (Y5). Identify my goals for the year, understand my fears and worries about the future and know how to express them (Y6). 	<ul style="list-style-type: none"> Set IF conditions for movements. Specify types of rotation giving the number of degrees. <p>Purple Mash</p>	<ul style="list-style-type: none"> Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). 	<ul style="list-style-type: none"> Choose from a wide range of musical vocabulary to accurately describe and appraise music including cultural context. <p>Look at history of popular music from Jazz through to indie. Make links to slave trade and BHM.</p>	<ul style="list-style-type: none"> Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs. Give two reasons why a Christian believes in God and one why an atheist does not. Present different views on why people believe in God or not, including their own ideas 	<ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases (Y4). Compare and group together everyday materials on the basis of their properties, including their hardness, transparency and response to magnets (Y5/6). 	<ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum.
Lesson 2	What were slave auctions like and what did it feel like to be a slave?	Being a School Citizen (Y4) Being a Citizen of My Country (Y5) Being a Global Citizen 1 (Y6)	Switching Background & Splatty Bug	Netball	Introduce 'Bill Withers' – Lean on Me	Is God real? What do Christians think?	Investigating Gases	Begin to collect ideas from African art

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Skills</p>	<ul style="list-style-type: none"> • Select suitable sources of evidence, giving reasons for choices (MS3). • Use sources of information to form testable hypotheses about the past (MS3). <p style="text-align: center;">• Suggest suitable sources of evidence for historical enquiries (MS2).</p> <p>Research info regarding slave auctions. Think about how a slave auction could be recreated. Generate a script for this.</p>	<ul style="list-style-type: none"> • I can take on a role in a group and contribute to the overall outcome (Y4). • Understand my rights and roles as a citizen of the country (Y5). • Know that there are universal rights for all children but for many these rights are not met (Y6). 	<ul style="list-style-type: none"> • Use IF THEN ELSE conditions to control events or objects. <p>Purple Mash</p>	<ul style="list-style-type: none"> • Field, defend and attack tactically by anticipating the direction of play. 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments <ul style="list-style-type: none"> • drones • cyclic patterns • combination of musical elements • Describe how lyrics often reflect the cultural context of music and have social meaning. 	<ul style="list-style-type: none"> • Express thoughtful ideas about the impact of believing or not believing in God on someone's life. • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. 	<ul style="list-style-type: none"> • To compare and group materials together, according to whether they are solids, liquids or gases. 	<ul style="list-style-type: none"> • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use a number of brush techniques to produce shapes textures patterns and lines.
<p>Lesson 3</p>	<p>Recreate slave auction and relate feelings involved.</p>	<p>Rights, Responsibilities & Democracy (Y4) Responsibilities (Y5) Being a Global Citizen 2 (Y6)</p>	<p>Rock, Paper, Scissors and Metric Conversions</p>	<p>Netball</p>	<p>Compare Songs from the same Genre.</p>	<p>How do we know what is true? Why do people believe in God?</p>	<p>Heating & Cooling (Y4) Keeping Cool (Y5/6)</p>	<p>Create a colour palette based on the African theme.</p>

<p>Knowledge and Skills</p>	<ul style="list-style-type: none"> • Use original ways to present information and ideas (MS3). <p>Watch and listen to other group's creations. Comment on suitability, emotions and reasons for change.</p>	<ul style="list-style-type: none"> • understand how democracy works through the school council in this school (Y4). • Understand my rights and roles as a citizen of the country and a member of this school (Y5). • Understand that my actions affect people locally and globally (Y6). 	<ul style="list-style-type: none"> • Use lists to create a set of variables. <p>Purple Mash</p>	<ul style="list-style-type: none"> • Work alone, or with team mates in order to gain points or possession • Choose the most appropriate tactics for a game. 	<ul style="list-style-type: none"> • Evaluate music using musical vocabulary to identify areas of likes and dislikes. <p>Compare <i>Lean on Me</i> to <i>He Still Loves Me</i>.</p> <p>How are they similar? How do they differ? Which do you prefer?</p>	<ul style="list-style-type: none"> • Outline clearly a Christian understanding of what God is like, using examples and evidence. • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. 	<ul style="list-style-type: none"> • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (Y4). • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic (Y5/6). 	<ul style="list-style-type: none"> • Develop a style of painting, drawing on ideas from a different artist. • Replicate some of the techniques used by notable artists.
<p>Lesson 4</p>	<p>What was live like on board the transportation ships? 1</p>	<p>Rewards and Consequences (Y4, Y5) The Learning Charter (Y6)</p>		<p>Playground Leaders</p>	<p>Learn <i>Lean on Me</i></p>	<p>What do Christians believe about how the world began? Do they all share the same idea?</p>	<p>Wondrous Water (Y4) Correct Conduct (Y5/6)</p>	<p>Begin African art piece.</p>
<p>Knowledge and Skills</p>	<ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society (MS2&3). • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children (MS2&3). <p>Watch video clips and answers questions. Research facts regarding slave transportation. Make list of negative aspects of the transportation with a view to write a letter to stop it.</p>	<ul style="list-style-type: none"> • Understand that my action affect myself others and I care about other people's feelings and try to empathise with them (Y4). • Make choices about my behaviour because I understand how rewards and consequences feel (Y5) and I understand how these relate to my rights and responsibilities (Y6). 		<ul style="list-style-type: none"> • Embrace both leadership and team roles and gain the commitment and respect of a team. 	<ul style="list-style-type: none"> • Sing or play from memory with confidence. 	<ul style="list-style-type: none"> • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. • Express thoughtful ideas about the impact of believing or not believing in God on someone's life. • Present different views on why people believe in God or not, including their own ideas. 	<ul style="list-style-type: none"> • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (Y4). • compare and group together everyday materials on the basis of their electrical conductivity (Y5/6). 	<ul style="list-style-type: none"> • Create original pieces showing a range of influences and styles.
<p>Lesson 5</p>	<p>What was live like on board the transportation ships? 2</p>	<p>Our Learning Charter (Y4, Y5, Y6)</p>		<p>Playground Leaders</p>	<p>Continue to Learn <i>Lean on Me</i></p>	<p>Is God real? Why do some people believe God exists? Why do some people believe God doesn't exist?</p>	<p>Evaporation (Y4) Irreversible Changes (Y5/6)</p>	<p>Continue African art piece.</p>

Knowledge and Skills	<ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society (MS2&3). <ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children (MS2&3). <p>Recap previous lesson and start to write letter. Model letter writing.</p>	<ul style="list-style-type: none"> Understand how groups come together to make decisions (Y4). Understand how an individual's behaviour can impact on a group (Y5 & Y6). 		<ul style="list-style-type: none"> Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. 	<ul style="list-style-type: none"> Sing or play expressively and in tune. <p>Are there any instruments we can use to enhance the performance?</p>	<ul style="list-style-type: none"> Give two reasons why a Christian believes in God and one why an atheist does not. Present different views on why people believe in God or not, including their own ideas. Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples. 	<ul style="list-style-type: none"> To associate the rate of evaporation with temperature. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables (Y4). 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 and the action of acid on bicarbonate of soda (Y5/6). 	<ul style="list-style-type: none"> Collect information and resources, present ideas imaginatively.
Lesson 6	How did the slave trade end?	Owning Our Learning Charter (Y4, Y5)	Create quiz from history lesson.	Playground Leaders	Perform <i>Lean on Me</i>	How have religious teachings helped to affect somebody's actions?	The Water Cycle	Colour the fabrics.
Knowledge and Skills	<ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) (MS3). Suggest causes and consequences of some of the main events and changes in history (MS2). <p>Research campaigners for the end of slavery, esp Wilberforce. Generate facts and create questions for a quiz.</p>	<ul style="list-style-type: none"> Understand how democracy and having a voice benefits the school community (Y4) and how I can participate in this (Y5 & Y6). 	<ul style="list-style-type: none"> Collaborate with others online on sites approved and moderated by teachers. Choose the most suitable applications and devices for the purposes of communication. 	Devise games and activities of both a competitive and non-competitive nature in which other children participate.	<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. 	Give examples of ways in which some inspirational people have been guided by their religion.	<ul style="list-style-type: none"> To identify the part played by evaporation and condensation in the water cycle. 	<ul style="list-style-type: none"> Show precision in techniques.
Lesson 7	Create documentary about slavery and its impact on people's lives.	•	Slavery Documentary					Finishing off final piece.

<p>Knowledge and Skills</p>	<ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to a good/exceptional standard in order to communicate information about the past (MS2&3). • Use dates and terms (accurately) in describing events (MS2&3). • Use appropriate historical vocabulary to communicate (MS2&3). <p>Gather information learnt throughout unit. Create a script and assign speaking roles. With TA, film and edit the footage.</p>	<p>•</p>	<p>Choose the most suitable applications and devices for the purposes of communication.</p> <ul style="list-style-type: none"> • Use many of the advanced features in order to create high quality, professional or efficient communications. 					<ul style="list-style-type: none"> • Create original pieces that are influenced by the studies of others.
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- Art