# Autumn Medium Term Overview 2025.26
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| 0Breadth | Threshold Concept | Milestone 1 | Activities (that relate to Threshold Concepts and the Milestone indicators) |
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| **History** | | | |
| **<u>Significant Events</u>**<br><br><u>The Gunpowder Plot</u><br><br>**<u>Vocabulary</u>**<br>Parliament<br>Westminster<br>Catholic<br>Protestant<br>Treason<br>Punishment<br>Gun powder plot | **Investigate and interpret evidence** | Observe or handle evidence to ask questions and find answers to questions about the past.<br><br>Ask questions such as: What was it like for people? What happened? How long ago?<br><br>Use artefacts, pictures, stories, online sources and databases to find out about the past.<br><br>Identify some of the different ways the past has been represented. | **Lesson 1 – What is bonfire night?**<br>Children will think about how Bonfire Night is celebrated today. They will think and talk about their own Bonfire Night experiences. The lesson ends with the class listening to firework sounds and discussing and describing the sounds they make.<br><br>**Lesson 2 – King James I**<br>Children will explore what life was like in Britain at the end of the Tudor period and how King James VI of Scotland became the king of England. They will find out what life was like for Catholics in England during the reign of James I and think about why Puritans continued worshipping in secret.<br><br>**Lesson 3 – Who was Guy Fawkes?**<br>Children will recap the religious tensions in England during the reign of King James I. They will find out who Guy Fawkes was and why he decided to leave England and join the Spanish army. They will find out how Guy became involved the plot and form a conscience alley to help Guy decide if killing the king would be the right thing to do. |
| | **Build an overview of world history** | • Describe historical events.<br>• Describe significant people from the past.<br>• Recognise that there are reasons why people in the past acted as they did.<br>• | |
| | **Understand Chronology** | • Place events and artefacts in order on a timeline. | |

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| | | • Label timelines with words or phrases such as: past, present, older and newer.<br>• Recount changes that have occurred in their own lives.<br>• Use dates where appropriate. | **Lesson 4 – November 5th**<br>Children will recap who Guy Fawkes was and why he and his co-conspirators plotted to blow up the Houses of Parliament. They will then learn about the events of 5th November 1605 and consider how different characters were feeling.<br><br>**Lesson 5 – What happened after the gunpowder plot?**<br>We learn what happened to Guy Fawkes, how the names of the other plotters were discovered and how the events of 1605 led to modern day celebrations.<br><br>**Lesson 6 – Why Celebrate?**<br>Children will recap what they have found out about Guy Fawkes and the Gunpowder Plot. They will retell the events surrounding the plot in their own words or consider how the famous poem describing the events reflect what happened. |
| | **Communicate historically** | • Show an understanding of the concept of nation and a nation's history.<br>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.<br>• 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. | |
| **Geography** | | | |
| **Mapping the local area**<br><br>• Use satellite images of the local area. | **Investigate places** | • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.<br>• Use aerial images and plan perspectives to recognise | Lesson 1<br>Locating places in our school ground – talk about your favourite places to play in the school grounds and locate them on an aerial map. |

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| • Grantham landmarks<br><br>Vocabulary:<br>Satellite image<br>Local area<br>landmarks | | landmarks and basic physical features. | Lesson 2<br>Mapping our school grounds – plan a route to show a visitor our school grounds using an aerial photograph and a large-scale map.<br><br>Lesson 3<br>Planning a route – Plan a route to your local play area using aerial images and a large-scale map.<br><br>Lesson 4<br>Observing geographical features on our route – observe and use geographical vocabulary to talk about features of our local area as we follow a route to a local play area. (Groups of 10 – in the morning whilst TA covers class across 3 mornings)<br><br>Lesson 5<br>Making a map of our route – make a map of our route to our local church.<br><br>Lesson 6<br>Improving our school grounds – make a map or model to show my ideas for improving the school grounds. |
| | **Investigate patterns** | • Identify land use around the school. | |
| | **Communicate geographically** | Use basic geographical vocabulary to refer to:<br><br>• **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.<br>• **key human features**, including: city, town, village, factory, farm, house, office and shop.<br>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.<br>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). | |

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## Art & Design

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| **Theme: animals**<br><br>**Artwork for sketchbooks:**<br><br>Henri Rousseau – In the Jungle<br><br>***Painting***<br><br>• Use thick and thin brushes.<br>• Mix primary colours to make secondary.<br>• Add white to colours to make tints and black to colours to make tones.<br>• Create colour wheels.<br><br>***Drawing***<br><br>• Draw lines of different sizes and thickness.<br><br>•Colour (own work) neatly following the lines.<br><br>• Show pattern and texture by adding dots and lines.<br><br>• Show different tones by using coloured pencils. | **Develop ideas** | • Respond to ideas and starting points<br>• Explore ideas and collect visual information.<br>• Explore different methods and materials as ideas develop. | Lesson 1<br>Introduce the artist and his artwork. Observing leaf shapes – draw simple leaf shapes. (Give children art paper to have a go at drawing leaf shapes to put into sketchbooks)<br><br>Lesson 2<br>Mixing tints – Jungle sky. Explain what a tint is, put together tint strip using blue paint and white.<br><br>Lesson 3<br>Mixing tones – deep jungle. Look at colours involved in the jungle. Make tones using black to create different greens. Put together tone strip for art sketchbook.<br><br>Lesson 4<br>Paint the final piece of work sky by using the tints learnt earlier. Wash the whole paper to create the sky.<br><br>Lesson 5<br>Sketch the leaves of the jungle and cut out.<br><br>Lesson 6<br>Paint the leaves using the tones of green.<br><br>Lesson 7 (2 lessons) |
| | **Master Techniques**<br>**PAINTING**<br><br>**DRAWING** | • Use thick and thin brushes.<br>• Mix primary colours to make secondary.<br>• Add white to colours to make tints and black to colours to make tones.<br>• Create colour wheels.<br><br>• Draw lines of different sizes and thickness.<br>• Colour (own work) neatly following the lines.<br>• Show pattern and texture by adding dots and lines.<br>• Show different tones by using coloured pencils. | |

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| **<u>Vocabulary</u>**<br>**Primary colours**<br>**Secondary colours**<br>**Vivid**<br>**Symmetrical**<br>**Emotions**<br>**Artist**<br>**Tints**<br>**Shades**<br>**Tones**<br>**Colour wheel**<br>**Pattern**<br>**texture** | | | Put together final piece of art – make silhouette of a jungle animal, add to the sky. Assemble jungle leaves. |
| | **Take inspiration from the greats** | • Describe the work of notable artists, artisans and designers.<br>• Use some of the ideas of artists studied to create pieces. | |
| **Design & Technology** | | | |
| Introduction unit 1.1 What is Design and Technology? (pages 31-34)<br>Structures (pages 35-41)<br>strength<br>stability<br>finger fluency<br>design inspiration<br>guided design-think<br>guided design-break<br>guided design-re-think<br>**<u>Vocabulary</u>** | **Master practical skills** | • Cut materials safely using tools provided.<br>• Measure and mark out to the nearest centimetre.<br>• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).<br>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). | Lesson 1 – What is Design and Technology?<br>Share "think, make, break, repeat" from CQ.<br>Explain product design.<br>Show pictures of phones from the earliest versions to now, how have they been improved?<br><br>Lesson 2 – Structures<br>Explain the different types of structures CQ.<br>What do structures do? Look at different examples of structures, which type is it showing? |

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| | | • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. | Lesson 3 – Stability<br>Go through objects being stable and unstable – example of Pisa being an example. Different examples of how to make something stable using anchor, brace and base. Pop tasks – CQ – have a go at making different examples.<br><br>Lesson 4 – Frane structures<br>Explain what a frame structure is involving beams, columns and slabs. Examples in nature and manufactured. Label pictures of different frame structures such as a chair with those 3 labels.<br><br>Lesson 5 – Design inspiration<br>Think about inspiration, purpose and users. Show example of a swing and from CQ. Collectively do an example of a chair. Guided design of a chair – look at different design options, who is it for, what will I use? Go through joining techniques of making the chair – flange join for the legs. Strengthening of cardboard box back with hinges.<br><br>Lesson 6 – Making your structure.<br>Use toilet roll tubes for legs and a cereal box for the base and back. Strengthen the back with hinges. Create your design on the box. |
| | **Design, make, evaluate and improve** | • Design products that have a clear purpose and an intended user.<br>• Make products, refining the design as work progresses.<br>• Use software to design. | |
| | **Take inspiration from design throughout history** | • Explore objects and designs to identify likes and dislikes of the designs.<br>• Suggest improvements to existing designs.<br>• Explore how products have been created. | |

## Science

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| **The Human Body (5 weeks)**<br>**Seasonal changes (1 week)**<br>**Materials (5 weeks)**<br>**Seasonal changes (1 week)** | **Work scientifically** | • Ask simple questions.<br>• Observe closely, using simple equipment. Perform simple tests. Identify and classify.<br>• Use observations and ideas to suggest answers to questions.<br>• Gather and record data to help in answering questions. | The Human Body<br>Step 1<br>Name and identify parts of the human body.<br><br>Step 2<br>Draw and label parts of the human body.<br><br>Step 3<br>Sight<br><br>Step 4<br>Sound<br><br>Step 5<br>Taste<br><br>Step 6<br>Touch<br><br>Step 7<br>Smell<br><br>Seasonal Changes<br>Step 1<br>Changes in Autumn<br><br>Step 2<br>Collect and record data.<br><br>Materials<br>Step 1 |
| | | • Distinguish between an object and the material from which it is made.<br>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.<br>• Describe the simple physical properties of a variety of everyday materials.<br>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.<br>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.<br>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. | |

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| | | | Explore materials – wood, plastic, glass and metal.<br><br>Step 2<br>Explore material – rock<br><br>Step 3<br>Objects and materials<br><br>Step 4<br>Melt and freeze<br><br>Step 5<br>Float or sink?<br><br>Step 6<br>Does it absorb water?<br><br>Step 7<br>Investigate materials.<br><br><br>Seasonal Changes<br>Step 1<br>Changes in winter<br><br>Step 2<br>Gather and record data |

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## Computing

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| **Digital painting**<br>During this unit, learners develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.<br><br>**<u>Vocabulary</u>**<br>Information Technology, computers, file, move, resize, compare, example, connected, safety, rules, responsibly, guidance<br><br>**Creating Media- Photography**<br><br>**<u>Vocabulary</u>**<br>Devices, digital, photograph, landscape, portrait, composition, improve, lighting, focus, artificial, editing, adjust, real, changed | • Communicate | • Participate in class social media accounts.<br>• Understand online risks and the age rules for sites | **Digital Painting**<br>Lesson 1: How can we paint using computers?<br>This lesson introduces learners to the freehand tools available for digital painting.<br><br>Lesson 2: Using shapes and lines.<br>This lesson introduces learners to the line and shape tools and revisits the fill and undo tools used for digital painting. Learners create their own digital painting in the style of an artist.<br>To use the shape tool and the line tools<br>● I can make marks with the square and line tools<br>● I can use the shape and line tools effectively<br>● I can use the shape and line tools to recreate the work of an artist<br><br>Lesson 3: Making careful choices<br>This lesson introduces learners to a range of shape tools, allowing them to create a painting in the style of an artist.<br>To make careful choices when painting a digital picture<br>● I can choose appropriate shapes<br>● I can make appropriate colour choices<br>● I can create a picture in the style of an artist |
| | • Connect | • Use a range of applications and devices in order to communicate ideas, work and messages | |

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| | | | Lesson 4: Why did I choose that?<br>This lesson increases learners' understanding of the available paint tools and encourages them to select the best tools to create a digital painting in the style of Wassily Kandinsky.<br>To explain why I chose the tools I used<br>∉ I know that different paint tools do different jobs<br>∉ I can choose appropriate paint tools and colours to recreate the work of an artist<br>∉ I can say which tools were helpful and why<br><br>Lesson 5: Painting all by myself<br>Learners select appropriate colours, brush sizes, and brush tools to independently create their own image in the style of an artist.<br>To use a computer on my own to paint a picture<br>● I can make dots of colour on the page<br>● I can change the colour and brush sizes<br>● I can use dots of colour to create a picture in the style of an artist on my own<br><br>Lesson 6: Comparing computer art and painting. |

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| | | | Learners compare their preferences when creating paintings on computers and on paper.<br>To compare painting a picture on a computer and on paper<br>● I can explain that pictures can be made in lots of different ways<br>● I can spot the differences between painting on a computer and on paper<br>● I can say whether I prefer painting using a computer or using paper |
| **Music** | | | |
| Y1<br>Unit 1: Menu Song<br><br>**Vocabulary**<br>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse,rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo,perform/performance, audience, rap, Reggae, glockenspiel.<br>Pulse – the regular heartbeat of the music; its steady beat.<br>●Rhythm – long and short sounds or patterns that happen over the pulse.<br>●Pitch – high and low sounds.<br>●Tempo – the speed of the music; fast or slow or in-between. | **Perform** | • Take part in singing, accurately following the melody.<br>• Follow instructions on how and when to sing or play an instrument.<br>• Make and control long and short sounds, using voice and instruments.<br>• Imitate changes in pitch. | **See separate planning documentation from Sing Up.**<br>-Start to learn the song<br>-Sing the song<br>-sing the song and play instrumental parts within the song. |
| | **Compose** | • Create a sequence of long and short sounds.<br>• Clap rhythms.<br>• Create a mixture of different sounds (long and short, loud and quiet, high and low).<br>• Choose sounds to create an effect.<br>• Sequence sounds to create an overall effect.<br>• Create short, musical patterns. | Warm up games<br>Flexible games (optional)<br>Improvise<br>Compose |

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| ●Dynamics – how loud or quiet the music is.<br>●Timbre – all instruments, including voices, have a certain sound quality e.g. thetrumpet has a very different sound quality to the violin.<br>●Texture – layers of sound. Layers of sound working together make music veryinteresting to listen to.<br>●Structure – every piece of music has a structure e.g. an introduction, verse and chorusending.<br>●Notation – the link between sound and symbol. | | • Create short, rhythmic phrases. | |
| | **Transcribe** | • Use symbols to represent a composition and use them to help with a performance. | Compose<br>Play composition within your song<br>Choose and play any of the options below, then decide which one to practise for the end-of-unit performance |
| | **Describe music** | • Identify the beat of a tune.<br>• Recognise changes in timbre, dynamics and pitch. | -Listen and appraise activities<br>-Warm up games |
| P.E | | | |
| Get set for PE<br><br>Fundamentals<br><br>Gymnastics<br><br>Team building<br><br>Ball Skills | **Develop practical skills in order to participate, compete and lead a healthy lifestyle** | • Use the terms 'opponent' and 'team-mate'.<br><br>• Use rolling, hitting, running, jumping, catching and kicking skills in combination.<br>• Develop tactics.<br>• Lead others when appropriate. | **FUNDAMENTALS**<br>**LESSON 1**<br>To explore balance. Stability and landing safely.<br>**LESSON 2**<br>To explore how the body moves differently when running at different speeds.<br>**LESSON 3** To explore changing direction and dodging.<br>**LESSON 4**<br>To explore jumping, hopping and skipping actions.<br>**LESSON 5** |

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| | | • Copy and remember moves and positions.<br>• Move with careful control and coordination.<br>• Link two or more actions to perform a sequence.<br>• Choose movements to communicate a mood, feeling or idea. | To explore coordination and combining jumps.<br>**LESSON 6**<br>To explore combination jumping and skipping in an individual rope.<br><br>**GYMNASTICS**<br>**LESSON 1**<br>To explore travelling movements.<br>**LESSON 2**<br>To develop and combine travelling movements.<br>**LESSON 3**<br>To develop quality when performing and linking shapes.<br>**LESSON 4**<br>To develop stability and control when performing balances.<br>**LESSON 5**<br>To develop technique and control when performing shape jumps.<br>**LESSON 6**<br>To develop technique in the barrel, straight and forward roll.<br>**LESSON 7**<br>To develop rolls and use them in a sequence.<br><br>**TEAM BUILDING**<br>**LESSON 1**<br>To work with a partner to complete challenges.<br>**LESSON 2**<br>To explore and develop working as a team. |

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| | | | **LESSON 3**<br>To develop talking, listening and sharing skills.<br>**LESSON 4**<br>To use speaking and listening skills to lead a partner.<br>**LESSON 5**<br>To plan with a partner and small group to complete challenges.<br>**LESSON 6**<br>To use talking, listening and sharing skills to complete challenges.<br><br>**BALL SKILLS**<br>**LESSON 1**<br>To develop dribbling with your hands.<br>**LESSON 2**<br>To explore accuracy when rolling a ball.<br>**LESSON 3**<br>To explore throwing with accuracy towards a target.<br>**LESSON 4**<br>To explore catching with two hands.<br>**LESSON 5**<br>To explore dribbling a ball with your feet.<br>**LESSON 6**<br>To explore tracking a ball that is coming towards me. |

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## Worldviews

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| **God Christianity**<br>Through the sequence of lessons, pupils will engage with the concepts of 'worldview, 'context', 'meaning & purpose' and 'values & morality'. They will explore what/who God is in relation to the Christian story of creation found in the Bible. Pupils will find out about the Bible as library—books written at different times and by different authors. They will explore what Christians believe about why there is something rather than nothing, how they look after the created world and look into where such beliefs come from. Using what they have learned, pupils will explore their own worldviews about creation, stories and caring for the world. Pupils will be able to ask questions about believing and use these skills in later lessons throughout the RE/Worldviews curriculum.<br><br>**Why is it important to say thank you?**<br>Through the sequence of lessons, pupils will engage with the concepts 'worldview', 'context' and 'values | **Understand beliefs and teachings** | • Describe some of the teachings of a religion. | Autumn Term 1 – New life: How is a child welcomed?<br><br>Lesson 1<br>Welcoming New Life<br><br>Lesson 2<br>Christian baptism of a baby<br><br>Lesson 3<br>Christians dedicate a child to God<br><br>Lesson 4<br>Humanists celebrate new life<br><br>Lesson 5<br>Welcoming a foster child into the family<br><br>Lesson 6<br>Welcoming a new family member with or without God<br><br>**Autumn Term 2** – Jesus: Why is he so important to Christians<br><br>Lesson 1<br>The story of Christmas<br><br>Lesson 2 |
| | **Understand practices and lifestyles** | • Recognise, name and describe some religious artefacts, places and practices. Lesson 7-<br>• | |
| | **Understand how beliefs are conveyed** | • Name some religious symbols<br>• Explain the meaning of some religious symbols. | |

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| and mortality'. They will explore what, when and how we say thank you to others. They will explore how Christians say thank you to God for the natural world. They will explore how two different families in different places will celebrate Harvest Festival and Sukkot. They will explore how they celebrate differently depending on the context. | | | Christmas: Deeper meanings<br><br>Lesson 3<br>Christmas: Deeper meanings through art<br><br>Lesson 4<br>Christingle and it's meaning<br><br>Lesson 5<br>Different ways of celebrating Christmas in the UK<br><br>Lesson 6<br>Visit to St.John's Church- Look at the way Christmas is celebrated in the church and take part in a role play baptism<br><br>Lesson 7<br>Different ways of celebrating Christmas in the UK |
| | **Reflect** | • Identify the things that are important in their own lives and compare these to religious beliefs.<br>• Relate emotions to some of the experiences of religious figures studied.<br>• Ask questions about puzzling aspects of life. | |
| | **Understand Values** | • Identify how they have to make their own choices in life.<br>• Explain how actions affect others.<br>• Show an understanding of the term 'morals' | |

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| **Vocabulary**<br>Old testament<br>New testament<br>Bible<br>God Jesus<br>Christianity forgiveness<br>Miracle<br>Teachings<br>Worship Prayer Baptism Confirmation<br>Easter Christmas Celebration<br>Community<br>Festival Church Pastor Bible Hymn<br>Sunday Minister<br>Church Preist Service Wedding<br>Chapel Worship | | | |
| RSE & PSED | | | |
| **Being me in my world (term 1)**<br>**Celebrating Differences (term 2)** | Families and Friendships | about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers | **Jigsaw RSHE scheme - Being me in my world**<br><br>**Lesson 1**-Special and Safe<br>• I feel special and safe in my class |

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| **<u>Vocabulary</u>**<br>Safe<br>Special<br>Calm<br>Belonging<br>Rights<br>Responsibilities<br>Learning Charter<br>Rewards<br>Proud<br>Consequences<br>Upset<br>Disappointed<br>Illustration | | the role these different people play in children's lives and how they care for them<br><br>what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.<br><br>about the importance of telling someone — and how to tell them — if they are worried about something in their family | **Lesson 2**-My class<br>• I understand rights and responsibilities as a member of my class.<br>• I know that I belong to my class<br><br>**Lesson 3**- Rights and Responsibilities<br>• I understand the rights and responsibilities of being a member of my class.<br>**Lesson 4 –** Rewards and feeling proud<br>• I know my views are valued and can contribute to the Learning Charter.<br>• I recognise how it feels to be proud of an achievement<br><br>**Lesson 5**- Consequences<br>• I can recognise the choices I make and understand the consequences.<br><br>**Lesson 6**- Owning our Learning Charter.<br>• I understand my rights and responsibilities within our Learning Charter.<br>• I understand my choices in following the Learning Charter.<br><br>**Jigsaw RSHE scheme – Celebrating Difference**<br><br>**Lesson 1**- The same as<br>• I can identify similarities between people in my class.<br>• I can tell you some ways in which I am the same as my friends |
| | Safe relationships | about situations when someone's body or feelings might be hurt and whom to go to for help<br><br>about what it means to keep something private, including parts of the body that are private<br><br>to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)<br><br>how to respond if being touched makes them feel uncomfortable or unsafe<br><br>when it is important to ask for permission to touch others<br><br>how to ask for and give/not give permission | |

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| | | | **Lesson 2** – Different from<br>• I can identify differences between people in my class.<br>• I can tell you some ways I am different from my friends.<br><br>**Lesson 3**- What is 'bullying'?<br>• I can tell you what bullying is.<br>• I understand how being bullied might feel.<br><br>**Lesson 4**- What do I do about bullying?<br>• I know some people who I could talk to if I was feeling unhappy or being bullied.<br>• I can be kind to children who are being bullied.<br><br>**Lesson 5**- Making new friends<br>• I know how to make new friends<br>• I know how it feels to make a new friend<br><br>**Lesson 6** – Celebrating difference; celebrating me<br>• I can tell you some ways I am different from friends.<br>• I understand these differences make us all special and unique |
| | Respecting ourselves and others | what kind and unkind behaviour mean in and out school<br><br>how kind and unkind behaviour can make people feel<br><br>about what respect means<br><br>about class rules, being polite to others, sharing and taking turns | |