

Medium Term Plan
Term Autumn 2
Year 2022-2023

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
RE AT1, 2 or 3 Big Question: <i>Is waiting always difficult?</i>	Recognise how Mary, the Mother of God, listened and responded to God in her life by saying 'yes'. (2) AT1	Retell the Annunciation from Mary's perspective. Recognise the Hail Mary prayer. AT1	Retell Mary's visit to her cousin Elizabeth. Recognise the qualities of Mary. AT1	Describe the religious belief of Mary through prayer. Recognise how we can prepare to celebrate the birth of Jesus. AT1	Retell the birth of Jesus from the Gospel of Luke. (2) AT1	Recognise that the shepherds were the first to visit Jesus (2) AT2 Respond to 'I wonder' questions	Recognise that Mary is our mother and describe how Mary looks after us through poetry. (2) AT1
SMSC Mental Health / Health / Relationship Ed			Friendships To learn about special people in their lives	Friendships To learn how friendships are made	Friendships To learn how to solve problems that might arise in friendships	Friendships To know how to show others they care	
Relationships and Health Education <i>Life to the Full</i>		Module 1 Let the children come	Module 2 Session 1: I am unique	Module 2 Session 2: Girls and boys	Module 2 Session 3: clean and healthy		
Spoken Language 5 words for the week			BAM, BOOM, AAAH!, EEEK, GASPI, FWOOSH, CRASH!, POP, POW, RRAAGGHH, SPLOOSH. (Onomatopoeia)	Captive Appreciative Mysterious Thrilled Hoist Unwind	Combat Warfare Perspex helmet Poisonous Fluorescent		

Grammar	<div> <div>GPS focus:</div> <ul style="list-style-type: none"> Write simple sentences containing a verb Begin to make verb choices (-ed/-ing) Use sequential language Leave finger spaces between words Use a full stop and begin to use capital letters Some: begin to use 'and' to join clauses </div> <div> <div>GPS focus:</div> <ul style="list-style-type: none"> Leaving spaces between words Punctuating sentences using a capital letter and a full stop, question mark or exclamation mark Using capital letter for pronoun I Joining clauses using 'and' Using past tense Using adverbials to sequence events in a story </div>						
Mathematics Manipulatives Mental Maths Starter Fluency Problem Solving& Reasoning Differentiation	Systematic number bonds within 10 Number bonds to 10 Addition - add together Addition - add more Addition problems	Find a part Subtraction - find a part Fact families - the eight facts Subtraction - take away/cross out (How many left?) Subtraction - take away (How many left?)	Subtraction on a number line Add or subtract 1 or 2 End of block assessment (version B)	Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes Sort 2-D shapes Patterns with 2-D and 3-D shapes End of block assessment (version B)	Consolidation	Consolidation	Assessments White Rose Fluency Reasoning and Problem Solving
Science Scientific enquiry / Questioning Big Question: Identifying and Classifying <i>We need to choose a material to make an</i>	Key question: What are materials? Learning objective: I can identify a variety of everyday materials. Success criteria: By the end of this lesson, children will be able to identify different materials.	Key question: How are materials different? Learning objective: I can describe the physical properties of a variety of everyday materials. Success criteria: By the end of this lesson, children will be able to describe the properties of	Key question: What are objects made from? Learning objective: I can distinguish between an object and the material from which it is made. Success criteria: By the end of this	Key question: How can we sort materials? Learning objective: I can compare and group together a variety of everyday materials on the basis of their simple physical	Key question: Which material would be best for an umbrella? Learning objective: I can investigate the properties of different materials. Success criteria: By the end of this	Key question: Which material would be best for curtains? Learning objective: I can investigate the properties of different fabrics. Success criteria: By the end of this lesson, children	

<i>underwater suit for Traction Man. Which materials are waterproof?</i>		different materials.	lesson, children will be able to name objects and name the material from which they are made.	properties. Success criteria: By the end of this lesson, children will be able to sort materials based on their physical properties.	lesson, children will be able to investigate which material would be best to make an umbrella. Children will investigate which materials are waterproof, light and strong.	will be able to investigate which material would be best. Children will investigate which materials are see-through.	
History Recap prior knowledge / topic Knowledge linked to skills	Key question: How can we find out about the past? Learning objective: Evidence and Interpretation Substantive concepts to build on: trade, industry	Key question: What are our toys like now? Learning objective: Historical Significance Substantive concepts to build on: trade, civilisation	Key question: What was my favourite toy when I was a baby? Learning objective: Change and continuity Substantive concepts to build on: trade, civilisation, industry	Key question: What were our caregivers' toys like and how do we know? Learning objective: Chronology Substantive concepts to build on: trade, civilisation, industry	Key question: What were our older relatives' toys like and how do we know? Learning objective: Chronology Success criteria: civilisation, industry School Trip to the Horniman Museum -Toys and puppets around the world.	Key question: Final Response - How have children's toys changed since our older relatives were little? Learning objective: Similarity and difference Success criteria: civilisation, industry	
Design Technology Progression in skills Punch and Judy	A mechanism is having parts working together to make something move. around the pivot. • • The pivot allows the lever to move.	• A slider is a type of mechanism. A slider can help make objects move side to side or appear and then disappear.	• A lever is a handle that can move	• Levers and pivots can be used to make interesting moving pictures. A lever can be made using card and a pivot can be made by punching a hole in the centre of the lever and inserting a paper fastener (split pin).	To understand how key events and individuals in design and technology have helped shape the world. What types of puppets are there? E.g Glove, finger, sock, shadow marionettes and rod. How can we join materials and	To develop and practise sewing skills. □ To be able to work with fabric to create a finger puppet. □ To design a glove puppet.	□ To follow a design to make a puppet. □ To evaluate a finished product.

Music Genre							
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