Medium Term Plan Term Autumn 2 Year 2022-2023

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		
	Recognise how	Retell the	Retell Mary's visit	Describe the	Retell the birth of	Recognise that the	Recognise that		
RE	Mary, the Mother	Annunciation from	to her cousin	religious belief of	Jesus from the	shepherds were	Mary is our		
AT1, 2 or 3	of God, listened	Mary's	Elizabeth.	Mary through	Gospel of Luke. (2)	the first to visit	mother and		
	and responded to	perspective.		prayer.	AT1	Jesus (2)	describe how Mary		
Big Question: Is	God in her life by		Recognise the			AT2	looks after us		
waiting always	saying 'yes'. (2)	Recognise the Hail	qualities of Mary.	Recognise how we		Respond to 'I	through poetry.		
difficult?		Mary prayer.		can prepare to		wonder' questions	(2)		
	AT1			celebrate the		,	AT1		
		AT1	AT1	birth of Jesus.					
				AT1					
			Friendships	Friendships	Friendships	Friendships			
SMSC			To learn about	To learn how	To learn how to	To know how to			
Mental Health /			special people in	friendships are	solve problems	show others they			
Health /			their lives	made	that might arise in	care			
Relationship Ed			171011 11700	111000	friendships				
					Trichaships				
Relationships		Module 1	Module 2	Module 2	Module 2				
•		Let the children	Session 1: I am	Session 2: Girls	Session 3: clean				
and Health		come	unique	and boys	and healthy				
Education			ariique	and boys	and nearing				
Life to the Full									
			BAM, BOOM,	Captive	Combat				
Spoken Language			AAAH!,	Appreciative	Warfare				
			EEEK, GASP!,	Mysterious	Perspex helmet				
5 words for the			FWOOSH, CRASH!,	Thrilled	Poisonous				
week			POP, POW,	Hoist	Fluorescent				
			RRAAGGHH,	Unwind					
			SPLOOSH.						
			(Onomatopoeia)						

English READING Reading objective / s T H Toolkit - Mrs P Class Novel/Library Focus Guided / Guiding reading Focus Comprehension	Traction Man Prediction Drawing on what they already know or on background information and vocabulary provided by the teacher Making inferences on the basis of what is being said and done Predicting what might happen on the basis of what has been read so far	Traction Man Prediction To sequence an event To recount an event	Traction Man Character description of Traction Man (demonstrate understanding of character and theme of the text)	Traction Man Postcard/letter recounting a chosen rescue mission (GPS: past tense, sequencing)	Traction Man Next Traction Man (or equivalent) adventure (invention)	How to Find Gold Making predictions based on the story title. Making inferences based on the appearance of the characters. Exploring the moment the gold is found. Considering whether the crocodile is real or imaginary. Writing a blurb for the story.	How to Find Gold Finding evidence that the crocodile is a good friend. Writing the story from the point of view of the duck. Writing text to accompany wordless sections of the story. Writing a diary entry in role as Anna.
WRITING Writing genre and features Phonics Spellings	Prediction Express views on the story I liked it when My favourite part of the story was I disliked it when Phase 5 See THEP Planning Please see Teacher Phase 4 Phonics Common Exception	Sequence and retell the story Story mapping Spelling book for red Words	Character description	Letter and postcard writing	Story writing	Writing predications and a new blurb/ending.	Writing a journal entry from a characters point of view.

Grammar	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 GPS focus: 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						
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 We need to choose a material to make an	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	

underwater suit for Traction Man. Which materials are waterproof?		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 seethrough.	
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.

					attach decorations to our puppets? What are puppets used for?			
Computing	Purple Mash How to Log in	Purple Mash Lego Builders	of adhering strictly t		e To consider how the onorder of instructions affects the			
Online safety Google Classroom	3	3	completing tacks with complete nstructions.	computer.	recult			
PE	Fundamental Movement Skills Throwing and Catching Daily Mile Daily for 15 minutes							
Sport / Fitness Health	Developing the skill Teaching cues Say to the students: • Watch the object move into your hands. • Cup your hands. • Cup your hands. • Move to the ball. • Relax your hands. • Point your fingers up for a high ball. • Point your fingers down for a low ball. • Point your fingers down for a low ball. • Bend elbows to absorb the force of the object. Practising the skill Students throw balls onto the wall and catch the rebound. They work with a partner and take turns to throw and catch. Students throw balls onto the wall once out. Students are, so it wort bounce out. Students catch from different positions, for example, standing or in a sitting position using a variety of objects, and balls of different sizes. Students catch balls that are rolling and bouncing at varying speeds and heights. Students catch balls that are rolling and bouncing at varying speeds and heights. Students catch balls that rare rolling and bouncing at the ball.							

Music				
Genre				