


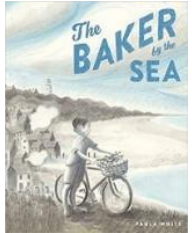
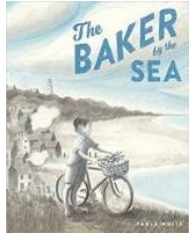
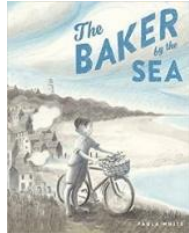








## Medium Term Plan

### Maple Class

#### Autumn 1 – Our World

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	 <p>To explore and consider themes, images and symbols from books</p> <p>To use a variety of noun phrases to create a setting description</p> <p>To use</p>	 <p>To plan and create dialogue</p> <p>Using expanded noun phrases to describe the character talking</p> <p>Identify and collect coordinating and subordinating conjunctions</p>	 <p>To write a narrative</p> <p>To plan an alternative version of the story independently</p> <p>To write an alternative version of the story</p>	 <p>To identify command sentences in a recipe</p> <p>To use a range of conjunctions to write persuasively</p> <p>To rehearse using the</p>	 <p>To use a range of sentence types to persuade</p> <p>To use a range of descriptive devices</p> <p>To express place using prepositions</p>	 <p>To write a tourism brochure</p> <p>To plan a tourism brochure independently</p> <p>To independently write a tourism brochure</p>



	<p>adjectives to write inference statements</p> <p>To write a letter</p>	<p>To extend sentences by using a wider range of coordinating and subordinating conjunctions</p> <p>To split up dialogue and parts of the narrative</p> <p>Using dialogue to retell key plot points from different points of view</p>	<p>independently</p> <p>To edit and improve writing</p>	<p>present perfect in role</p> <p>To design an advert</p>	<p>To describe a setting</p>	<p>To edit and improve</p>
<p>Whole Class reading</p>	 <p>Predict what might happen from details</p>	 <p>Summarise main ideas from more than one paragraph</p>	 <p>identify/explain how information/narrative content is</p>	 <p>Make inferences from the text/explain and justify inferences</p>	 <p>Retrieve and record information/identify key details</p>	 <p>Retrieve and record information/identify key details</p>



	<p>stated and implied</p> <p>identify/explain how information/narrative content is related and contributes to meaning as a whole</p> <p>Summarise main ideas from more than one paragraph</p> <p>Make comparisons within the text</p>	<p>Identify/explain how meaning is enhanced through choice of words and phrases</p> <p>identify/explain how information/narrative content is related and contributes to meaning as a whole</p>	<p>related and contributes to meaning as a whole</p> <p>Identify/explain how meaning is enhanced through choice of words and phrases</p> <p>Give/explain the meaning of words in context</p> <p>Retrieve and record information/identify key details from fiction and non-fiction</p>	<p>with evidence from the text</p> <p>Identify/explain how meaning is enhanced through choice of words and phrases</p> <p>Make comparisons with the text</p>	<p>from fiction and non-fiction</p> <p>Make inferences from the text/explain and justify inferences with evidence from the text</p> <p>Predict what might happen from details stated and implied</p> <p>Identify/explain how meaning is enhanced through choice of words and phrases</p>	<p>from fiction and non-fiction</p> <p>Summarise main ideas from more than one paragraph</p> <p>Retrieve and record information/identify key details from fiction and non-fiction</p> <p>Make inferences from the text/explain and justify inferences with evidence from the text</p>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• To create a simple word drawing using cursive handwriting.</li> </ul>	<ul style="list-style-type: none"> <li>• To write each of the spelling words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• To write each of the spelling words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• To write each of the spelling words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• To write each of the spelling words correctly.</li> <li>• To use the words</li> </ul>	<ul style="list-style-type: none"> <li>• To write each of the spelling words correctly.</li> </ul>



	<ul style="list-style-type: none"> <li>To be able to use powerful vocabulary to describe a word drawing.</li> <li>To understand what tongue twisters are.</li> <li>To be able to read, copy and learn well-known tongue twisters.</li> </ul>	<ul style="list-style-type: none"> <li>To use the words appropriately in sentences.</li> <li>To be able to demonstrate understanding of the spelling words in context.</li> </ul>	<ul style="list-style-type: none"> <li>To use the words appropriately in sentences.</li> <li>To be able to demonstrate understanding of the spelling words in context.</li> </ul>	<ul style="list-style-type: none"> <li>To use the words appropriately in sentences.</li> <li>To be able to demonstrate understanding of the spelling words in context.</li> </ul>	<p>appropriately in sentences.</p> <ul style="list-style-type: none"> <li>To be able to demonstrate understanding of the spelling words in context.</li> </ul>	<ul style="list-style-type: none"> <li>To use the words appropriately in sentences.</li> <li>To be able to demonstrate understanding of the spelling words in context.</li> </ul>
<b>Spelling and Grammar</b>	<p>homophones or near homophones.</p> <p>Singular and plural nouns</p> <p>Write from memory sentences, dictated by the teacher, that include words and punctuation included in the Y3/4 word list</p>	<p>Prefix 'in-'</p> <p>Pronouns</p> <p>Write from memory sentences, dictated by the teacher, that include words and punctuation included in the Y3/4 word list</p>	<p>in-' prefix becomes 'il- or 'ir-</p> <p>Standard English form</p> <p>Write from memory sentences, dictated by the teacher, that include words and punctuation included in the Y3/4 word list</p>	<p>Prefix 'sub-'</p> <p>Compound words</p> <p>Write from memory sentences, dictated by the teacher, that include words and punctuation included in the Y3/4 word list</p>	<p>The prefix 'inter-</p> <p>Adverbs to express time and cause</p> <p>Write from memory sentences, dictated by the teacher, that include words and punctuation included in the Y3/4 word list</p>	<p>Challenge Words</p> <p>Adverbs to express time and cause</p> <p>Write from memory sentences, dictated by the teacher, that include words and punctuation included in the Y3/4 word list</p>
<b>Maths White Rose Education</b>	<p><b>Place value –</b></p> <p>Represent numbers to 1000.</p> <p>Partition numbers to 1000.</p> <p>Number lines to 1000.</p> <p>Thousands</p> <p>Represent numbers to 10000.</p>	<p><b>Place Value –</b></p> <p>Partition numbers to 10000</p> <p>Flexible partitioning of numbers to 10000.</p> <p>Find 1, 10, 100, 1000 more or less.</p> <p>Number line to 10000</p> <p>Estimate on a number</p>	<p><b>Place value –</b></p> <p>Compare numbers to 10000.</p> <p>Order numbers to 10000.</p> <p>Round to the nearest 1000.</p> <p>Roman numerals</p> <p>Round to the nearest</p>	<p><b>Place Values</b></p> <p>Round to the nearest 1000.</p> <p>Round to the nearest 10, 100 and 1000</p> <p>Mini assessment</p> <p><b>Addition and subtraction –</b></p>	<p><b>Addition and subtraction –</b></p> <p>Add two 4 digit numbers 1 exchange</p> <p>Add two 4 digit numbers more than 1 exchange.</p> <p>Subtract 2 four digit numbers no</p>	<p><b>Addition and subtraction –</b></p> <p>Efficient subtraction</p> <p>Estimate answers</p> <p>Checking strategies</p>



		line to 10000	10 and 100.	Add and subtract 1s, 10s, 100s and 1,000s Add two 4 digit numbers no exchange	exchange. Subtract 2 four digit numbers one exchange. Subtract 2 four digit numbers more than exchange.	
<b>Science</b> <b>Developing Experts</b>	Solid, Liquid or Gas? Compare and group the 3 states of matter	Explore how particles behave in solids, liquids and gasses	Investigate melting points	Explore freezing and boiling points	Explore evaporation and condensation	Understand the water cycle.
States of matter	Discuss similarities and differences between the properties of each state of matter.	Practical lesson to investigate how substances change state and the temperature at which water changes state.	Practical lesson to investigate melting points, make predictions and observe and record the temperature at which food changes state.	Describe freezing and boiling points and create bar charts.	Define evaporation and condensation and practical lesson to investigate the effect of temperature on the rate of evaporation.	Order the stages of the water cycle and describe it in detail. Use key terms learnt.
<b>Geography</b> <b>Oddizzi</b>	Describe the water cycle, explain what a river is and locate the world's longest rivers on a map.	Describe how rivers are used around the world.	Identify the stages and features of a river, and the way that land use changes from the source to the mouth.	Recognise and explain how human activity affects rivers.	Recognise and explain how flooding affects communities.	Identify the key characteristics of one of the world's longest rivers.
Rivers and the water cycle						
<b>Art</b> <b>Kapow</b>	To understand how to darken or lighten a colour when mixing paint.	To use tints and shades to give a three-dimensional effect when painting.	To explore how paint can create very different effects.	To consider proportion and composition when planning a still life painting.	To apply knowledge of colour mixing and painting techniques to create a finished piece.	Final piece
Painting and mixed media: Dark and light						



<b>Computing</b> <b>Kapow</b>  Data handling: Investigating weather  E-Safety	To log data taken from online sources within a spreadsheet.	To design a weather station.	To design an automated machine to respond to sensor data.	To understand how weather forecasts are made.	To use tablets or digital cameras to present weather forecasts.	To use tablets or digital cameras to present weather forecasts.
<b>Music</b> <b>Kapow</b>  Changes in pitch, tempo and dynamics (rivers)	The singing river To sing in two parts using expression and dynamics	The listening river To recognise key elements of music	The repeating river To perform a vocal ostinato	The percussive river To create and perform an ostinato	The performing river To improve and perform a piece of music based around ostinatos	The performing river To improve and perform a piece of music based around ostinatos
<b>French</b> <b>Twinkl</b>  All around town	Where Do You Live? To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, in the context of where people live.	In My Town To listen attentively to spoken language and show understanding by joining in and responding, in the context of describing our town.	Counting in Tens To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words, in the context of counting in tens.	Counting to 100 To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words, in the context of counting to 100.	My Address Is... To present ideas and information orally to a range of audiences, in the context of giving your address.	How Do You Say...? To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, in the context of researching vocabulary in categories.
<b>PE</b> <b>PE Hub</b>	Catch the ball and bring it to the chest to protect	Attempt to shoot using the correct technique	Play in a game using one-to-one marking	Catch the ball and obey footwork rules	Demonstrate quick feet movements to move around the	Show an understanding of preliminary moves



<p>Netball</p>	<p>Play in competitive games scoring goals in a scoring area</p>	<p>Recognise shots can only be taken within the semi-circle</p> <p>Work as part of a team to get the ball to the shooter in the semi-circle</p>	<p>Recognise the need to stay with the player when marking</p>	<p>Use pivot action once the ball is caught</p>	<p>court</p> <p>Use quick feet in a conditioned game to get away from the opposition</p> <p>Show quick feet readiness to catch the ball</p>	<p>Find space to get free in a game</p> <p>Play in netball positions</p>
<p><b>PE</b> <b>(Premier Sports)</b></p> <p>Tag Rugby</p>	<p>Pass and receive the ball with accuracy</p> <p>Work as a team to attack</p> <p>Explain the importance of accurate passing</p>	<p>Run with the ball using the correct technique</p> <p>Receive the ball in a game and use changes of speed to create space</p> <p>Able to successfully pick up the ball while running</p>	<p>Keep position of the ball in small groups unchallenged</p> <p>Keep position of the ball and progress up with pitch consistently</p>	<p>Run with the ball and evade being tagged</p> <p>Able to identify when to run or pass</p> <p>Change speed when running with the ball</p>	<p>Receive ball and run into space</p> <p>Receive the ball in a game and use a change of speed to create space</p>	<p>Use different length passes to attack</p> <p>Use tactics and teamwork to score tries</p> <p>Suggest ways to improve own and others in a game</p>
<p><b>RE</b> <b>Understanding Christianity</b></p> <p>Creation: How and why do people try to make the world a better place?</p>	<p>To engage with the word 'precious' and its meaning.</p>	<p>To understand the idea that people are precious and unique.</p>	<p>To understand the idea that people are precious and unique.</p>	<p>To explore how Christians show that all are precious to God in their Church Community.</p>	<p>To identify what happens when a baby is welcomed into a religion other than Christianity.</p>	<p>Evaluate children's learning in teacher-led sessions and any relevant aspects of enhanced provision.</p>



<p><b>PSHE</b> <b>Kapow</b></p> <p>Families and relationships</p>	<p>Respect and manners</p> <p>To develop understanding of courtesy and manners in a range of situations</p>	<p>Healthy friendships</p> <p>To begin to understand the physical and emotional boundaries in friendships</p>	<p>How my behaviour affects others</p> <p>To understand that my behaviour can have an impact on others</p>	<p>Bullying</p> <p>To understand the impact of bullying and the responsibility of bystanders to help</p>	<p>Stereotypes: Gender</p> <p>To explore stereotypes in fictional characters and think about how these might influence us</p>	<p>Stereotypes: Disability</p> <p>To recognise that stereotypes can relate to a number of factors</p>
<p><b>Enrichment activities</b></p>						



