



Literacy Genres
Persuasive writing



Reading Themes

Letters

Focus from School Improvement Plan

WRITING at greater depth



Numeracy

Addition using columns / mental strategies

Subtraction using exchanging in columns

CLASS: YEAR GROUP:

MEDIUM TERM PLANNING OVERVIEW

TERM: Autumn 2

NUMBER OF WEEKS: 9

THEME: Stay safe, keep healthy / Celebrations

FABULOUS FINALE!

Pantomime trip

WOW STARTER!

Daily mile week!

Key Skills

- Collaboration
- Independence

LINKS TO BRITISH VALUES

Democracy: Debating skills: Why do we celebrate different festivals, how should .

Mutual Respect and individual liberty: Looking at faiths of others in the class.

ASSEMBLY THEMES

Diwali, Mutual respect, individual liberty, being respectful.





Language of The Month

French /Spanish

Social Development: Teamworking in groups through class work, taking turns, involving all.

Moral Development: Ongoing through class discussion.

Spiritual Development: Religious festivals, exploring themes and stories linked to Diwali, Christmas etc.

EYFS CURRICULUM AREA		YEAR GROUP THEME
Personal, Social & Emotional Development	 Citizenship (ZM)	<ul style="list-style-type: none"> • Democracy • Mutual respect for and tolerance of those with different faiths.
	 Key Skills (ZM) (ALL)	<ul style="list-style-type: none"> • Collaboration • Independence
Physical Development	 PE (JH)	<ul style="list-style-type: none"> • To combine skills of passing, shooting and dribbling, with control, in order to use these skills to play Hockey.
Understanding The World	 Science (ZM)	<ul style="list-style-type: none"> • Can they recognise that they need light in order to see things? • Can they recognise that dark is the absence of light? • Can they notice that light is reflected from surfaces? • Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes? • Can they recognise that shadows are formed when the light from a light source is blocked by a solid object?

- Can they find patterns in the way that the size of shadows change
- Can they explain why lights need to be bright or dimmer according to need?
- Can they explain the difference between transparent, translucent and opaque?
- Can they explain why lights need to be bright or dimmer according to need?
- Can they make a bulb go on and off?
- Can they say what happens to the electricity when more

batteries are added?

Experiments and investigations

- Can they set up a simple fair test to make comparisons?
- Can they plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated?
- Can they suggest improvements and predictions?
- Can they decide which information needs to be collected and decide which is the best way for collecting it?






Can they use their findings to draw a simple conclusion?


- Can they take measurements using different equipment and units of measure and record what they have found in a range of ways?
- Can they make accurate measurements using standard units?

Can they explain their findings in different ways (display, presentation, writing)?

- Can they find any patterns in their evidence or measurements?
- Can they make a prediction based on something they have found out?
- Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables?
- Can they use straightforward scientific evidence to answer questions or to support their findings?



	<p>Geography/History (LR)</p>	<ul style="list-style-type: none"> • Guy Fawkes
	<p> RE (LR)</p>	<ul style="list-style-type: none"> • Celebrations of light, Hannukah, Divali, Up Helly A (Viking festival of fire), comparing marriage ceremonies across different religions.
	<p> ICT (LR)</p>	<ul style="list-style-type: none"> • Using google search engines to research x-curricular information, E.g. marriage ceremonies
	<p> British Values (ALL)</p>	<ul style="list-style-type: none"> • Democracy • Mutual respect for and tolerance of those with different faiths.
<p>Expressive Arts & Design</p>	<p> Art (LR)</p> <p>DT (ZM)</p> <p>Famous artists/designers:</p> <p>Famous local artists/designers:</p> <p>Famous artists/designers from EM groups/with SEND:</p>	<p><u>D+T - Mouldable materials – Salt dough Christmas decorations</u></p> <ul style="list-style-type: none"> • Do they select the most appropriate materials? • Can they use a range of advanced techniques to shape and mould? • Do they use finishing techniques showing an awareness of audience?
	<p></p>	<p><u>Recorders</u></p>

	<p style="text-align: center;">Music (ZM)</p> <p>Famous composers/musicians:</p> <p style="text-align: center;">Famous local composers/musicians:</p> <p>Famous composers/musicians from EM groups/with SEND:</p>	<ul style="list-style-type: none"> • Notes lengths • Writing notes on a stave • Reading notes • Learning new recorder tunes <p><u>Singing</u></p> <ul style="list-style-type: none"> • Songs for Christmas play
	 <p style="text-align: center;">French</p>	<ul style="list-style-type: none"> • Can they identify and note the main points and give a personal response - Food, Christmas dinner • Can they say what they like and dislike about a familiar topic.- Christmas events