



Medium Term Planning 2019-2020



RE
 Holidays and holydays
 Being sorry
 Neighbours
 Islam

To recognise religious stories.
 To retell, in any form, a narrative that corresponds to the scripture source used.
 To describe some religious beliefs
 To recognise that people act in a particular way because of their beliefs
 To describe some of the actions and choices of believers that arise because of their belief
 To recognise key figures in the history of the People of God
 To describe different roles of some people in the local, national and universal Church
 To recognise religious signs and symbols used in worship
 To describe some religious symbols and the steps involved in religious actions and worship, including the sacraments
 To use religious words and phrases
 To say what they wonder about
 To ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer
 To talk about their own feelings, experiences and the things that matter to them
 To ask and respond to questions about their own and others' feelings, experiences and

English
Reading Class Novel Rain - Peter Spier
 To develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
 To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
 To read words containing common suffixes
 To read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
 To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
 To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Writing –
 Quest stories
 Stories by the same author
 Explanation texts
 Letters

Maths
 Number and Place Value
 Statistics
 Addition and subtraction
 Capacity, Volume and Temperature
 Position and Direction
 Multiplication and Division
 Subtraction – difference / Statistics including finding the difference
 Measurement
 To use place value and number facts to solve problems
 To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
 To solve problems involving multiplication and division
 To choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
 To use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

Science
 Seasonal Changes

To observe changes across the four seasons
 To observe and describe weather associated with the seasons and how day length varies.
 To ask simple questions and recognising that they can be answered in different ways
 To observe closely, using simple equipment
 To perform simple tests



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| <p>things that matter to them</p> | <p>Weather poems</p> <p>To develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional). To consider what they are going to write before beginning. To make simple additions, revisions and corrections to their own writing. To read aloud what they have written with appropriate intonation to make the meaning clear. To learn to spell more words with contracted forms. To learn the possessive apostrophe (singular) [for example, the girl's book]. To add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</p> | <p>To ask-and-answer questions about totalling and comparing categorical data</p> | |
| Creative Curriculum | | | |
| <p><u>History</u></p> <p>Sir Francis Beaufort – inventor of the Beaufort cipher and the Beaufort scale.</p> <p>To study the lives of significant individuals in the past who have contributed to national and international achievements.</p> | <p><u>Geography</u></p> <p>Seasonal and daily WEATHER</p> <p>To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>To use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> ☑ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather | <p><u>Art</u></p> <p>Making kites</p> <p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>To select from and use a wide range of materials and components, including</p> | <p><u>DT</u></p> <p>Food technology</p> <p>Healthy Harvest – Design and make healthy smoothies using food from our school garden</p> <p>To understand where food comes from</p> <p>To explore and evaluate a range of existing products</p> <p>To use the basic principles of a healthy and varied diet to prepare dishes</p> <p>To select from and use a range of tools and equipment to perform practical tasks</p> |



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| | <p>☑ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> | <p>construction materials, textiles and ingredients, according to their characteristics</p> | |
| <p><u>Music</u> Reggae Western classical</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>To listen with concentration and understanding to a range of high-quality live and recorded music</p> | <p><u>PE</u> <u>Games</u> To participate in team games, developing simple tactics for attacking and defending</p> <p>To use running, jumping, throwing and catching in isolation and in combination.</p> <p><u>OAA</u></p> <p>To develop fundamental movement skills, becoming increasingly confident. Engage in competitive and co-operative active-ties</p> <p>To apply fundamental movement skills in a range of activities. Develop simple tactics.</p> <p>To apply basic movements in a range of activities</p> | <p><u>Computing</u> Digital Imaging – Graphics Digital publishing</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>To recognise common uses of information technology beyond school</p> | <p><u>MFL</u> Basic greetings Repetitive songs to improve vocabulary.</p> <p>To listen to and repeat basic greetings. To join in with rhymes and songs.</p> |