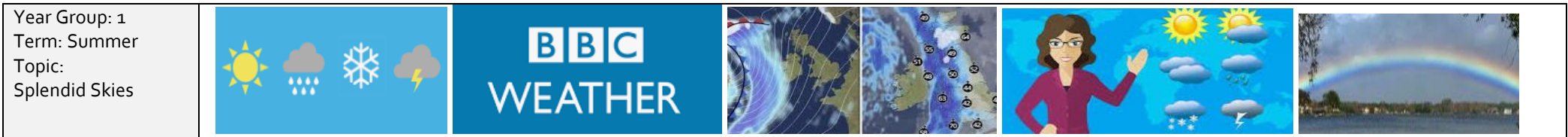




# Medium Term Planning 2019-2020



**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 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.  
 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  
 Weather poems

**Maths**  
 Number and Place Value  
 Addition and subtraction  
 Capacity and Volume  
 Position and Direction  
 Multiplication and Division  
 Subtraction – difference  
 Measurement

To use place value and number facts to solve problems  
 To use number bond and related subtraction facts and use to solve missing number problems  
 To solve 1 step problems involving multiplication and division  
 To compare, measure, describe and record measurements of capacity and volume.  
 To use mathematical vocabulary to describe position, direction and movement, including whole, half, quarter and three quarter turns.  
 To find the difference.

**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



## Medium Term Planning 2019-2020

<p>things that matter to them</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 words in plural form by adding s or es.          To use the prefix -un.          To add suffixes to spell longer words including -ing, -ed, -er, -est</p>		
Creative Curriculum			
<p><b><u>History</u></b></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><b><u>Geography</u></b></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"> <li>☑ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>☑ key human features, including: city, town, village, factory, farm,</li> </ul>	<p><b><u>Art</u></b></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 construction materials, textiles and</p>	<p><b><u>DT</u></b></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>



## Medium Term Planning 2019-2020

	house, office, port, harbour and shop	ingredients, according to their characteristics	
<p><b>Music</b>  <b>Your imagination</b>          Find the pulse          Recognise and name 2 or more instruments they hear          Clap rhythms          Sing with others and perform          Play instruments e.g. glockenspiels  <b>Reflect, rewind and replay (Consolidation topic)</b>          Listen and Appraise Classical music          Continue to embed the foundations of the interrelated dimensions of music using voices and instruments          Singing          Play instruments within the song          Improvisation using voices and instruments          Composition          Share and perform the learning that has taken place</p>	<p><b>PE</b>  <u>Games</u>          To participate in team games, developing simple tactics for attacking and defending            To use running, jumping, throwing and catching in isolation and in combination.    <u>OAA</u>            To develop fundamental movement skills, becoming increasingly confident. Engage in competitive and co-operative active-ties            To apply fundamental movement skills in a range of activities. Develop simple tactics.            To apply basic movements in a range of activities</p>	<p><b>Computing</b>          Digital Imaging – Graphics          Digital publishing            To use technology purposefully to create, organise, store, manipulate and retrieve digital content            To recognise common uses of information technology beyond school</p>	<p><b>MFL</b>          Basic greetings          Repetitive songs to improve vocabulary.            To listen to and repeat basic greetings.          To join in with rhymes and songs.</p>