

Medium Term Plan: Autumn 1 2025 - 20026

	Week 1 1/9/25	Week 2 8/9/25	Week 3 15/9/25	Week 4 22/9/25	Week 5 29/9/25	Week 6 6/10/25	Week 7 13/10/25	Week 8 20/10/25
English including reading and SPaG			Escape from Pompeii – setting description	Escape from Pompeii – eyewitness account		Escape from Pompeii – persuasive/warning letter	Escape from Pompeii – non chronological report about volcanoes	
Reading Fred's	Theme – Summer adventures Weekly comprehension focusing on VIPERs	Theme – Roald Dahl Weekly comprehension focusing on VIPERs	Theme – Best books of 2023 Weekly comprehension focusing on VIPERs	Theme – Deaf awareness Weekly comprehension focusing on VIPERs	Theme – Poetry Weekly comprehension focusing on VIPERs	Theme – Black History month; Michelle Obama Weekly comprehension focusing on VIPERs	Theme – Black History month; abolition of slavery Weekly comprehension focusing on VIPERs	Theme – Black History month; inspirational novels Weekly comprehension focusing on VIPERs
SPaG Discrete lesson	SPaG - revision		Fronted adverbials	Inverted commas	Plural and possessive apostrophe	Synonyms & antonyms	Relative clauses	Modal verbs
Spelling Spelling Shed		<u>Words ending in -tious and -ious</u> ambitious, amphibious, curious, devious, fictitious, infectious, notorious, nutritious, repetitious, obvious	<u>Words ending in -cious</u> atrocious, conscious, delicious, ferocious, gracious, luscious, malicious, precious, spacious, suspicious	<u>shul sound spelled -cial</u> artificial, beneficial, crucial, especially, facial, glacial, judicial, multiracial, official, special	<u>shul sound spelled -tial</u> circumstantial, confidential, essential, impartial, influential, potential, preferential, residential, substantial, torrential	<u>shul sound spelled -cial and -tial</u> commercial, controversial, controversially, financial, financially, initial, initially, palatial, provincial, spatial	<u>Challenge words</u> appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable	<u>Words ending in -ant</u> abundant, brilliant, constant, distant, dominant, elegant, fragrant, ignorant, tolerant, vacant
Maths WRMH	Place Value Roman numerals to 1000, numbers to 1000000 & 10000000, read & write numbers to 1000000 & 10000000, powers of 10, partition numbers to 10000000, number line to 10000000, compare & order integers, round within 100000, round any integer, count through zero, compare & order negative numbers, calculate with negative numbers.			Addition & Subtraction Mental strategies, add integers, subtract integers, inverse operations & missing numbers, reason from known facts.	Multiplication & Division A Multiples & common multiples, factors & common factors, rules of divisibility, prime numbers, square & cube numbers, multiply & divide by 10, 100, 1000.		Fractions Equivalent fractions, simplifying & on a number line, converting mixed & improper fractions, comparing fractions, order fractions Add and subtract fractions	
Science	<p><u>Animals including humans – circulatory system</u></p> <ul style="list-style-type: none"> Can identify, label and draw parts of the circulatory system e.g. heart, blood vessels, capillaries, arteries, blood. <ul style="list-style-type: none"> Understand the function of the different parts. Understand how nutrients are transported around the body within animals and humans. Know the impact of a balanced diet, exercise and lifestyle on the way their body's function. <ul style="list-style-type: none"> Recognise the impact on all body systems learned so far. 							
History								
Geography	<p><u>Extreme Earth</u></p> <ul style="list-style-type: none"> Name and locate different types of UK mountains employing the use of the eight points of a compass, maps, symbols and keys <ul style="list-style-type: none"> Describe and understand key aspects of mountain formation Use the eight points of a compass, six figure grid references, paper maps, Google maps and Google Earth, symbols and keys (including Ordnance Survey maps) to locate and describe human and geographical features studied including extinct UK volcanoes, mountains and mountain ranges. <ul style="list-style-type: none"> Name and locate major volcanoes of the world employing the use of the eight points of a compass, maps, symbols and keys <ul style="list-style-type: none"> Locate key earthquake zones of the world, including an earthquake location study Describe and understand key aspects of volcano formation, the process of volcanic eruptions, the different types of volcanoes and their physical effects on the environment <ul style="list-style-type: none"> Describe and understand key aspects of mountain formation Describe and understand the causes, processes and effects of Earthquakes, the different types of Earthquakes and their physical effects on the environment, including a focus study on a particular earthquake <ul style="list-style-type: none"> Describe and understand the effects of volcanoes on settlements and land use 							
Art Access art	<p><u>Drawing and sketch books - 2D drawing to 3D making</u> <u>Artists: Lubaina Himid and Claire Harrup</u></p> <ul style="list-style-type: none"> Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. Understand that graphic designers use typography and image to create packaging which we aspire to use. Understand that there are technical processes we can use to help us see, draw and scale up our work. <ul style="list-style-type: none"> Explore using negative and positive space to “see” and draw a simple element/object. Use the grid system to scale up the image above, transferring the image onto card. <ul style="list-style-type: none"> Use collage to add tonal marks to the “flat image”. Practise seeing negative and positive shapes. Using the grid method to scale up an image. <ul style="list-style-type: none"> Develop Mark Making Make visual notes to capture, consolidate and reflect upon the artists studied. 							
DT Kapow	<p><u>Electrical systems – Steady hand game</u></p> <ul style="list-style-type: none"> Designing a steady hand game - identifying and naming the components required. <ul style="list-style-type: none"> Drawing a design from three different perspectives. Generating ideas through sketching and discussion. <ul style="list-style-type: none"> Modelling ideas through prototypes. Understanding the purpose of products (toys), including what is meant by ‘fit for purpose’ and ‘form over function’. <ul style="list-style-type: none"> Constructing a stable base for a game. Accurately cutting, folding and assembling a net. Decorating the base of the game to a high-quality finish. <ul style="list-style-type: none"> Making and testing a circuit. Incorporating a circuit into a base. Testing own and others finished games, identifying what went well and making suggestions for improvement. Gathering images and information about existing children’s toys. <ul style="list-style-type: none"> Analysing a selection of existing children’s toys. 							
PE PE Planning	<u>Netball</u>				<u>Basketball</u>			
	<ul style="list-style-type: none"> I know that working well as part of a team will contribute to success. I know to use different skills will help keep possession of the ball. <ul style="list-style-type: none"> I know that tactics can help keep possession of the ball. I understand the positions in a team and the roles they play. I know that there are different ways to defend individually and as a team. <ul style="list-style-type: none"> I know that there are different ways to attack individually and as a team I know when to choose formations that suit the game and make amendments ensuring everyone has a role to play. <ul style="list-style-type: none"> I know when to apply principles for attacking. I know when to adapt games and activities making sure everyone has a role to play. 							

	<ul style="list-style-type: none"><ul style="list-style-type: none">I know when to keep possession of the ball when faced with opponents.I know when to use the defending principles in game situations, including marking, tracking, and covering, to gain possession.<ul style="list-style-type: none">I know when and what tactics to use in games to achieve success as a team.I consider the best way to score and win the game, remembering to find and use space when running.<ul style="list-style-type: none">I know how to keep good control when performing skills at speed.I know how to perform skills (e.g., passing) with accuracy, confidence, and control, and increasing speed.<ul style="list-style-type: none">I know how to confidently change speed and direction to get away from a defender.I know how to keep possession of the ball when faced with opponents.I know how to combine and perform skills with control, adapting them to meet the needs of the situation.<ul style="list-style-type: none">I know how to work effectively as part of a team.I know how to participate in competitive games, modified where appropriate.	
RE Local agreed syllabus	<p>6.1 How do Sikhs show commitment?</p> <ul style="list-style-type: none"><ul style="list-style-type: none">Discuss and compare a range of important valuesSummarise and give reasons for Sikh daily practiceReflect on personal values and make links with Sikh beliefsIdentify and explain Sikh symbols, including the 5KsSummarise and explain how Sikh teachings and stories influence Sikh practice.<ul style="list-style-type: none">Weigh up different points of view about the KirpanIdentify and explain the main features of the Amrit ceremonyCompare and contrast Sikh practices with other forms of commitmentIdentify and explain Sewa and make connections with other forms of service.Suggest reasons why the langar is an important part of the Gurdwara.<ul style="list-style-type: none">Identify and explain key features of Sikh practice.Consider and discuss the impact of being a Sikh on daily life.Make links and applications to their own experiences and ideas	
PSHE Jigsaw	<p><u>Being me in the world</u></p> <ul style="list-style-type: none"><ul style="list-style-type: none">I can identify my goals for this year, understand my fears and worries about the future and know how to express themI know that there are universal rights for all children but for many children these rights are not met<ul style="list-style-type: none">I understand that my actions affect other people locally and globallyI can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities<ul style="list-style-type: none">I understand how an individual's behaviour can impact on a groupI understand how democracy and having a voice benefits the school community	
Computing Purple Mash	<p><u>Networks 6</u></p> <ul style="list-style-type: none"><ul style="list-style-type: none">I know what a computer network is.I can recognise different types of networks.I can explain how devices connect and communicate on a network.<ul style="list-style-type: none">I can explain what the internet is and how it works.I know the World Wide Web is a service on the internet.I can explain how the internet helps people communicate and work together.<ul style="list-style-type: none">I can identify different ways to communicate online.I understand basic rules for respectful online communication.I can recognise both the benefits and potential risks of online communication.<ul style="list-style-type: none">I can explain who controls access to the internet and why.I understand what censorship is and can give examples.I understand how internet rules can help or harm different people.	<p><u>Databases 5</u></p> <ul style="list-style-type: none"><ul style="list-style-type: none">I can explain what a database is.I can organise how information is presented in a database.I can use features of database software to find information.<ul style="list-style-type: none">I can design a database suitable for the data I have.<ul style="list-style-type: none">I can create and edit records within a database.<ul style="list-style-type: none">I can explain what a query is.I can use a range of operators in queries that use a filter.<ul style="list-style-type: none">I can build a query to find information.I can link separate tables together in a database.<ul style="list-style-type: none">I can use linked tables in a query.I can use the Report tool to help generate meaningful information to solve problems.
MFL Twinkl Planit	<p><u>Let's visit a French town</u></p> <ul style="list-style-type: none"><ul style="list-style-type: none">To understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; in the context of talking about where people live.To appreciate stories, songs, poems and rhymes in the language; in the context of finding out where peopleTo present ideas and information orally to a range of audiences; in the context of discussing what you can do in your town,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 discussing French towns.<ul style="list-style-type: none">To describe people, places, things and actions orally and in writing; in the context of exploring maps.To speak in sentences, using familiar vocabulary, phrases and basic language structures; in the context of mathematicsTo listen attentively to spoken language and show understanding by joining in and responding; in the context of visiting someone's home.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 exploring ordinal numbers.	