

Medium Term Plan: Autumn 2 2025 - 2026

	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 ASSESSMENT WEEK	Week 7 13/10/25
English including reading and SPaG	Hole - playscript	Holes – News report	Holes – Informal letter	Holes – Balanced argument		ASSESSMENT WEEK	Holes – non chronological report
Reading Fred’s	Theme – Bonfire Night Weekly comprehension focusing on VIPERs	Theme – Remembrance Weekly comprehension focusing on VIPERs	Theme – International Men’s Day Weekly comprehension focusing on VIPERs	Theme – Non-fiction month Weekly comprehension focusing on VIPERs	Theme – Time travel Weekly comprehension focusing on VIPERs	Theme – Christmas Weekly comprehension focusing on VIPERs	Theme – Christmas Weekly comprehension focusing on VIPERs
SPaG Discrete lesson	Adverbs of possibility	Parenthesis	Tenses			ASSESSMENT WEEK	Layout devices
Spelling Spelling Shed	<u>Words ending in -ent and -ence</u> competence, confidence, decent, eloquence, emergent, frequent, innocence, intelligence, transparent, violent	<u>Words ending in -able and -ible</u> comfortable, dependable, enjoyable, horrible, incredible, possible, reasonable, reliable, terrible, understandable	<u>Words ending in -ably and -ibly</u> comfortably, dependably, horribly, incredibly, legibly, possibly, reliably, sensibly, terribly, visibly	<u>Challenge words</u> accommodate, available, controversy, dictionary, marvellous, opportunity, secretary, sincerely, suggest, twelfth	<u>Words ending in -able</u> agreeable, changeable, irreplaceable, knowledgeable, manageable, microwaveable, noticeable, rechargeable, replaceable, salvageable	<u>Adverbs of time</u> afterwards, earlier, eventually, finally, immediately, previously, recently, tomorrow, whilst, yesterday	<u>Words ending in -fer</u> conferring, difference, inference, preference, preferred, referee, reference, referring, transference, transferring
Maths WRMH	<u>Fractions A</u> Add and subtract fractions including mixed numbers, multi-step problems	<u>Multiplication & Division B</u> Multiply 2 & 4 digits by 2 digits, problems with multiplication. Division, division using factors, long division, long division with remainders, problems with division, multi-step problems, order of operations, reason		<u>Fractions B</u> Multiply a fraction by an integer, multiply a mixed number by an integer, multiply fractions by fractions, divide a fraction by an integer, fraction of an amount including finding the whole		ASSESSMENT WEEK	<u>Decimals</u> Decimals up to 3dp, order and compare decimals including with different decimal places
Science	<u>Living things and their habitats: Classification and Micro organisms</u> <ul style="list-style-type: none"> Can give examples in the five vertebrate groups and some in the invertebrate group. <ul style="list-style-type: none"> Can give key characteristics of these groups. Can give examples of flowering and non-flowering plants. Can identify unknown plants using ID and classification charts. Can explain why animals belong to groups. <ul style="list-style-type: none"> Know that Carl Linnaeus classify plants and animals. Can use ID guides to identify plants. Can classify plants in different ways using observable characteristics/ similarities and differences. <ul style="list-style-type: none"> Give reasons for classifying plants based on characteristics 						
History	<u>Crime and Punishment</u> <ul style="list-style-type: none"> Assess the need for punishment in Britain to change over time and whether previous sanctions were appropriate, fair and logical. Explore reasons why changes may have occurred, backed up by evidence or provide evidence that refutes some historical theories. <ul style="list-style-type: none"> Construct informed and structured responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information <ul style="list-style-type: none"> Independently investigate own lines of enquiry by posing questions to answer Use documents, printed sources the internet, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past to build conclusions. Investigate and interpret historical events using a range of sources discussing how and why things happened and how this may differ in a modern-day context. 						
Geography							
Art Access art	<u>Activism</u> <ul style="list-style-type: none"> Practise seeing negative and positive shapes. Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? <ul style="list-style-type: none"> Explore colour: make colours, collect colours, experiment with how colours work together. Explore combinations and layering of media. Develop Mark Making Make visual notes to capture, consolidate and reflect upon the artists studied Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. <ul style="list-style-type: none"> Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. <ul style="list-style-type: none"> Use screen-printing and/or monoprinting over collaged and painted sheets to create your piece of activist art. Or create a zine using similar methods. 						
DT Kapow	<u>Playgrounds</u> <ul style="list-style-type: none"> Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs. Building a range of play apparatus structures drawing upon new and prior knowledge of structures. <ul style="list-style-type: none"> Measuring, marking and cutting wood to create a range of structures. Using a range of materials to reinforce and add decoration to structures. <ul style="list-style-type: none"> Improving a design plan based on peer evaluation. Testing and adapting a design to improve it as it is developed. <ul style="list-style-type: none"> Identifying what makes a successful structure. 						
PE PE Planning	<u>Dance</u> <ul style="list-style-type: none"> I know that imagination is needed to help create and structure dance motifs, phrases, and sections of dances, developing expressive qualities. I know that dance can be inspired by a stimulus. I know that performing with confidence and clarity can improve an overall performance. I know when to use basic compositional principles to create dances. I know when to combine movements fluently and effectively throughout dance routines. I know how to use a broader range of skills and movement patterns. <ul style="list-style-type: none"> I know how to explore movement ideas inspired by a stimulus. I know how to perform a range of movements accurately with a sense of rhythm, clarity, and confidence. <ul style="list-style-type: none"> I know how to perform confidently to an audience. 			<u>Volleyball</u> <ul style="list-style-type: none"> I know the benefits of having a good ready position/stance during a rally. I know when to apply principles suitable for attacking, e.g., identifying gaps I know when to apply principles suitable for defending e.g., position on court. I know when to perform tactical serves to help deceive opponents and score points. I know how to use the correct footwork to hit the ball/shuttle with good technique. <ul style="list-style-type: none"> I know how to participate in competitive games, modified where appropriate. I know how to direct a ball/shuttle to a target area. I know how to perform consistently (resulting in longer rallies). 			
RE Local agreed syllabus	<u>6.1 How do Sikhs show commitment?</u> <ul style="list-style-type: none"> Discuss and compare a range of important values Summarise and give reasons for Sikh daily practice Reflect on personal values and make links with Sikh beliefs Identify and explain Sikh symbols, including the 5Ks 						

	<ul style="list-style-type: none">Summarise 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>Celebrate difference</u></p> <ul style="list-style-type: none">I understand there are different perceptions about what normal means<ul style="list-style-type: none">I understand how being different could affect someone's lifeI can explain some of the ways in which one person or a group can have power over another<ul style="list-style-type: none">I know some of the reasons why people use bullying behavioursI can give examples of people with disabilities who lead amazing livesI can explain ways in which difference can be a source of conflict and a cause for celebration	
Computing Purple Mash	<p><u>Databases 5</u></p> <ul style="list-style-type: none">I can design a database suitable for the data I have.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.	<p><u>Blogging 6</u></p> <ul style="list-style-type: none">I understand what a blog is and how it is used.I can identify the key features of effective blogs.I know the difference between blogs, blog posts, and vlogs.<ul style="list-style-type: none">I can work with others to plan a blog post.I can choose a blog post theme and note content ideas collaboratively.I have thought about the structure, topic, and engaging the audience in the blogpost.<ul style="list-style-type: none">I can contribute to writing a structured blog post.I can follow the process of drafting, revising and editing to publish a blog post.I understand how the design and writing style affects the readers of the blog post.<ul style="list-style-type: none">I can post and comment respectfully on a blog.I understand why blog posts and comments are checked.<ul style="list-style-type: none">I can give positive and useful feedback.
MFL Twinkl Planit	<p><u>Let's go shopping</u></p> <ul style="list-style-type: none">I can take part in role play, speaking in FrenchI can use the correct form of positional language.I can use the correct form of adjectives to describe nouns.<ul style="list-style-type: none">I can ask and answer questions in French.I can read and interpret lists written in French.I can take part in role play, speaking in French.	