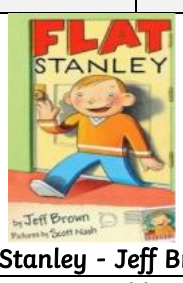
Sapling (Y3 and 4) Medium Term Plan: Autumn 1 2026-2027 AD Leading AW Leading

		Week 1 Bgn 31/08/26	Week 2 Bgn 7/09/26	Week 3 Bgn 14/09/26	Week 4 Bgn 21/09/26	Week 5 Bgn 28/09/26	Week 6 Bgn 5/10/26	Week 7 Bgn 12/10/26	Week 8 Bgn 19/10/26
English	**Key Text** Supporting Texts	**The Place Value of SpaG** National Curriculum Coverage •Sentence punctuation •Capital letters •Word classes (nouns, verbs, adjectives) •Coordinating conjunctions •Subordinating Conjunctions •Expanded noun phrases •Apostrophes •Past and present tense •Prefixes and suffixes •Editing and proofreading		 **Flat Stanley - Jeff Brown**					
				Reading Focus: Predictions VIPERS	Setting Description	Narrative – additional chapter		Persuasive Leaflet	
SPAG				Noun Phrases			Conjunctions		
Spelling	**Y3 – ELS Primary 4** A Duffy		Introduction	Suffix -ly	*Key spelling: busy*	Suffix -ward	*Key spelling: possess*	Plurals	Suffix -ous
	Y4 - ELS Primary 5 A Waring		Introduction *Key spellings; sent, heal*	*Key spelling: scribe*	*Key spelling: act*	*Key spelling: note*	*Key spelling: favour*	*Key spelling: exper*	*Key spelling: know*
Maths	**Y1/2**	**Place Value (3 weeks)** - Hundreds, tens and ones - Represent and partition numbers to 1000 - Thousands - Represent and partition numbers to 10,000 - Flexible partitioning - Find 1, 10, 100, 1000 more or less - Number lines to 1000 and 10,000 - Estimate on a number line - Compare numbers - Order numbers - Round to the nearest 10, 100 and 1000 - Roman numerals				**Addition and Subtraction (3 weeks)** - Add and subtract 1s, 10s, 100s, 1000s - Add and subtract 1s, 10s, 100s, 1000s across a boundary - Make connections - Add up to two 4-digit numbers—no exchange - Add up to two 4-digit numbers across 10, 100 and 1000 - Subtract up to two 4-digit numbers—no exchange Subtract up to two 4-digit numbers across 10, 100 and 1000 - Add and subtract numbers with a different number of digits - Complements to 100 and 1000 - Estimate answers - Inverse operations - Efficient methods		
Topic Science ~~History~~ Geography Art DT		**Science: Food and the Digestive System (Animals Including Humans)** • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey		**Geography: North America** *TBC – Just waiting on up-to-date planning from DF*		**Art: Gestural Drawing with Charcoal (Drawing and Sketchbook)** • I have seen how artists use charcoal in their work. • I have been able to talk about the marks produced, and how I feel about their work. • I have experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal. • I can work on larger sheets of paper, and I can make loose, gestural sketches using my body. • I can understand what Chiaroscuro is and how I can use it in my work. • I can use light and dark tonal values in my work, to create a sense of drama. • I have used my body as a drawing tool to make drawings inspired by movement, and seen how other artists do the same. • I have taken photographs of my work, thinking about focus, lighting, and composition. • I have shared my work with my classmates and talked about what I felt was successful and what I might like to try again. • I can voice what I like about my classmates work and how it makes me feel.		**DT: Mechanical Systems: Pneumatic Toys** • Define a mechanism as a system of parts working together to create movement and a pneumatic system can be used as part of this. • Describe how a pneumatic system forces air over a distance to create movement and identify pneumatic systems in a range of everyday objects. • Describe different types of drawings used in design to explain ideas clearly and explain why one may be more useful for a particular situation. • Develop design criteria from a design brief. • Begin to draw different types of diagrams to generate suitable ideas. • Recall different types of pneumatic systems used to design a toy and create one for a specific movement. • Build secure housing for a pneumatic system, consider sustainable resources and work with materials to create different effects by cutting, creasing, folding, etc. • Evaluate how well the design, materials and equipment help to achieve the design brief.
Music *(Sparkyard)*		Hear it, play it! Exploring rhythmic patterns Step One: Feeling the pulse and copying rhythmic patterns Step Two: Exploring call and response *(Plus Calderdale Music Ukulele)*							
PE *(PE Planning)*		Forest school Hockey 3 and 4							
RE *(FOLT)*		3.1 How do Jews remember God's covenant with Abraham and Moses?							
PSHE *(Jigsaw)*		Being Me in My World							
Computing *(Purple Mash)*		Unpacking hardware & software (4) 4 weeks				Online Relationships 4 weeks			
French *(Twinkl)*		Getting to know you							