

**Voyagers Class**

**Medium Term Plan – Autumn Term 1**

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| **Week Commencing:** | 5th September | 12th September | 19th September | 26th September | 3rd October | 10th October | 17th October |
| **Key Class Events:** |  |  | Queen’s funeral – school closed Monday |  |  | 13th October Rags to Riches Clothes collection | Parents evenings 19th/20th |

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| Outdoor Learning Opportunities | | History. Dig for Victory. | |
| English | Focus Text | Rose Blanche by Ian McEwan | |
| Reading | · Reading comprehensions to develop understanding, empathy and inference  · continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  · reading books that are structured in different ways and reading for a range of purposes  Non-fiction texts to support the topic. | |
| SpaG | Yr 3 /4 and 5/6 Statutory spellings. | |
| Speaking & Listening | Pupils will build on the oral language skills that have been taught in preceding years.  Pupils will develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences.  Drama activity based on Rose Blanche | |
| Composition | Narrative. Lessons concentrate on the teaching of writing with a sharp focus on the craft and construction of sentences. | |
| Maths | Fluency Focus | Times tables and division facts. | |
| Core Concept | Place Value.  Year 4:  ·Represent numbers to 1,000  ·Partition numbers to 1,000  ·Number line to 1,000  ·Thousands  ·Represent numbers to 10,000  ·Partition numbers to 10,000  ·Flexible partitioning of numbers to 10,000  ·Find 1, 10, 100, 1,000 more or less  ·Number line to 10,000  ·Estimate on a number line to 10,000  ·Compare numbers to 10,000  ·Order numbers to 10,000  ·Roman numerals Step 14 Round to the nearest 10  ·Round to the nearest 100  ·Round to the nearest 1,000  ·Round to the nearest 10, 100 or 1,000 | Year 5:  ·Roman numerals to 1,000  ·Numbers to 10,000  ·Numbers to 100,000  ·Numbers to 1,000,000  ·Read and write numbers to 1,000,000  ·Powers of 10  ·10/100/1,000/10,000/100,000 more or less  ·Partition numbers to 1,000,000  ·Number line to 1,000,000  ·Compare and order numbers to 100,000  ·Compare and order numbers to 1,000,000  ·Round to the nearest 10, 100 or 1,000  ·Round within 100,000  ·Round within 1,000,00 |
| Science | Working Scientifically | Asking scientific questions, making predictions and carrying out experiments to test hypotheses. Reviewing results and comparing with their predictions. | |
| Big Question | Pupils will design their own scientific enquiry, with their own focus for investigation. | |
| Knowledge focus | First Encounter  ·compare and group materials together, according to whether they are solids, liquids or gases  ·observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius  ·identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature | Second Encounter  ·compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets  ·know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution  ·use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating  ·give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic  ·demonstrate that dissolving, mixing and changes of state are reversible changes  ·explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. |
| History/Geography | | Core:  ·Know that RAF Brize Norton opened in 1937, and that the airfield was first used for flying training by the Royal Air Force.  ·Know that by December 1944, the airfield had two concrete runways, and 33 aircraft hangars of various types. There was permanent accommodation for the personnel  ·Know how and why this change happened (WWII.) Compare images of the base from 1937 and1944  ·Know the story of Mary Ellis, who was brought up on a farm in Brize Norton and flew Spitfires to and from RAF Brize Norton during the war, often dropping in to surprise her parents.  ·Know why people today have respect for her and why the Mary Ellis Country Park has recently (2021) been named after her | More:  ·Know about the impact of the Second World War on life in the local area more generally, including:-the location of other wartime air bases (including why they were here and what happened to them post-war)-evacuation of children-bombing (seehttps://www.sofo.org.uk/ww2-bombings/)-rationing, blackout and other restrictions on life-men from the village who went away to fight: where they went and why  Geography: Autumn 2 |
| Computing | | **Word processing**  Core:  ·improve speed and accuracy with typing, using shift for capital letters and the full range of punctuation-change font style, size and colours for a given purpose-edit text-explain what “page orientation” means-choose a suitable layout for a given purpose  **Internet safety:**  Core:  ·Review a website and consider its structure and the types of media used-understand that websites are written in HTML-understand copyright and explain why only copyright-free images should be used-understand the term “fair use”-add content to a web page and refine / edit | More:  ·use a range of editing techniques, including backspace, the cursor, highlighting and cut/copy/paste, to improve the quality of writing-learn keyboard shortcuts-in Power point or Word, select from and adapt designs to suit a purpose  More:  ·link pages using hyperlinks-link to other websites-create a logical website tree design |
| Art/DT | | Evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.  ·Use their knowledge of a broad range of existing products to help generate their ideas;  ·Design innovative and appealing products that have a clear purpose and are aimed at a specific user;  ·Explore different initial ideas before coming up with a final design;  ·Use annotated sketches to develop and communicate their ideas;  ·Start to explain their choice of materials and components including function and aesthetics;  ·Begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics  Demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product | |
| PE Focus 1 | | **Hockey.**  Year 4:  ·Stop a ball when running at speed using the correct hand grip and change direction  ·Accurately pass when moving using the push pass and hit pass  ·Run fast with the ball close to the stick, moving the ball from side to side  ·shoot accurately from different positions and distances | Year 5:  ·Stop a ball still whilst under pressure from another pupil using the correct hand grip and change direction  ·Pass the ball to team mates during games using both the hit pass and push pass  ·Run with the ball close to the stick under pressure from another person  ·Shoot into a net against a stationary goalkeeper |
| PE Focus 2 | | **Dance.**  Year 4:  ·Explore and create characters and narratives in response to stimuli  ·Perform more complex dance phrases that communicate character, narrative or emotion | Year 5:  ·Explore and improvise ideas for dances in different styles, alone, with a partner and in a group  ·compose dances by using, adapting and developing steps, formations and patterning from different dance styles  ·perform dances expressively, using a range of performance skills |
| RE | | Year 4  **Discovery Enquiry**  Is it possible for everyone to be happy?  Religion studied: Buddhism | Year 4  **Discovery Enquiry**  How far would a Sikh go for his/her religion?  Religion studied: Sikhism |

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| PSHE | [Being Me in My World](https://jigsawpshe.online/materials/pshe-primary/ages-8-9/being-me-in-my-world/)  'Who am I and how do I fit?'  Becoming a Class ‘Team’  Being a School Citizen  Rights, Responsibilities and Democracy  Rewards and Consequences |
| Music | Singing:  ·Scales and chromatic melodies  ·Singing in unison and two parts  ·Reading staff notation  ·Refining a performance, showing awareness of different parts and the audience |
| MFL | French |