

# WPS MT Plan Autumn- 2023-2024

Medium Term Scheme : Autumn 2023		Term1 = T1    Term 2 = T2					
Teacher Name: Mrs Verrall							
Class: Class 3					Date: 06.09.23		
Subjects	Week 1 (Wed-Fri)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English T1 Hamiton	<p><b>Friday am</b> 'What I didn't do this holiday!'</p> <p><i>Independent write ; diary entries, story, poem, graphic novel-style eg cartoon pictures with speech bubble dialogue. Ensure clear presentation/ ambitious vocabulary, punctuation.</i></p> <p><i>Discuss and follow success criteria grid (Baseline)</i></p>	<p><i>Poetry AF Harrold</i></p> <p><i>Perform, explore and discuss poems b y AF Harrold</i></p>	<p><i>Poetry</i></p> <p><i>SPaG Nouns and pronouns for cohesion</i></p> <p><i>Relative Clauses</i></p>	<p><i>Poetry.</i></p> <p><i>Composition</i></p>	<p><i>Fiction Varjak Paw</i></p> <p><i>Explore the world of Varjak Paw: characters, settings and plot</i></p>	<p><i>Fiction Grammar</i></p> <p><i>Punctuating dialogue and using it to convey character</i></p> <p><i>Relative clauses</i></p>	<p><i>Composition: Creating a short adventure story about a cat or dog</i></p>
English T2 Hamiton (Under construction)	Poetry.	Poetry.	Poetry	Non-Fiction Recounts. Saving Sorya	Non-Fiction Grammatical devices	Non-Fiction Composition	
Maths T1 W/R/M for LTP	Inspirational Maths (Wed- Fri) as per Maths lead guidance/ planning.	Place Value Commence units on WRM  Y4	Place value  Y4  Y5	Addition and subtraction  Y4  Y5	Addition and subtraction  Y4  Y5	Addition and subtraction 2 weeks  Y4	

	Use paper for tasks, not first pages in new maths books please!	Y5				Y5	
Maths T2 W/R/M for LTP	Multiplication/Division Y4 Y5	Multiplication/division Y4 Y5	Multiplication/division Y4 Y5	Multiplication and division Y4 Y5	Y4 Measurement Area Y3 Consolidation	Spare week for assessment adjustment	
Topic History See sep MTP for each teacher Y3/4 KG	<p><b>KG</b> British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age? Pupils who are secure will be able to:</p> <p>Understand that prehistory was a long time ago.</p> <p>Accurately place AD and BC on a timeline.</p> <p>Identify conclusions that are certainties and possibilities based on archaeological evidence.</p> <p>Explain the limitations of archaeological evidence.</p> <p>Use artefacts to make deductions about the Amesbury Archer's life.</p> <p>Identify gaps in their knowledge of the Bronze Age.</p> <p>Explain how bronze was better than stone and how it transformed farming.</p> <p>Explain how trade increased during the Iron Age and why coins were needed.</p>	<p><b>KG</b></p> <p>Y3/4: Lesson 1: How long ago did prehistoric man live?</p> <p>LO:To recognise that prehistory was a long time ago and was the beginning of the history of mankind.</p>	<p><b>KG</b></p> <p>Lesson 2: What does Skara Brae tell us about life in the Stone Age?</p> <p>LO:To use archaeological evidence to learn about prehistoric houses.</p>	<p><b>KG</b></p> <p>Lesson 3: Who was the Amesbury Archer?</p> <p>LO:To use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence.</p>	<p><b>KG</b></p> <p>Lesson 4: How did bronze change life in the Stone Age?</p> <p>LO:To explain how bronze transformed prehistoric life.</p>	<p><b>KG</b></p> <p>Lesson 5: How did trade change the Iron Age?</p> <p>LO:To understand the importance of trade during the Iron Age.</p>	<p><b>KG</b></p> <p>Lesson 6: What changed between the Stone Age and the Iron Age?</p> <p>LO:To compare settlements in the Neolithic and Iron Age.</p>

<p><b>Y5/6 GJ</b></p> <p><b>(Kapow Cycle A)</b></p>	<p>Identify changes and continuities between the Neolithic and Iron Age periods.</p> <p>Explain which period they would prefer to have lived in, providing evidence for their choice.</p> <p><b>GJ</b> Viking Raiders and Settlers</p>	<p><b>GJ</b> Vikings</p>	<p><b>GJ</b> Vikings</p>	<p><b>GJ</b> Vikings</p>	<p><b>GJ</b> Vikings</p>	<p><b>GJ</b> Vikings</p>	
<p><b>Topic Geography</b></p> <p><b>Y3/4 KG</b></p> <p><b>Y5/6 GJ</b></p> <p><b>Kapow Cycle A</b></p> <p><b>T2</b></p>							
<p><b>Art T1</b></p> <p><b>Kapow Cycle A</b></p> <p>Key vocabulary  abstract  block print  collaborate  collaboratively  collage  combine  composition  contrast  cross-hatching  figurative  gradient</p>	<p>4. Drawing: Power prints  Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a</p>	<p>Lesson 1: 3D pencil drawings</p> <p>Key skill: To draw using tone to create a 3D effect.</p> <p>Using sketchbooks:</p> <p>Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning</p>	<p><b>Lesson 2: Sense of proportion</b></p> <p>Key skill: To explore proportion and tone when drawing.</p>	<p>Lesson 3:  Drawing with scissors</p> <p>Key skill : To plan a composition for a mixed-media drawing</p> <p>How to draw objects in</p>	<p>Lesson 4: Wax resist</p> <p>Key skill: To use shading techniques to create pattern and contrast.</p> <p>Formal elements:</p> <p>Shape: How to use basic shapes to form more complex shapes and patterns.  Line: Lines can be lighter or darker, or thicker or thinner and that this can</p>	<p>Lesson 5: Power prints</p> <p>Key skill: To work collaboratively to develop drawings into prints.  How to use different tools to scratch into a painted surface to add contrast and pattern.  How to choose a section of a drawing to recreate as a print.</p>	

<p>hatching highlight mixed media monoprint observational drawing parallel pattern precision printmaking proportion shading shadow symmetry three dimensional (3D) tone</p>	<p>print.  Knowledge org/elicitation/asst</p>	<p>and taking the next steps in a making process.</p>		<p>proportion to each other</p>	<p>add expression or movement to a drawing. Pattern: Patterns can be irregular and change in ways you wouldn't expect.</p>		
<p><b>DT T1 Kapow Cycle A</b></p> <p>Key vocabulary beef reared processed ethical diet ingredients supermarket farm balanced</p>	<p>5. Cooking and nutrition: What could be healthier? (Researching and modifying a traditional bolognese sauce recipe to make it healthier. Children cook their healthier versions, making appropriate packaging and learn about farming cattle.) Knowledge org/elicitation/asst</p>	<p><b>Lesson 1: From farm to fork</b></p> <p>Key skill: To understand where food comes from To understand where meat comes from – learning that beef is from cattle and how beef is reared and processed, including key welfare issues.</p>	<p><b>Lesson 2: What does healthy look like?</b></p> <p>Key skill: To understand Identifying the nutritional differences between different products and recipes. Identifying and describing healthy benefits of food groups.and the term 'healthy'</p>	<p><b>Lesson 3: Adapting and improving a recipe</b></p> <p>Key skill: To adapt a traditional recipe Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. Writing an amended method for a recipe to incorporate the relevant changes to ingredients.</p>	<p>Lesson 3 continued.  Write ups/ evaluate/research</p>	<p>Lesson 4: Mamma mia! What a tasty, healthy bolognese!</p> <p>Key skill: To complete a food product Following a step- by-step method carefully to make a recipe.</p> <p>Cutting and preparing recipes safely.</p>	<p>Assess</p>
<p><b>Science T1 Hamilton</b></p> <p><b>Y3/4 KG</b></p>	<p><b>KG</b> Forces and Magnets Magnetic fun and games</p>	<p><b>KG</b> Magnetic fun and games 2. Forces to be reckoned with!</p>	<p><b>KG</b> Magnetic fun and games 3. A question of magnetism</p>	<p><b>KG</b> Magnetic fun and games 4. Attractive materials</p>	<p><b>KG</b> Magnetic fun and games 5. Poles apart</p>	<p><b>KG</b> Magnetic fun and games 6. Fun and games</p>	<p><b>KG</b> Magnetic fun and games</p>

<p><b>Y5/6 GJ</b></p>	<p>All on the surface <b>LO:</b> building our knowledge of friction.</p>	<p><b>LO:</b> investigate how weight can adjust the force required to move an object.</p>	<p><b>LO:</b> to build an understanding of magnetism.</p>	<p><b>LO:</b> understanding what makes an object magnetic.</p>	<p><b>LO:</b> understanding magnetic polarity.</p>	<p><b>LO:</b> putting magnets to use.</p>	
<p><b>Science T2 Hamilton</b></p> <p><b>Y3/4 KG</b></p> <p><b>Y5/6 GJ</b></p>	<p><b>KG</b> Animals, inc Humans</p>						
<p><b>RE</b></p> <p><b>UC</b></p> <p><b>Links to Agreed Syllabus Torbay and Understanding Christianity: 2a.1</b></p> <p><b>What do Christians Learn from the Creation Story? -</b></p> <p>God the Creator cares for creation, including human beings. □ As human beings are part of God's good creation, they do best when they listen to God. □ The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidance on good ways to live (such as the 10 commandments), and offers forgiveness even when they keep falling short □ Christians believe</p>	<p>(Y3/4) Big Question 2a.1 What do Christians learn from the Creation story?</p> <p>Elicitation/ assess task</p> <p><b>LO:</b> What does Creation mean to me?</p> <p>Explore the image of Creation (Display) in pairs, discuss links/ images they identify as linked to Creation.</p> <p>Linked vocab . Creation arrange, assemble, collect, combine, compose, construct, create, derive, design, develop,</p>	<p><b>LO:</b></p> <p>Tell the creation story from Genesis 1 1-25 in child friendly language and create a time line of events - show how this is at the start of the Big story</p>	<p><b>LO:</b></p> <p>Read Genesis 1:26-31 focus on the idea of being made 'in the image of God' and of being given control over the earth</p>	<p><b>LO:</b></p> <p>Describe what Christians do because they believe God is Creator (for example, follow God, wonder at how amazing God's creation is; care for the</p>	<p><b>LO:</b></p> <p>What might the story of Adam and Eve show about human nature and how to act.</p>	<p>Describe how and why Christians pray to God, say sorry, forgive and ask for forgiveness.</p>	<p>Revisit the Big Question</p>

<p>God made our wonderful world and so we should look after it. □ The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall') □ This means that humans cannot get close to God without God's help □ Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short</p>	<p>document, elate, formulate generalize, invent, modify, organize, originate, plan, prepare, predict, produce, propose, set up, tell, write</p>			<p>earth in some specific ways.</p>			
<p><b>RE T2</b></p>	<p>What does it mean to be a Muslim in Britain today?</p>						
<p><b>PE</b> <b>Premier Sport T1</b></p>	<p>Premier Sport x2 sessions p/w</p>						
<p><b>PE</b> <b>Premier Sport T2</b></p>	<p>Premier Sport x2 lessons p/w</p>						
<p><b>ICT T1</b> <b>Kapow Key Skills and Progression online</b> <b>Cycle B</b></p> <p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>● Assessment</li> <li>● Audience</li> <li>● Checklist</li> </ul>	<p>4 Website design</p> <p>Knowledge capture / elicitation asst</p> <p>Key vocab cont</p> <p><b>Homepage</b></p>	<p>Lesson 1 Getting to know Google sites Key skill Explore features of Google sites</p>	<p>Lesson 2 Book review webpage</p> <p>Key Skill plan content for a collaborative webpage</p>	<p>Lesson 3 Creating a webpage</p> <p>Key skill create a webpage as part of a collaborative class website</p>	<p>Lesson 4 Planning my website</p> <p>Key skill plan and create a website</p>	<p>Lesson 5 Creating my website</p> <p>Key skills linked to create and evaluate a website</p> <p>Then end of unit asst</p>	

<ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Content</li> <li>● Contribution</li> <li>● Create</li> <li>● Design</li> <li>● Embed</li> <li>● Evaluate</li> <li>● Features</li> <li>● Google Sites</li> <li>● Hobby</li> </ul>	<ul style="list-style-type: none"> <li>● Hyperlinks</li> <li>● Images</li> <li>● Insert</li> <li>● Online</li> <li>● Plan</li> <li>● Progress</li> <li>● Published</li> <li>● Record</li> <li>● Review</li> <li>● Style</li> <li>● Subpage</li> <li>● Tab</li> <li>● Theme</li> </ul>						
<p><b>ICT T2</b> <b>Kapow</b></p> <p><b>Key vocabulary</b></p> <p><b>Broadcast block</b> Code blocks Conditional Coordinates Decomposition Features Game Information Negative numbers Orientation Parameters Position Program Project script sprite stage Tinker Variable</p>	<p>4 Further coding with Scratch Elicitation/Assessment and intro of Knowledge organiser</p>	<p>Lesson 1 Scratch reminder Key skill recall key features of Scratch</p>	<p>Lesson 2 Identifying what code does Key skill understand how a Scratch game works by using decomposition to identify key features</p>	<p>Lesson 3 Introduction to variables Key skills understand what a variable is and how to make one.</p>	<p>Lesson 4 Making a variable Key skill understand how to make a variable in Scratch</p>	<p>Lesson 5 Times table project Key skill use knowledge of how variables work to create a quiz.</p>	
<p><b>French T1</b> <b>Kapow Cycle A</b></p> <p><b>Key vocabulary</b></p> <p>au revoir bonjour bonne nuit bonsoir ça va bien</p>	<p><b>French Greetings (With puppets)</b> <b>X4 lessons (Then phonics focus)</b></p> <p><b>Knowledge catcher/ elicitation/asst</b></p>	<p><b>Lesson 1</b></p> <p><b>French greetings</b> <b>Key skill ; to greet someone and introduce yourself in French</b></p>	<p><b>Lesson 2</b></p> <p><b>French greetings-day and night</b> <b>Key skill: use correct French greetings for the time of day</b></p>	<p><b>Lesson 3</b> <b>How are you feeling?</b></p> <p><b>Key skill: ask and answer a question about feelings in French</b></p>	<p><b>Lesson 4</b> <b>French finger rhymes</b> <b>Key skill: perform a finger rhyme in French</b></p>	<p><b>Phonics extra</b></p>	<p><b>Consolidation/practice</b></p>

<p>ça va mal c'est... comment tu t'appelles ? je m'appelle... non oui salut</p>							
<p><b>French T2</b>  <b>Kapow Cycle A</b>  Key vocabulary  rouge bleu jaune vert orange un cercle un triangle un carré un rectangle grand petit c'est</p>	<p><b>French adjectives of colour, size and shape</b> <b>X5 lessons</b>  Knowledge organiser/ elicitation/ asst</p>	<p><b>Lesson 1</b>  Colours in French Key skill: recognise and name colour words</p>	<p><b>Lesson 2</b>  Shapes and colours in French Key skill: describe shapes by their colours</p>	<p><b>Lesson 3</b>  Shapes of different colours and sizes in French  Key skill: describe shapes by their size and colour</p>	<p><b>Lesson 4</b>  Using shapes like the French artist, Matisse. Key skill: understand and recognise what are cognates and near cognates</p>	<p><b>Lesson 5</b>  In the style of French artist, Matisse Key skill: follow instructions in French</p>	
<p><b>PSHE T1</b>  <b>SCARF</b></p>	<p><b>Relationships</b>  (Heavy focus this week <b>Weds-Fri</b> on expectations, behaviour, responsibilities. Social stories and What would you do? Discussions and group tasks.</p>	<p><u>Me and my Relationships</u>  <u>Pre-unit asst</u>  Under pressure (Y4)  • Solve the friendship problem (Y6)</p>	<p>Collaboration Challenge! (Y5)</p>	<p><b>Give and take (Y5)</b></p>	<p>Working together (Y6)</p>	<p><b>Let's negotiate (Y6)</b></p>	<p><b>Solve the friendship problem (Y6)</b>  <b>Unit asst</b></p>
<p><b>PSHE T2</b>  <b>SCARF</b></p>	<p><b>Valuing Differences</b>  Pre unit asst</p>	<p><u>Valuing Difference</u>  That is such a stereotype! (Y4)</p>	<p>Qualities of friendship (Y5)</p>	<p><b>Kind conversations (Y5)</b></p>	<p><b>OK to be different (Y6)</b></p>	<p>We have more in common than not (Y6)</p>	<p><b>Unit asst</b></p>



<p><b>Music T1</b> <b>Kapow Cycle B</b> Key vocabulary rock and roll hand jive 1950's tempo dynamic notation style</p>	<p>Rock and Roll Yr4  Knowledge org/ elicitation/asst</p>	<p><b>Lesson 1</b> <b>Hand jive</b> Key skill: understand the history of rock and roll music Perform the hand jive hand actions in sequence and in time with the music</p>	<p><b>Lesson 2</b> <b>Rock around the clock</b> Key skill: to be able to perform with a sense of style Perform the hand jive hand actions in sequence and in time with the music.</p>	<p><b>Lesson 3</b> <b>Walking bass line</b> Key skill: to play a walking bass line on tuned percussion Play the notes of the walking bass in the correct sequence.</p>	<p><b>Lesson 4</b> <b>Performing the bass</b> Key skill: to be able to play a rock and roll bass line Play the notes of the walking bass in the correct sequence.</p>	<p><b>Lesson 5</b> <b>Rock and Roll performance</b>  Key skill: to be able to play a rock and roll piece of music Independently play their part with some awareness of the other performers.</p>	
<p><b>Music T2</b> <b>Kapow Primary Cycle B</b>  Key vocabulary Hanami cherry blossom pitch sound glissando pizzicato composer composition col legno haiku syllables melody dynamics tempo</p>	<p>Haiku, music and performance. (Hanami festival) Yr 4 Knowledge org/elicitation/ asst</p>	<p><b>Lesson 1 Describing blossom</b> Key skill: To describe the festival of Hanami using words and sounds  Recognising, naming and explaining the effect of the interrelated dimensions of music.</p>	<p><b>Lesson 2 Sounds of blossom</b> Key skills: To represent a blossom tree using sounds  Recognising, naming and explaining the effect of the interrelated dimensions of music.</p>	<p><b>Lesson 3 Blossom haiku</b> Key skill :To identify different musical features  Using musical vocabulary to discuss the purpose of a piece of music.</p>	<p><b>Lesson 4 Haiku melodies</b>  To work as a group to create a piece of music to celebrate Hanami Using musical vocabulary when discussing improvements to their own and others' work. Composing a coherent piece of music in a given style with voices, bodies and instruments.</p>	<p><b>Lesson 5 Haiku performance</b>  To perform a piece of music to celebrate Hanami  Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p>	