



Medium Term Plan: Home and Away

Term: Autumn 2

Intended Outcome of Topic: To gain a wider understanding of geographical knowledge within our local area. Children will be expected to recognise the United Kingdom and its countries, as well as being able to start using geographical skills to be able to navigate around. The children will then have the opportunity to compare the UK with areas of the Caribbean (a non-European study). The hope is that the children can begin to understand the similarities and differences between the United Kingdom and other areas of the world.

Memorable experience: Making Pied Piper Instruments

SMSC Links:

English:

- represent, explore and reflect on their own and others' inner life in {story, poetry,} drama and the discussion of texts and ideas
- give expression to personal thoughts, beliefs and feelings through speaking and writing
- connect and empathise with characters in stories and plays
- experience and come to an appreciation of the beauty and musicality of language and words, as expressed in poetry, literature and the spoken word

Moral development

- give expression to personal views and opinions through speaking and writing
- recognise and discuss 'good' and 'bad' characters in stories and plays - and characters with both 'good' and 'bad' characteristics

Social development

- collaborate with others to write stories or poems
- hear/read/write stories or plays about a wide range of relationships (e.g. friendships, families, gangs)

Cultural development

- use factual texts which reflect the multicultural nature of Britain

Maths

Spiritual development

- engage in increasingly challenging problem solving activities, persevere to overcome difficulties an experience the pleasure and satisfaction in reaching a solution (arriving at the 'Eureka!' moment!)

Moral development

- develop understanding of ways in which statistics can be used to misrepresent or mislead

Social development

- see that by working [co-operatively] on complex mathematical tasks, the result is often better than any of them could achieve separately
- solve mathematical problems in collaboration with others
- explore practical applications of maths for social purposes (e.g. conducting and analysing surveys)

Cultural development

- recognise that mathematicians from many cultures have contributed to the development of modern day mathematics

SCIENCE

Spiritual development

- sense the natural, material, physical; world they live in, reflecting their part in it
- recognise how scientific discoveries and ideas have affected the way people think, feel, create, behave and live
- appreciate how the subject of Science embodies aspects of the human spirit: our drive to make sense of things, discover, find out, explore, hypothesise and test out our ideas, and our capacity to use science for practical purposes
- experience the joy of discovery
- respond with a sense of awe and wonder at scientific discoveries (e.g. space exploration)

explore the differences between scientific language (literal, factual, objective) and religious language (largely non-literal, symbolic, evocative, suggestive)

GEOGRAPHY

Spiritual development

- experience awe and wonder at different aspects of the natural world, especially places of outstanding beauty and grandeur

Moral development

- investigate environmental issues, such as global warming, in which people's current needs have to be balanced against the needs of future generations

Social development

- study their own locality and its relationship to the wider world

Cultural development

- reflect on similarities and differences among peoples in near and distant parts of the world
- find out about contrasting localities in Britain and the wider world
- explore how various landscapes provide sources of inspiration for the arts

RELIGIOUS EDUCATION

Spiritual development

- learn about the beliefs and practices of Christianity and other major world religions
- learn from religion and evaluate the truth claims made by Christians and other religious believers

Moral development

- learn about the moral teachings of Christianity and other religions (e.g. the teaching of Jesus, the Ten Commandments)
- learn about similarities and differences regarding the moral stances of different religions
- explore moral issues through a range of religious stories, including the parables of Jesus

Social development

- develop understanding and respect for those holding views, beliefs and values different from their own
- appreciate how our society is enriched by a variety of religions and cultures
- explore Christian and other religious teachings on relationships and the family

Cultural development

- develop their understanding of the multifaith, multicultural nature of contemporary Britain
- appreciate how people's religious beliefs affect the way they live their lives, in matters such as food and dress as well as their outlook and what they believe

PHYSICAL EDUCATION

Spiritual development

- understand that human beings are a unity comprising body, mind and spirit, and that these are intimately connected
- enjoy and know the quality of stillness

Moral development

- gain a sense of fair play based on rules and the conventions of activities
- develop positive sporting behaviour

Social development

- develop social skills in activities involving co-operation and collaboration

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 5	Week 6
English	Genre: Narrative Text: The Pied Piper of Hamelin by Robert Browning Phase of writing: Investigation, Reading, Speaking and Listening Focus: Children will be introduced to the tale of the Pied Piper of Hamelin. They will write in role as a displeased citizen. Preparing vocabulary for	Genre: Narrative Text: The Pied Piper of Hamelin by Robert Browning Phase of writing: Planning and Writing Focus: Children will be working on re-telling the story of the Pied Piper of Hamelin. They begin with summarising and sequencing the text in comic strip format. They then focus around	Genre: Narrative Text: The Pied Piper of Hamelin by Robert Browning Phase of writing: Writing Focus: Children will be working on re-telling the story of the Pied Piper of Hamelin. They begin with summarising and sequencing the text in comic strip format. They then focus around extending sentences into	Genre: Poetry - Calligrams Text: The Pied Piper of Hamelin by Robert Browning Phase of writing: Reading, Speaking and Listening, Writing Focus: Children will be analysing calligram poems, understanding their structure. They will then look at adventurous adjectives in order to create a	Genre: Instructions Text: The Pied Piper of Hamelin by Robert Browning Phase of writing: Investigation, Reading, Speaking and Listening Focus: Children will be analysing and reading instruction texts – they will then explore this practically through getting someone to follow simple instructions and understanding how	Genre: Instructions Text: The Pied Piper of Hamelin by Robert Browning Phase of writing: Planning and Writing Focus: Following on from last week, children will have the opportunities to think about their practical making of their Pied Piper instruments. They will then focus around ordering and sequencing events,	Genre: Instructions Text: The Pied Piper of Hamelin by Robert Browning Phase of writing: Writing and Editing Focus: Children will continue writing their instruction texts on making their Pied Piper instruments. They will then have the opportunities to explore editing their work against set criteria.

	next week with rewriting a narrative. Grammar: • use subordination (using because) and co-ordination (using so, and, but) • identify expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] • explore correct choice and consistent use of present tense and past tense throughout writing • revise knowledge about uses of capitalisation, e.g. for names • use standard forms of verbs in speaking, e.g. <i>catch/caught, see/saw, go/went</i> and to use the past tense consistently for narration • use synonyms and other alternative words/phrases that express same or similar meanings; to collect, discuss similarities and shades of meaning and use to extend and enhance writing	extending sentences into paragraphs, focusing around one idea. Grammar: • use subordination (using because) and co-ordination (using so, and, but) • identify expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] • explore correct choice and consistent use of present tense and past tense throughout writing • revise knowledge about uses of capitalisation, e.g. for names • use standard forms of verbs in speaking, e.g. <i>catch/caught, see/saw, go/went</i> and to use the past tense consistently for narration • use synonyms and other alternative words/phrases that express same or similar meanings; to collect, discuss similarities and shades of meaning and use to extend and enhance writing	paragraphs, focusing around one idea. Grammar: • use subordination (using because) and co-ordination (using so, and, but) • identify expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] • explore correct choice and consistent use of present tense and past tense throughout writing • revise knowledge about uses of capitalisation, e.g. for names • use standard forms of verbs in speaking, e.g. <i>catch/caught, see/saw, go/went</i> and to use the past tense consistently for narration • use synonyms and other alternative words/phrases that express same or similar meanings; to collect, discuss similarities and shades of meaning and use to extend and enhance writing	calligram poem about a rat. Grammar: identify expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] ·use commas to separate items in a list ·use co-ordination (using or, and, but) ·identify how apostrophes are used to mark singular possession in nouns [for example, the girl's name] ·formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] · formation of adjectives using suffixes such as –ful, –less · use of the suffixes –er, –est in adjectives	specific we need to be. Children will then have the opportunity to create Pied Piper pipes as the stimulus for their writing. Grammar: • subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. Spread the ketchup carefully but make sure it does not spill out over the edges of the bread. • correct choice and consistent use of present tense and past tense throughout writing e.g. know that explanations are usually written in the simple present tense, for example, 'Hedgehogs usually wake up again in the spring'. • use of capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. practice generating their own titles for instruction texts, for example, How to make a disgusting sandwich.	exploring ways to start sentences in instructions and exploring imperative verbs. The aim is for children to plan their instruction text and then begin writing it. Grammar: • subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. Spread the ketchup carefully but make sure it does not spill out over the edges of the bread. • correct choice and consistent use of present tense and past tense throughout writing e.g. know that explanations are usually written in the simple present tense, for example, 'Hedgehogs usually wake up again in the spring'. • use of capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. practice generating their own titles for instruction texts, for example, How to make a disgusting sandwich.	Grammar: • subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. Spread the ketchup carefully but make sure it does not spill out over the edges of the bread. • correct choice and consistent use of present tense and past tense throughout writing e.g. know that explanations are usually written in the simple present tense, for example, 'Hedgehogs usually wake up again in the spring'. • use of capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. practice generating their own titles for instruction texts, for example, How to make a disgusting sandwich.
Spelling	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?	Review Week	Bridge to Spelling Assessment Week
Reading	Guided reading: Little Wandle guided groups.	Guided reading: Little Wandle guided groups.	Guided reading: Little Wandle guided groups.	Guided reading: Little Wandle guided groups.	Guided reading: Little Wandle guided groups.	Guided reading: Little Wandle guided groups.	Guided reading: Little Wandle guided groups.
Maths	Scheme: Ark Maths Unit 3: Addition and subtraction word problems.	Scheme: Ark Maths Unit 4: Measuring Length	Scheme: Ark Maths Unit 4: Measuring Length	Scheme: Ark Maths Unit 5: Graphs	Scheme: Ark Maths Unit 6: Multiplication and Division	Scheme: Ark Maths Unit 6: Multiplication and Division	Scheme: Ark Maths Unit 6: Multiplication and Division
Science	Unit: Animals, Including Humans – Life Cycles 1. Learn how to order the stages of the human life cycle. Scheme: Developing Experts	Unit: Animals, Including Humans – Life Cycles 2. Describe the stages of life from adulthood to old age. Scheme: Developing Experts	Unit: Animals, Including Humans – Life Cycles 3. Learn how to match offspring to their parent. Scheme: Developing Experts	Unit: Animals, Including Humans – Life Cycles 4. Explore the life cycle of a chicken. Scheme: Developing Experts	Unit: Animals, Including Humans – Life Cycles 5. Explore the life cycle of a butterfly. Scheme: Developing Experts	Unit: Animals, Including Humans – Life Cycles 6. Explore the life cycle of a frog. Scheme: Developing Experts	
Computing					E-Safety How do I keep my things safe online?		
Geography	What countries is the United Kingdom made up of? • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.	What routes can we take to navigate our local area? • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. • Read and navigate using the four compass points:	What can we learn about the Geography in our local area? • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. • Use aerial photographs and plan perspectives	How does the Caribbean compare to the United Kingdom? • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. •	How does the Weather in the United Kingdom to compare to different areas of the world? • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Independent Map Making Lesson Devise a simple map; and use and construct basic symbols in a key.	

		North, South, East and West and be able to plan a route using these.	to recognise landmarks and basic human and physical features.				
History							
Art & Design		Printing Exploring repeating patterns through ink based printing.	Printing Exploring repeating patterns through printing blocks	Printing Exploring designs through picture and film.	Printing Introducing mono print	Printing Explore a theme or narrative	Printing Explore a theme or narrative
Design Technology							
Religious Education	What does the nativity story teach Christians about Jesus?	What does the nativity story teach Christians about Jesus?	What does the nativity story teach Christians about Jesus?				
PE	Unit: Athletics Unit: Netball Scheme: PE Planning						
CPHSE	Unit: Celebrating Difference Celebrate differences and accept that everyone is different.	Unit: Celebrating Difference Include others when working or playing.	Unit: Celebrating Difference Know and help if someone is being bullied.	Unit: Celebrating Difference Stand up for ourselves and others.	Unit: Celebrating Difference Try to use kind words.	Unit: Celebrating Difference Giving and receiving compliments.	
Music	Christmas Nativity Practice	Christmas Nativity Practice	Christmas Nativity Practice	Christmas Nativity Practice Unit: Singing – On this Island City Sounds	Christmas Nativity Practice Unit: Singing – On this Island Structured soundscapes	Christmas Nativity Practice Unit: Singing – On this Island Performing a composition	
Other Details e.g. visits							