



'The one who gets wisdom loves life.' Proverbs 19:8

Heron Class Autumn Term
Medium Term Plan

Subject:	Autumn 1	Key focus and main outcomes:		Autumn 2	Key focus and main outcomes:
English: Writing	Texts: Here We Are by Oliver Jeffers Varmints The Mermaid of Zennor	Non-Fiction: - Information leaflet - Explanation Fiction: - Own version legend		Texts: Until I met Dudley The Iron Man	Non-fiction: - Explanation text Fiction: - Mystery narrative
English: Grammar and punctuation skills		- imperative verbs - noun phrases - conjunctions - question marks - semi-colon to introduce a list - present perfect tense - paragraphs - subheadings - adverbials - plural and possessive - commas - pronouns			- Suffixes - Similes - Modal verbs - Question marks - Expanded noun phrases - Adverbials of time and place - Multi-clauses - Conjunctions to explain - Prepositions - Relative clauses - Possessive apostrophes - Pronouns - Inverted commas for speech



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	Number	- Place value - Addition and subtraction		Number	- Multiplication and division - Area
History	How did people live in ancient times?	To know where the Iron Age fit in the story of Britain. To know what changed when the Romans came to Britain. To know how life was different for rich and poor people in Iron Age and Roman Britain. To know why Boudica rebelled, and what happened as a result. To know why we still remember and learn about Boudica today. To know how we know what life was like in the Iron Age and Roman Britain.		Geography focus	Flooding in Somerset To know where the Somerset Levels and why are they special. To know how rivers help to drain the land. To note how the Somerset Levels and Moors have changed over time. To know why the Somerset levels and Moors sometimes flood. To learn about and understand how to help our local environment.
Geography	History Focus	History Focus		Somerset levels and flooding	



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Art	DT focus	DT focus		Painting and Mixed media: Light and Dark	To share their ideas about a painting. To describe the difference between a tint and a shade. To mix tints and shades by adding black or white paint. To discuss their real-life experiences of how colours can appear different. To use tints and shades to paint an object in 3D. To try different arrangements of objects for a composition, explaining their decisions. To produce a clear sketch that reflects the arrangement of their objects. To create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. To paint with care and control to make a still life with recognisable objects.
DT	Pavilion structures	To produce a range of free-standing frame structures of different shapes and sizes. To design a pavilion that is strong, stable and aesthetically pleasing. To select appropriate materials and construction techniques to create a stable, free-standing frame structure. To select appropriate materials and techniques to add cladding to their pavilion.		Art focus	Art focus
Science	States of matter	To compare and group materials together, according to whether they are solids, liquids or gases.		Plants	To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.



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		To 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 (°C). To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.			To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. To investigate the way in which water is transported within plants To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
PSHE	Rights and respect	To know and understand the importance of keeping themselves and their environment safe.		Rights and Respect	To know and understand the importance of keeping themselves and their environment safe.
Music	Adapting and transposing motifs	To learn a new song, singing in time and in tune while following the lyrics. To identify motifs aurally and play a repeated pattern on a tuned instrument. To create and performing a motif, notating it with reasonable accuracy. To transpose their motif, using sharp or flat notes where necessary and change the rhythm. To combine different versions of a musical motif and perform as a group using musical notation.		Jazz	To explain what ragtime music is. To play on the 'off beat' and sing a syncopated rhythm. To play a call and then improvise a response. To improvise or compose a scat singing performance with sounds and words. To compose and play a jazz motif fluently, using swung quavers. To play a swung rhythm using a tuned percussion instrument.
RE	Islam	To know what the best way for a Muslim to show commitment to God.		Christianity- Gospel	To know what kind of world Jesus wanted.
MFL - French	Greetings	To look carefully at the speaker and respond confidently with the appropriate gesture and phrase.		French adjectives of colour, size and shape	To Listen carefully to build correct sequences of three to four blocks.



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		To begin to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form. To link actions or pictures to the new language, both in spoken and written form. To imitate the pronunciation of sounds. To take turns to speak and use appropriate intonation.			To show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board. To recognise cognates. To use please and thank you. To listen carefully to instructions. To describe some of the shapes in their work using language of colour, size or shape. To listen and then select the correct decoration according to its colour.
Computing	Computing systems and networks - connecting computers	• Discover how digital devices function. • Identify input and output devices. • Recognise how digital devices can change the way we work. • Explain how a computer network can be used to share information. • Explore how digital devices can be connected. • Recognise the physical components of a network.		Creating media - Stop frame animation	• To explain that animation is a sequence of drawings or photographs. • To relate animated movement with a sequence of images. • To plan an animation. • To identify the need to work consistently and carefully. • To review and improve an animation. • To evaluate the impact of adding other media to an animation.