

'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:** **The First Drawing** **The Stone Age** **Poetry: From a railway carriage RL Stevenson**	Fiction: Narrative with a setting focus Non-Fiction: Information text Poetry (linked to Guided Reading)		**Recount of Stone Henge Trip** **Texts: The Heart and the Bottle** **Poetry: Twas the night before Christmas Clement Clarke Moore**	Non-Fiction: Recount of a real experience/school trip Fiction: Narrative with a character focus Poetry (linked to Guided Reading)
English: Grammar and punctuation skills		**Year 3** • There are three main types of sentence: simple sentences, compound sentences and complex sentences. • Simple sentences are made of one clause which has a noun and a verb. • Compound sentences have two clauses, joining two simple sentences with a coordinating conjunction – 'and', 'but' or 'so'			**Year 3** • We use paragraphs to group sentences that are about the same topic or idea. • We usually show the separation between paragraphs by leaving a blank line to make it easier for the reader. • Where-adverbs give more information about where the verb is happening (under, below, behind). • Where-adverbs are also called '**prepositions**' • Stories and recounts can be written in the **first person** (I, me, my) when the writer pretends to be

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		• A complex sentence has a main clause and a subordinate clause. • Complex sentences use commas to separate multiple clauses. • The nouns and verbs in any clause can be extended using adverbs. • In non-fiction writing, we use **headings and sub-headings** to introduce what a section of the text is all about. **Year 4** . • There are three main types of sentence: simple sentences, compound sentences and complex sentences. • Phrases are parts of a sentence without a verb. • Clauses are parts of a sentence which include a verb. • We can describe nouns carefully by turning them into noun phrases using adjectives and other words.			the character or in the third person when the writer tells the story about someone else (Y2) • A when-adverb tells you when the verb is happening, such as 'next', 'then', 'after', 'before'.(Y2) • A how-adverb tells you the way the verb is happening, such as 'suddenly', 'slowly', 'luckily', 'sadly'. (Y2) • Apostrophes are used to show who a noun belongs to. (Y2) • Apostrophes are used to show a **contracted** (shortened) version of a word, such as 'can't' or 'won't' (Y2) • We use commas to separate a list of words which makes it easier to read. (Y2) • A **command** sentence tells you what to do and begins with a bossy (imperative) verb. (Y2) **Year 4** • We use inverted commas to show when a character is speaking in our writing. • We always use a piece of punctuation before the closing inverted comma when punctuating direct speech. • We use a comma, an exclamation mark or a question mark at the end of the speech when the inverted



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		• We can add description to our verbs using when-adverbs, where-adverbs and how-adverbs. • We use paragraphs to group sentences that are about the same topic or idea			commas are followed by a verb e.g. "You're right!" exclaimed Max. • We only use a full stop at the end of the speech before the closing inverted commas if it is the end of the sentence. • We always use a comma after the reporting clause before the opening inverted commas e.g. Max exclaimed, "You're right!" • Pronouns are words used to replace proper nouns, such as 'it', 'she', 'he', 'they'. • We use pronouns to replace nouns, so our writing doesn't sound repetitive. • Know the difference between plural -s and possessive -'s • A command sentence tells you what to do and begins with a bossy (imperative) verb. (Y2)

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Maths	Number Place Value Addition and Subtraction	• Understand the place value of hundreds, tens and ones. • Represent and, partition numbers to 1,000 and 10,000. • Understand flexible partitioning • Find 1, 10, 100 or 1,000 more or less than any number. • Use Number lines to 10, 000 • Compare, order and round numbers to the nearest 10, 100, 1,000 and 10,000. • Learn Roman numerals • Add and subtract 1s, 10s, 100s, 1,000s Add 1s, 10s, 100s across a boundary • Subtract 1s, 10s, 100s across a boundary		Number Addition and Subtraction Multiplication and division	• Add up to two 4-digit numbers • Use arrays • Sharing and grouping • The 2, 5 and 10 times-tables • The 4 times-table • The 8 times-table • The 2, 4 and 8 times-tables • The 3 times-table and the 6 times-table • The 9 times-table • The 3, 6 and 9 times-tables • The 7 times-table • The 11 times-table • The 12 times-table • Multiply by 1 and 0 • Divide a number by 1 and itself
History	**How did people live in Ancient Times?**	• How long ago was the Stone Age and what was Britain like then?		**Geography focus**	

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	The Stone Age into The Bronze Age	• Why do archaeologists call this time the Stone Age and how do we know about it? • What could Stone Age people achieve by living in communities? • What was the most important change during the Stone Age? • Who were the Beaker people and why did they have a significant impact on the people of the British Isles? • How did bronze replace stone in the Bronze Age? • Review - Quiz			
Geography				**Geography Earth Systems/Place/ Space/Scale**	**How does the United Kingdom use what it grows and produces?** Agriculture and trade
Art	Pre-historic painting	• Recognise the processes involved in creating prehistoric art.		Sculpture and 3D: Abstract shape and space	• To join 2D shapes to make 3D shapes • To join materials in different ways when working in 3D

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		• Explain approximately how many years ago prehistoric art was produced. • Use simple shapes to build initial sketches. • Create a large-scale copy of a small sketch. • Use charcoal to recreate the style of cave artists. • Demonstrate good understanding of colour mixing with natural pigments. • Discuss the differences between prehistoric and modern paint. • Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. • Successfully make positive and negative handprints in a range of colours.			• To develop ideas for 3D artwork • To apply knowledge of sculpture when working in 3D • To evaluate and improve an artwork.

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		• Apply their knowledge of colour mixing to make natural colours.			
DT	Art Focus			**Digital Technology: Wearable technology**	• Give a brief explanation of the digital revolution and/or remember key examples. • Suggest a feature from the virtual micro:bit that is suitable for the product. • Write a program that initiates a flashing LED panel, or another pattern, on the virtual micro:bit when a button is pressed. • Identify errors, if testing is unsuccessful, by comparing their code to a correct example. • Explain the basic functionality of their finished program. • Suggest key features for a way to attach the product to the user, with some consideration for the overall theme and the user. • Create annotated diagrams to help illustrate how their product is worn. • Describe what is meant by 'point of sale display' with an example.

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					• Follow basic design requirements using computer-aided design, drawing at least one shape with a text box and bright colours, following a demonstration. • Evaluate their design using a focus group.
Science	Forces and Magnets	• Describe and understand contact forces. • Compare how things move on different surfaces · • Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance · • Observe how magnets attract or repel each other and attract some materials and not others ·		Forces and Magnets	• Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • Describe magnets as having 2 poles · predict whether 2 magnets will attract or repel each other, depending on which poles are facing
PSHE	**Me and My Relationships**	• Explain why we have rules • Identify qualities of friendship		**Valuing Difference**	• Recognise and respect there are many different types of families.

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		• Suggest ways to solve conflict positively • Identify positive relationships • Review			• Recall that everyone deserves to be treated with kindness and respect • Identify and discuss the different communities we belong to • Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; • Recognise that people have different needs, interests and opinions;
Music	Adapting and transposing motifs Theme: Romans	• Learn a new song, singing in time and in tune while following the lyrics. • Identify motifs aurally and play a repeated pattern on a tuned instrument. • Create and performing a motif, notating it with reasonable accuracy. • Transpose their motif, using sharp or flat notes where necessary and change the rhythm.		Music Rock and Roll	• Perform the hand jive hand actions in sequence and in time with the music. • Sing in tune and perform their actions in time. • Play the notes of the walking bass in the correct sequence. • Independently play their part with some awareness of the other performers.

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		• Combine different versions of a musical motif and perform as a group using musical notation.			
RE	**Christianity: What kind of world did Jesus want?**	• What kind of world did Jesus want? • How does 'Fishers of men' apply to Christians today? • What is an evangelist? • How did and does Jesus want people to act? • What does The Good Samaritan teach Christians? • What kind of world did Jesus want? • Review.		**Christianity: For Christians, when Jesus left, what was the impact of Pentecost?**	• What do you already know about Pentecost? • What does the Bible say about Pentecost? • How have artists depicted the events of Pentecost? • For Christians what is the impact of the gift of the Holy Spirit? • For Christians, what was the impact of the Holy Spirit? • What can you tell me about The Trinity • Review.
MFL - French	**This is Me**	• Recognise and respond to different greetings. • Recognise and sound out phonemes and begin to notice key phonemes in French words. • Form phrases to say hello and introduce themselves.		**School Days**	• Deduce the meaning of new words using a range of language detective skills. • Accurately imitate the pronunciation of new vocabulary, showing awareness of how accents change the sound. • Speak clearly and present simple phrases using a visual support. • Explain what there is and is not in a classroom.

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		• Begin to recognise how some sounds are represented in written form. • Ask someone how they are feeling and say how they are feeling. • Relate written captions to images.			• Correctly identify masculine and feminine nouns in written form. • Extract key information from a written text. • Use modelled language to create sentences containing appropriate articles. • Write familiar language with a degree of accuracy by applying knowledge of sound-spelling links.
Computing	**Connecting Computer**	• How does a digital device work? • What parts make up a digital device? • How do digital devices help us? • How am I connected? • How are computers connected? • What does our school network look like?		**Creating Media**	• Can a picture move? • Can a picture move? • Frame by frame • What's the story? • Picture perfect • Evaluate and make it great! • Lights, camera, action!