English MTP - Autumn 2023

**Medium Term Planning & Skill Progression Autumn 1 2024**

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| ENGLISH |  |  |  |  |  |
| Unit | Duration | Key objectives | Texts and resources | Outcome(s) | Purpose(s) and Audience |
| Author study 2 – Shakespeare (look at the | 2 weeks  (then baseline) | Choose which information to include and what to leave out.  Use the key non-narrative writing skills of informing (formality, 3rs person, technical words and phrases)  Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables. Understand how to use punctuation with bullet points. Use punctuation consistently with bullet points.  Fully engage the reader through lively interesting and thoughtful writing ie: Manipulate word order for effect (openers)  Use reported speech appropriately  Use a range of devices for cohesion within and across paragraphs e.g. conjunctions, , pronouns,  Improve their writing style by adding new techniques:   * Use semi colons to add description to a list e.g. He was small and slumped; grey like a November sky; as interesting as a tax return and very miserable. * Understand how colons are used. Use colons appropriately (contributes to EXS KS2 and GD KS2). Use colons for definitions e.g. Easter: a time of bunnies and chocolate.   Carefully select words including some from Appendix B – Puerile, Cantankerous, Exuberant, Courteous, Conceited, Admirable, Accomplished, Angelic, Considerate, Elated) to sustain and develop ideas and create vivid description  Proof–read their work for spelling, grammar and punctuation errors and Evaluate the work of others and suggest improvements  Edit their work effectively and make improvements to formality  GPS:  Understand the basic subject, verb, object structure of a sentence  Use the ‘perfect form’ of verbs to mark relationships of time and cause | Michael Rosen book? | Retell a dramatic incident from the life of Shakespeare | Display |
| Shakespeare study 2 – The Tempest | 3 weeks | Use the key narrative writing skills of telling, description, dialogue and action (Variation in sentence structure, Use of language that conveys plot and character, Use of language to give clear images in the mind of the reader, Use of language to indicate time and sequence, Consistent viewpoint)  Fully engage the reader through lively interesting and thoughtful writing ie: Manipulate word order for effect (openers)  Use speech to convey and develop a character (EXS KS2)  Vary structure to expand ideas and provide emphasis, add depth and detail to paragraphs EG: Use more extended noun phrases to convey complicated information concisely e.g. the colourful comic strip on the back page  Use a range of devices for cohesion within and across paragraphs e.g, adverbials of time and place,  Plan and write effectively for a range of purposes and (often real) audiences, selecting language that shows good awareness of the reader (EXS KS2)  Distinguish between the language of speech and writing and choose the appropriate register (GD KS2) | Literacy Shed + | Diary entry  Novelised version of a scene | Read to eachother |

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| Science  Forces | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Feel the Force Lesson 1: To measure, using appropriate units, friction between moving surfaces as part of an investigation into how the surface area and materials affect friction | Feel the Force Lesson 2: To use evidence to explain how objects fall through the air | Feel the Force Lesson 3:  To use arrows to represent forces that make objects move in different directions | Feel the Force Lesson 4:  To use test results about air resistance as a starting point for further investigative work | Feel the Force Lesson 5:  To measure the effects of water resistance | Feel the Force Lesson 6:  How do the number of pulleys affect the force needed to lift a load? | Feel the Force Lesson 7:  How does the length of the lever affect the force needed to lift a load? |
| **Learning Progression:** | Identify the effects of air resistance, water resistance and friction, which act between moving surfaces  Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, including taking repeat readings when appropriate | Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object, and identify the effects of air resistance, water resistance and friction, which act between moving surfaces  Identifying scientific evidence that has been used to support or refute ideas or arguments | Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object  Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary | Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object, and identify the effects of air resistance, water resistance and friction, which act between moving surfaces  Using test results to make predictions to set up further comparative and fair tests | Identify the effects of air resistance, water  resistance and friction, which act between  moving surfaces  Taking measurements, using a range of  scientific equipment, with increasing accuracy  and precision, taking repeat readings when  appropriate | Identify scientific evidence that has been used  to support or refute ideas or arguments  Reporting and presenting findings from  enquiries, including conclusions, causal  relationships and explanations of and degree of  trust in results, in oral and written forms such as  displays and other presentations | Explain that unsupported objects fall towards  the Earth because of the force of gravity acting  between the Earth and the falling object  Recording data and results of increasing  complexity using scientific diagrams and labels,  classification keys, tables, scatter graphs, and  bar and line graphs |
| **History** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Hook:  Explore artefacts and make inferences about the Tudors | Place Tudors on timeline | Battle of Bosworth: War of Roses | Battle of Bosworth: Tudor rose | Henry VIII: explore character | Wives of Henry VIII | Henry VIII: forming Church of England |
| **Learning Progression:** |  |  |  |  |  |  |  |
| **Geography** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
|  |  | Taught through History | Taught through History |  |  |  |
| **Learning Progression:** |  |  | Name and locate counties and cities of the United Kingdom, | Name and locate counties and cities of the United Kingdom, |  |  |  |
| **Computing** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Unit 6.2  Lesson 1: Online Safety | Unit 6.2  Lesson 1: Online Safety | Unit 6.2  Lesson 2: Digital footprint | Using social media … (ages)  What’s app and so on | Unit6.6  Lesson 1: How I use the internet at home (www vs internet) | Unit6.6  Lesson 2: Tim Burners Lee | Unit6.6  Lesson 3: Tim Burners Lee |
| **Learning Progression:** |  |  |  |  |  |  |  |
| Religious Education | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
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| **Learning Progression:** |  |  |  |  |  |  |  |
| **P.S.H.E.** |  | | | | | | |
| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Being Me lesson 1: My year ahead (learning charter) | Being Me lesson 2: Being a global citizen | Goals and dreams lesson 1: Personal learning goals | Goals and dreams lesson 2: My dream for the world | Goals and dreams lesson 3: Choose a charity and plan a fundraiser | Goals and dreams lesson 4: prepare for and promote a fundraiser (have the fundraiser this week) | Goals and dreams lesson 5: Celebrating the success of others |
| **Learning Progression:** |  | | | | | | |
| **PE** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Badminton  Little Sportsters | Badminton  Little Sportsters | Badminton  Little Sportsters | Badminton  Little Sportsters | Badminton  Little Sportsters | Badminton  Little Sportsters | Badminton  Little Sportsters |
| **Learning Progression:** |  |  |  |  |  |  |  |
| **Art & Design** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
|  | **Can I explain what a piece of art makes me think and feel? (Hans Holbein)** | **Can I paint in the style of Hans Holbein?** | **Can I paint in the style of Hans Holbein?** | **Can I draw a self portrait?** | **Can I paint a self portrait?** |  |
| **Learning Progression:** |  | -I can identify the differences between portraits.  -I can talk about why portraits of the same person might differ  -I can talk about the significance of symbols and colours | I can identify the intricate detail in Tudor portraits.  I can copy and scale up a piece of artwork.  I can use choose an art material to suit my work | I can identify the intricate detail in Tudor portraits.  I can copy and scale up a piece of artwork.  I can use choose an art material to suit my work | I can sit for a portrait I can draw intricate detail accurately I can include symbol that represent the subject of my portrait | I can sit for a portrait I can draw intricate detail accurately I can include symbol that represent the subject of my portrait |  |
| **Design & Technology** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
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| **Learning Progression:** |  |  |  |  |  |  |  |
| **Music** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
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| **Learning Progression:** |  |  |  |  |  |  |  |
| **French** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Then and Now  Session 1: Names of shops | Then and Now  Session 2: revise numbers to say years  Past and present tense (there was/were there is / are) | | Then and Now  Session 3: clothes | Then and Now  Session 4:  Add adjectives to clothes | Make sentences using I wear with noun phrases from last session. |  |
| **Learning Progression:** |  |  | |  |  |  |  |

**Medium Term Planning & Skill Progression Autumn 2 2023**

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| ENGLISH |  |  |  |  |  |
| Unit | Duration | Key objectives | Texts and resources | Outcome(s) | Purpose(s) and Audience |
| Multiple narrator story | 3 / 4 weeks  (then assessment week) | **Planning, Composing and Evaluating**  **Select form** and subject when writing poetry and non-fiction (**GD KS2**)  **Write effectively for a range of purposes and** (often real) **audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (GD KS2)**  Experiment with writers’ techniques borrowed from book, screen and stage  **Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this (GD KS2)**  Ensure writing is controlled and balanced  **Use speech to advance action (EXS KS2)** | Secrets and lies |  |  |
| Poems on a given theme | 2 weeks |  |  |  |  |

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| **Science** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Body Pump lesson 1:** What is blood made of? | **Body Pump** Lesson 2: What is the circulatory system and what does it do? | **Body Pump** Lesson 3: What is a heart and what does it do? | **Body Pump** Lesson 4: What are blood vessels and valves and what do they do? | **Body Pump** Lesson 5: What did William Harvey find out about the circulatory system | **Body Health lesson 1 and 2:** How do we make healthy food choices? And What happens if you don’t eat a balanced diet? | **Body Health lesson 3:** How does physical activity affect heart rate? |
| **Learning Progression:** | Identify and name the main parts of the human  circulatory system and describe the functions of  the heart, blood vessels and blood  Recording data and results of increasing  complexity using scientific diagrams and labels,  classification keys, tables, scatter graphs, and  bar and line graphs | Identify and name the main parts of the human  circulatory system and describe the functions of  the heart, blood vessels and blood  Reporting and presenting findings from  enquiries, including conclusions, causal  relationships and explanations of and degree of  trust in results, in oral and written forms such as  displays and other presentations | Identify and name the main parts of the human  circulatory system and describe the functions of  the heart, blood vessels and blood  Identifying scientific evidence that has been  used to support or refute ideas or arguments | Identify and name the main parts of the human  circulatory system and describe the functions of  the heart, blood vessels and blood  Reporting and presenting findings from  enquiries, including conclusions, causal  relationships and explanations of and degree of  trust in results, in oral and written forms such as  displays and other presentations | Identify and name the main parts of the human  circulatory system and describe the functions of  the heart, blood vessels and blood  Recording data and results of increasing  complexity using scientific diagrams and labels,  classification keys, tables, scatter graphs, and  bar and line graphs | Describe the ways in which nutrients and  water are transported within animals,  including humans  Reporting and presenting findings from  enquiries, including conclusions, causal  relationships and explanations of and degree of  trust in results, in oral and written forms such as  displays and other presentations | Identify and name the main parts of the human  circulatory system and explain the functions of  the heart, blood vessels and blood; to describe  the ways in which nutrients and water are  transported within animals, including humans  Identifying evidence that has been used to  support and refute ideas or arguments |
| **History** |  | | | | | | |
| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Tudor lives: rich and poor (clothes, houses) | Tudor lives: rich and poor (clothes, houses | After Henry VIII: Edward VI, Lady Jane Grey, Mary I | Trip to Tower of London | Elizabeth I: explore character | Spanish Armada | Deaths Elizabeth I |
| **Learning Progression:** | What did Tudor lives look like for the rich and the poor?  Clothing, houses, food, jobs etc  Double page spread | What did Tudor lives look like for the rich and the poor?  Clothing, houses, food, jobs etc  Double page spread |  |  |  |  |  |
| **PSHE** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
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| **Learning Progression:** |  |  |  |  |  |  |  |
| **Computing** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Unit 6.1 lesson 1 | Unit 6.1 lesson 1 | Unit 6.1 lesson 1 | Unit 6.1 lesson 1 | Unit 6.1 lesson 1 | Unit 6.1 lesson 1 |  |
| **Learning Progression:**  Coding (6 lessons) | Design and make a more complex program | Design and make a more complex program | Using functions | Flow charts and control simulations | User input | Text based adventures |  |
| **R.E.** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
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| **Learning Progression:** | What is peace?  Golden rule for Christians, Muslims, and Islamic people. | Conflict and religion  What is conflict?  Why is there war if we are following the golden rule?  When is it ok to fight? | Activists promoting peace – Martin Luther King and Malala Yousafzai | Religious expressions of peace.  How do different religious groups express their desire for and commitment to peace. |  |  |  |
| **P.E.** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Sportastic:  Swimming? |  |  |  |  |  |  |
| **Learning Progression:** |  |  |  |  |  |  |  |
| **P.S.H.E**  **[KH]**  **Celebrating Difference** |  | | | | | | |
| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
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| **Learning Progression:** |  | | | | | | |
| **Art & Design** |  | | | | | | |
| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
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| **Learning Progression:** |  |  |  |  |  |  |  |
| **Design & Technology** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Research – explore bread (religions, cultures) | Tastings | Focused task – bread making skills (make a simple bread roll) | Focused task – practice different ways to shape bread | Design  Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. | Make | Evaluate |
| **Learning Progression:** | Looking at different types of bread.  Link to food eaten by Tudors and the Twelfth Night (Honesty and Lies). | Look at a variety of breads. Taste, analyse and evaluate | Follow a recipe to make dough in Am.  Let prove and then have a go at making a bread roll | Make dough in Am and the manipulate into different designs (eg plait etc) | Design a centrepiece for the Twelfth Night using bread. What are the ley features of your design and how is it made? | Make design using bread.  Bread dough made AM to prove then make and bake in the afternoon | Evaluate the design and effectiveness of the product made. Was it fit for purpose? |
| **Music** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Baseline quiz  Listening and performing – Do What You Want to | Do What You Want to – Part 2 | Composing and improvising | All About Love – part 1 listening, playing (glockenspiel) and performing | All About Love – part 1 composing and improvising | Sunshine on a Rainy Day - listening, playing (glockenspiel) and performing | Assessment checkpoint |
| **Learning Progression:**  **Charanga-**  **Username: 238042**  **Password: Maylandsea20** |  |  |  |  |  |  |  |
| **French** |  | | | | | | |
| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
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| **Learning Progression:** |  |  |  |  |  |  |  |

**Autumn 2024 – Key concepts- The Tudors**

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| Understand how the Tudors fit into a timeline of England, referring to periods you know (Stone age, Romans, Vikings) | Retell the story of Battle of Bosworth | Explain who Henry VIII was and recall facts about him. |
| Name some of the Tudor monarchs who followed Henry VIII | Describe details of everyday life for rich and poor people in Tudor times | Retell the story of the Spanish Armada |
| Explain how the Tudor reign came to an end | Explain who Shakespeare was and recall facts about him. | Explain the importance of Hans Holbein’s portraits to our understanding of the Tudors |



