



North Wheatley C of E Primary

Emerald Class – Autumn 2 – Medium Term Plan



Autumn 1 Faith		Week 1 3.11.25	Week 2 10.11.25	Week 3 17.11.25	Week 4 24.11.25	Week 5 1.12.25	Week 6 8.12.25	Week 7 15.10.25
Key events	Sequence and progression of concept, skill and knowledge taught across the curriculum.							
Writing		Recount	Recount	Recount	ASSESSMENT WEEK	Letter writing	Letter writing	Letter writing
Guided Reading		Extract: non-chronological report	Extract: traditional tales	Extract: non-chronological report	ASSESSMENT WEEK	Extract: poetry	Extract: non-chronological report	Extract: narrative
Spelling Supported by Spelling Shed		Y3: words with prefix “dis-“	Y3: words with prefix “mis-“	Y3: words where “-ing”, “-er” and “-ed” are added to multisyllabic words.	Y3: words where “-ing”, “-er” and “-ed” are added to multisyllabic words.	Y3: challenge words	Y3: words with the digraph ‘ai’ and the tetragraph “aigh”	Y3: words with the digraph “ei” and tetragraph “eigh”
		Y4: words with suffix -action	Y4: words with the suffix “-ly”	Y4: words where “ch” makes a “sh” sound	Y4: challenge words	Y4: words ending in “-sion”	Y4: words ending in “-ous”	Y4: words ending in “-ous” including those where “ge” from the base word remains
Maths Supported by White Rose Maths		Addition and subtraction	Multiplication and division	Multiplication and division	ASSESSMENT WEEK	Multiplication and division	Multiplication and division	consolidation
Science <i>How do magnets work?</i>		<u>Magnets</u> I can compare how different things move	<u>Magnets</u> I can plan and conduct a fair test to compare how objects move on different surfaces	<u>Magnets</u> I can explore how magnetic forces act at a distance	<u>Magnets</u> I can compare and group various everyday materials based on whether they are attracted to a magnet	<u>Magnets</u> I can predict whether two magnets will attract or repel each other, depending on if the poles are facing	<u>Magnets</u> I can record my findings based using simple scientific vocabulary	<u>Magnets</u> I can use my results to draw simple conclusions



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PSHE/RSE		<u>Relationships</u> I can explain the importance of respecting my VIPs	<u>Relationships</u> I can explain how to make and keep friends	<u>Relationships</u> I can identify my support network	<u>Relationships</u> I can demonstrate strategies for resolving conflict	<u>Relationships</u> I can identify what bullying is	<u>Relationships</u> I know what to do if someone is being bullied	<u>Relationships</u> Consolidation
PE Swimming (Premier Ed)		SWIMMING						
		<u>Gymnastics</u> Use movements and balance that flow	<u>Gymnastics</u> Create sequences using movements and balances	<u>Gymnastics</u> Develop unison sequences on apparatus	<u>Gymnastics</u> Develop cannon sequences on apparatus	<u>Gymnastics</u> Combine cannon and unison in small groups	<u>Gymnastics</u> Complete and perform their sequences in groups.	
Geography		<u>Place knowledge</u> What are the key features of the UK and my region?	<u>Place Knowledge</u> What are Europe's human and physical features, including countries and capital cities	<u>Place Knowledge</u> What are the key geographical features of Italy?	<u>Place Knowledge</u> What are the key physical features of Campania, Italy and how do they compare to my region?	<u>Place Knowledge</u> What are the key settlements in Campania, Italy and how do they compare to my region?	<u>Place Knowledge</u> How is the land used in Campania, Italy, what are the economic activities and how do they compare to my region?	<u>Place Knowledge</u> What are the similarities and differences between my region and Campania, Italy?
Music		<u>Appreciation</u> Understand the music can express ideas, feelings and stories	<u>Appreciation</u> Use key musical vocabulary to describe what is heard	<u>Appreciation</u> Learn about a famous composer- Ludwig van Beethoven	<u>Appreciation</u> Explore a piece of music that shows character- In the Hall of the Mountain King	<u>Appreciation</u> Compare two contrasting pieces by same or different composers	<u>Appreciation</u> Create a group response to a characterful piece	<u>Appreciation</u> Review and reflect on musical experiences this term
DT		<u>Textiles</u> To explore and analyse existing products	<u>Textiles</u> To explore different ways to join fabric using sewing skills	<u>Textiles</u> To explore different ways to decorate fabric using sewing skills	<u>Textiles</u> To design a Christmas stocking	<u>Textiles</u> To use sewing skills to make a Christmas stocking		<u>Textiles</u> To evaluate a finished product
RE <i>Why do Christians believe that God became human in the story of Jesus?</i>		<u>Identity/ deity</u> What is the Trinity?	<u>Identity/ deity</u> Why is the Shamrock an important Christian symbol?	<u>Identity/ deity</u> What is the importance of incarnation?	<u>Identity/ deity</u> How is incarnation expressed in the Bible?	<u>Identity/ deity</u> What does the incarnation teach Christians about god?	<u>Identity/ deity</u> To explore how early Christians used music and why it was important to them	<u>Identity/ deity</u> To identify how Christian music has changed over time and continues to help people worship today



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Computing		<u>Computer Science</u> To know key commands and input simple instructions.	<u>Computer Science</u> To use a variety of commands to create shapes using multi-line mode.	<u>Computer Science</u> To use the Repeat command. To change the line thickness and colour.	<u>Computer Science</u> To use procedures to write instructions.	<u>Information Technology</u> To understand the concept of using 'Yes' or 'No' questions to sort objects	<u>Information Technology</u> To understand and use a branching database effectively.	<u>Information Technology</u> To plan and create a branching database.
Digital Literacy		<u>Privacy and security</u> I can describe simple strategies for creating and keeping passwords private.	<u>Privacy and security</u> To understand the importance of sharing information only with trusted people and knowing when to tell a trusted adult.	<u>Privacy and security</u> I can describe how connected devices can collect and share anyone's information with others.	<u>Privacy and security</u> I can describe strategies for keeping personal information private, depending on context.	<u>Privacy and security</u> I can explain that internet use is never fully private and is monitored, e.g. adult supervision.	<u>Privacy and security</u> I know how to respond when online services request personal information.	<u>Privacy and security</u> I know what the digital age of consent is and the impact this has on online services asking for consent.