



North Wheatley C of E Primary

Topaz Class – Autumn 1 – Medium Term Plan



Autumn 1 Community		Week 1 1.9.25	Week 2 8.9.25	Week 3 15.9.25	Week 4 22.9.25	Week 5 29.9.25	Week 6 6.10.25	Week 7 13.10.25
Key events		INSET DAYS						INSET DAY
Writing	Sequence and progression of concept, skill and knowledge taught across the curriculum.	Embedding writing expectations		Non chronological report- (science link- habitats)		Narrative- the girl who walked on air		
Guided Reading		The Girl Who Walked on Air by Emma Carroll	The Girl Who Walked on Air by Emma Carroll	The Girl Who Walked on Air by Emma Carroll	The Girl Who Walked on Air by Emma Carroll	The Girl Who Walked on Air by Emma Carroll	The Girl Who Walked on Air by Emma Carroll	The Girl Who Walked on Air by Emma Carroll
Spelling Supported by Spelling Shed		Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words
SPaG Supported by Spelling Shed		<u>Sentence types</u> - simple and compound	<u>Sentence types</u> - complex/ multi clauses sentences	<u>Sentence types</u> - complex/ multi clauses sentences	<u>Punctuation</u> - using a semicolon in a sentence in the appropriate place	<u>Punctuation</u> - using a dash in a sentence in the appropriate place	<u>Punctuation</u> - colons and semicolons in lists and list sentences	<u>Focused revision</u>
Maths (White Rose)		Place Value			4 Operations			
Science Classification – sorting, classifying and exploring characteristics. <i>Scientist focus:</i> Maria Sibylla Merian and Carl Linnaeus		<u>Life: Living Things and Their Habitats</u> Who was Maria Sibylla Merian? <u>Life cycles, entomologist, naturalist, scientific illustrator.</u>	<u>Life: Living Things and Their Habitats</u> How can we classify animals into specific groups? <u>Animals, Features, Classification, Vertberates, Invertebrates.</u>	<u>Life: Living Things and Their Habitats</u> How can we classify animals into specific groups? <u>Animals, Features, Classification, Vertberates, Invertebrates.</u>	<u>Life: Living Things and Their Habitats</u> How does the classification system work? <u>Classification system, Taxonomy, Classification keys.</u>	<u>Life: Living Things and Their Habitats</u> Why Is Carl Linnaeus Important when we think about classifying animals? <u>Classification, Carl Linnaeus, Taxonomy, Linnaean System.</u>	<u>Life: Living Things and Their Habitats</u> How can we classify plants into specific groups? <u>Algae, Vascular, Seed, Mosses and liverworts, Pollination.</u>	<u>Life: Living Things and Their Habitats</u> How can we classify plants into specific groups? <u>Algae, Vascular, Seed, Mosses and liverworts, Pollination.</u>



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Effective Thinkers		INSET	<u>Classroom Rules</u> Attitudes to learning	<u>Attention and Listening</u> How to disagree effectively	<u>Emotional Control</u> Identify specific triggers for emotional outbursts	<u>Respecting Self</u> Set self-respect targets	<u>Respecting Others</u> Know why we should respect authority	<u>Emotional Control</u> Empathy
PSHE/RSE		<u>Relationships</u> I understand there are different types of relationships. <u>Healthy Unhealthy</u>	<u>Relationships</u> I can recognise and understanding attraction. <u>Attraction Romantic feelings</u>	<u>Relationships</u> I am beginning to understand romantic relationships. <u>Mutual respect Trust</u>	<u>Relationships</u> I understand what a Civil Partnerships and Marriage is. <u>Civil Partnership Marriage</u>	<u>Relationships</u> I recognise and manage pressure. <u>Pressure Coping strategies</u>	<u>Relationships</u> I understand what consent means. <u>Boundaries Respect</u>	<u>Relationships</u> What do I know about relationships and consent? <u>Consent Relationships</u>
PE		<u>Outdoor Adventurous Activity</u> I can look at what makes an effective team with the focus being on creating tactics as a team. <u>Teamwork, tactics, team, effective.</u>	<u>Outdoor Adventurous Activity</u> I can look at what makes an effective team leader. <u>Leader, follower, instruction, effective.</u>	<u>Outdoor Adventurous Activity</u> I can consider what makes an effective team with the focus on collaboration and communication. <u>Collaboration, communication, leader, listening.</u>	<u>Outdoor Adventurous Activity</u> I can develop my communication and collaboration skills within a team. <u>Collaboration, communication, leader, listening.</u>	<u>Outdoor Adventurous Activity</u> I can focus on collaboration and communication, enabling me to create simple tactics. <u>Collaboration, communication, tactics, teamwork.</u>	<u>Outdoor Adventurous Activity</u> I can consolidate the skills required to make an effective team. <u>Collaboration, communication, tactics, teamwork.</u>	<u>Outdoor Adventurous Activity</u> I can apply knowledge of tactics and teamwork to compete against others. <u>Competition, tactics, strategy.</u>
OAA: Teamwork								
Invasion: Basketball		INSET	<u>Basketball</u> I can consolidate my ability to use passing, dribbling and moving skills to keep possession and score.	<u>Basketball</u> I can understand the rules of the game and how they can apply this knowledge to	<u>Basketball</u> I can begin to defend as soon as I lose possession of the ball. <u>Defend, possession, lose, score.</u>	<u>Basketball</u> I understand the need to apply attacking tactics in game situations.	<u>Basketball</u> I can consolidate my understanding of defensive tactics, applying them to game situations.	<u>Basketball</u> I can apply knowledge of tactics and teamwork to compete against others.



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			Dribbling, passing, possession, scoring.	play in mini games. Rules, passing, scoring, possession.		Attack, defend, tactics, compete.	Attack, defence, tactics, scoring, competition.	Attack, defence, tactics, scoring, competition.
Geography Understanding key aspects of human geography Local study of Sheffield including fieldwork and exploring maps.		Fieldwork I can explore maps and images to gain knowledge of an urban area. Maps, urban, retail, residential, business, recreation, agricultural.	Fieldwork I can explore maps and images to gain knowledge of an urban area. Maps, urban, retail, residential, business, recreation, agricultural.	Fieldwork I can talk about the human geography of a city. Maps, urban, rivers, railways, transport links.	Fieldwork Visit to Sheffield City Centre. Data collection, fieldwork, observations, graphs	Fieldwork I can create charts and graphs from the data I have collected during fieldwork. Data collection, fieldwork, observations, graphs	Fieldwork I can use maps and charts to share my knowledge of human geography. Analysis, results, suggestions, opinions, conclusions.	Fieldwork I can use maps and charts to share my knowledge of human geography. Analysis, results, suggestions, opinions, conclusions.
History								
Music								
MFL		INSET	Communication Phonics recap I can use basic greetings in French, ask somebody how they are feeling and reply when asked to me.	Communication Phonics recap I can ask somebody their name in French and reply when asked to me	Communication I can recall numbers 1-10 and count from 11-20 in French.	Communication I can ask somebody how old they are in French and reply when asked to me	Communication I can ask somebody where they live in French and reply when asked to me	Communication I can express my nationality in French and understand basic gender agreement rules.



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Art and Design Paint on new and varying surfaces. Work collaboratively to produce images		INSET	<u>Knowledge and Understanding</u> What was so restrictive about mass production? Mass production, limitation, creativity.	<u>Knowledge and Understanding</u> Who was William Morris and what was unique about his style? Arts and Crafts, William Morris, creativity.	<u>Making: Painting</u> I can use natural resources to create pattern and design. Printing, colour, ideas, creativity, pattern, design.	<u>Making: Painting</u> I can be inspired by a piece of artwork but include my own take on it. Inspiration, adaptation, creativity, design.	<u>Making: Painting</u> I can be inspired by a piece of artwork but include my own take on it. Inspiration, adaptation, creativity, design.	<u>Evaluation</u> I can share my work with others and make suggestions and comments on the work of others. Suggestions, improvements, evaluation, opinions.
DT								

RE		<u>Identity</u> I understand the core beliefs of major world religions Core beliefs	<u>Identity</u> I can explore the concept of multiculturalism and diversity in the context of religion Multiculturalism Diversity	<u>Identity</u> I can analyse the importance of festivals and how they promote unity Unity Community Traditions	<u>Identity</u> I can investigate how daily practices of faith communities demonstrate coexistence Coexist Tolerance Respect	<u>Identity</u> I can discuss challenges faced by communities in maintaining religious harmony Discrimination Tolerance Prejudice	<u>Identity</u> I can create a project on promoting interfaith harmony Interfaith harmony Beliefs Diversity	INSET
Computing		<u>Computer Science</u> I can create a programme involving objects, actions, events and buttons.	<u>Computer Science</u> I can use a repeat command with an object. Button	<u>Computer Science</u> I can create a programme that involves If/ IF/else statements. Selection	<u>Computer Science</u> I can create and use variables when programming. Variable	<u>Computer Science</u> I can create and use functions to make programmes more efficient.	<u>E-Safety</u> Copyright and Ownership programme – parts 1 and 2	INSET DAY



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		Event Object	Attribute	If/else Repeat until Flowchart		Physical system Function		
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