



North Wheatley C of E Primary

Topaz Class – Autumn 2 – Medium Term Plan



Autumn 1 Community		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 15.12.25
Key events	Sequence and progression of concept, skill and knowledge taught across the curriculum.	Community Event	Remembrance Day Anti-Bullying Week		Assessments		Lincoln Visit?	Christmas Week!
Writing		Poetry: remembrance						
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	Assessment week	Words with the short vowel sound /i/ spelled 'y'	Words with the long vowel sound /igh/ spelled 'y'	Words with the prefix 'over-'
SPaG Supported by Spelling Shed		Modal verbs Subjunctive mood	Tenses	Tenses	Assessment week	Pro nouns and possessive pro nouns (revision)	Relative clauses (revision) Prepositions (revision)	Hyphens
Maths (White Rose)		Fractions	Fractions	Fractions	Assessments	Fractions	Converting units	Converting units
Science <i>Scientist focus: Charles Darwin.</i>		<u>Evolution and Inheritance</u> I know the importance that Charles Darwin had on scientific knowledge. Charles Darwin, evolution, Origin of Species, Natural Selection.	<u>Evolution and Inheritance</u> I can talk about the inheritance of characteristics between parents and their offspring. Parents, offspring, characteristics, inheritance.	<u>Evolution and Inheritance</u> I can talk about the inheritance of characteristics between parents and their offspring. Parents, offspring, characteristics, inheritance.	<u>Evolution and Inheritance</u> I understand the notion of evolution of characteristics for survival and adaptation. Evolution, characteristics, survival, adaptation.	CATHEDRAL VISIT	<u>Evolution and Inheritance</u> I understand the notion of evolution of characteristics for survival and adaptation. Evolution, characteristics, survival, adaptation.	<u>Evolution and Inheritance</u> I recognise that we can find out information about evolution from fossils. Evolution, characteristics, fossils, evidence.
Effective Thinkers		Responsibility for Belongings	Impulse Control 1	Organisation	Acceptance, Sharing and Co-operation	Personal Space	Self-monitoring	Emotional Control 2



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PSHE/RSE Relationships		<u>Relationships</u> I can talk about the attributes of a good team. Teamwork, Relationships, Attributes.	<u>Relationships</u> I understand that people have different opinions and know how to respect them. Opinions, Respect, Communication.	<u>Relationships</u> I understand what it means to compromise in a task. Compromise, Agreement, Disagreement.	<u>Relationships</u> I can reflect on how to care for members of a team. Respect, Behaviour, Reflect.	CATHEDRAL VISIT	<u>Relationships</u> I can identify hurtful behaviour and suggest ways to help. Disagreement, conflict, resolution.	<u>Relationships</u> I understand the importance of shared responsibilities in helping people function. Responsibilities, Teamwork Function, Values.
PE Gymnastics: Mirroring and Matching Invasion: Handball		To apply 'excellent gymnastics' to everything pupils do and explore the concept of matching. Excellent gymnastics, matching, sequence, body position.	To transfer the matching sequences onto apparatus. Apparatus, excellent gymnastics, sequences, matching.	To apply "excellent gymnastics" whilst exploring the concept of mirroring. Excellent gymnastics, mirroring, sequence, body position.	To transfer the mirroring sequences onto apparatus. Apparatus, excellent gymnastics, sequences, matching, mirroring.	To apply "excellent gymnastics" when bringing together their matching and mirroring movements, to create a final sequence. Excellent gymnastics, mirroring, matching, sequence, body position.	To perform their completed sequences. Excellent gymnastics, mirroring, matching, sequence, body position, performance.	To evaluate sequences and to share this with the class. Excellent gymnastics, mirroring, matching, sequence, evaluation, feedback.
		To use passing and moving skills to keep possession and score. Handball, passing, moving, possession, score.	To move the ball up the court, creating an attack that results in a successful shot. Passing, possession, attack, shot.	To ensure pupils fully understand that they are defending as soon as they lose possession of the ball. Defending, attacking, possession, ball.	To allow pupils to apply their tactics and decision making when defending in different game scenarios. Tactics, scoring, teamwork, leadership.	To consolidate the pupils' understanding of handball, applying effective attacking and defending skills. Defending, attacking, possession, ball.	To consolidate the pupils' understanding of handball, applying effective attacking and defending skills in a tournament. Defending, attacking, possession, ball, shot, winning.	To consolidate the pupils' understanding of handball, applying effective attacking and defending skills in a tournament. Defending, attacking, possession, ball, shot, winning, tournament.
Geography								



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History Continuity and change Victorians - Industrial revolution. Local study – how did Sheffield changed during the Industrial Revolution and what has the lasting effect been on the city today?		<u>Chronology</u> I can talk about the key events that occurred during the 1800s, when looking at industry. Industry, changes, Industrial Revolution, city, factories, employment.	<u>Significance</u> I can talk about the key events that occurred during the 1800s, when looking at industry. Industry, changes, Industrial Revolution, city, factories, employment.	<u>Evidence</u> I can make interpretations from looking at evidence. Evidence, analysis, maps, sources, bias, accurate.	<u>Evidence</u> I can make interpretations from looking at evidence. Evidence, analysis, maps, sources, bias, accurate.	<u>Continuity and Change</u> I can explain how the expansion of industry impacted on the city of Sheffield. Change, development, industry, economics, employment.	<u>Continuity and Change</u> I can explain how the expansion of industry impacted on the city of Sheffield. Change, development, industry, economics, employment.	<u>Continuity and Change</u> I can discuss the impact that the industrial revolution on the local area. Benefits, negatives, economy, employment, industry, trade.
Music		<u>Appreciation</u> I can talk about the work of Edward Elgar. Composer, Victorian Era, Romantic Period,	<u>Appreciation</u> I can discuss the mood and character of a famous piece of music. Nimrod, Elgar, mood, character, theme, instruments.	<u>Appreciation</u> I can discuss the mood and character of a famous piece of music. Pomp and Circumstance, Elgar, mood, character, theme, instruments.	<u>Appreciation</u> I can talk about the work of Tchaikovsky. Classical, ballet, The Nutcracker, Tchaikovsky.	<u>Appreciation</u> I can discuss the mood and character of a famous piece of music. The Nutcracker, mood, character, theme, instruments.	<u>Appreciation</u> I can discuss the mood and character of a famous piece of music. The Nutcracker, mood, character, theme, instruments.	<u>Appreciation</u> I can make comparisons between the two different composers from the same era. Comparisons, composers, similarities, differences.
MFL								
Art and Design								



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DT Cooking and nutrition Victoria Christmas Exploring traditions of Christmas – designing and making food, crackers, gifts, decorations. End point – Victorian Christmas party.		<u>Cooking and Nutrition Design</u> I can use research to design innovative, functional, appealing products aimed at a particular individuals or groups. Appealing, Research, Victorian Christmas, Traditions	<u>Cooking and Nutrition Design</u> I can use research to design innovative, functional, appealing products aimed at a particular individuals or groups Appealing, Research, Victorian Christmas, Traditions	<u>Structures - Make</u> I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures (3D models). Measure, cut, design, accurate, nets.	<u>Structures - Make</u> I can select appropriate and a wider range of tools, materials, components and techniques according to their functional properties and aesthetic qualities. Measure, cut, design, accurate.	<u>Structures - Make</u> I can select appropriate and a wider range of tools, materials, components and techniques according to their functional properties and aesthetic qualities. Measure, cut, design, accurate.	<u>Cooking and Nutrition - Make</u> I know how to use utensils and equipment including heat sources to prepare and cook food. Equipment, recipe, preparation, decoration.	END POINT – Victorian Christmas Party.
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RE		<u>Deity</u> I can understand the importance of religion to individuals. Faith, religion, beliefs.	<u>Deity</u> I can explore religious practices in Islam. Pillars of Islam, Allah, prayer.	<u>Deity</u> I can explore religious practices in Judaism. God, beliefs, Torah, Synagogue.	<u>Deity</u> I can explore religious practices in Christianity. Practice, Advent, Jesse Tree.	<u>Signs and Symbolism</u> Lincoln Cathedral visit	<u>Signs and Symbolism</u> I can discuss the significance of signs and symbols in Christianity. Stained glass, chapel, nave, choir.	<u>Signs and Symbolism</u> I can discuss the significance of signs and symbols in Christianity. Stained glass, chapel, nave, choir.
Computing Purple Mash Unit 6.4 Blogging		<u>E-Safety</u> I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. Screengrab, URL, profile, evidence, capture.	<u>E-Safety</u> I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. Screengrab, URL, profile, evidence, capture.	<u>Information Technology</u> To identify the purpose of writing a blog. Blog, features, purpose, audience.	<u>Information Technology</u> To plan the theme and content for a blog. Blog, features, purpose, audience.	<u>Information Technology</u> To understand how to write a blog and a blog post. Blog, features, purpose, audience.	<u>Information Technology</u> To consider the effect upon the audience of changing the visual properties of the blog. Effect, audience, purpose, visuals, editing.	<u>Information Technology</u> To understand how to contribute to an existing blog. Commenting, appropriate, feedback.