



North Wheatley C of E Primary

Sapphire Class – Autumn 1 – Medium Term Plan



Autumn 1 Community		Week 1 31.8.26	Week 2 7.9.26	Week 3 14.9.26	Week 4 21.9.26	Week 5 28.9.26	Week 6 5.10.26	Week 7 12.10.26
Key events	Sequence and progression of concept, skill and knowledge taught across the curriculum.	Inset Days				Harvest Service		Science Exhibition
Writing		Summer holidays recount	Summer holidays recount	Harvest Festival Poetry	Harvest Festival Poetry	Harvest Festival Poetry	Poetry	Poetry
Guided Reading		In KS1, we will follow the Little Wandle reading sessions to form our guided reading. Children will read 3x each week to an adult and the book will be sent home as their decodable reading book.						
Phonics Supported by Little Wandle		Children will begin their phonics learning after the Little Wandle Placement Assessment. This will give staff an indicator of gaps in knowledge and how those gaps can be secured before moving forwards.						
Maths		<u>Place Value</u> Y1 – to 10 Y2 – to 100	<u>Place Value</u> Y1 – to 10 Y2 – to 100	<u>Place Value</u> Y1 – to 10 Y2 – to 100	<u>Place Value</u> Y1 – to 10 Y2 – to 100	<u>Place Value</u> Y1 – to 10 <u>Addition & Subtraction</u> Y2	<u>Addition & Subtraction</u>	<u>Addition & Subtraction</u>
Science		<u>Everyday Materials</u> Identify and name a variety of everyday materials.	<u>Everyday Materials</u> Describe the simple properties of everyday materials.	<u>Everyday Materials</u> Identify and compare the suitability of everyday materials for particular uses.	<u>Everyday Materials</u> To use our knowledge of the Ndebele houses to decide which material would be most suitable for our house.	<u>Everyday Materials</u> Once identified the most suitable material for our house, we will create the house.		<u>Energy</u> To explore how to make a basic circuit to create light inside our house. Science Exhibition to display Ndebele houses.



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DT		<u>Design</u> To develop and generate design ideas through discussion, observation, drawing, templates, mock-ups and communication technology.	<u>Make/Technical Knowledge</u> Build structures, exploring how they can be made stronger, stiffer and more stable. <u>Structures</u> Know how to make freestanding structures stronger, stiffer and more stable.		<u>Design</u> To identify simple design criteria To make simple drawings and labels.	<u>Make</u> Explore different materials and become familiar with their properties and uses. Make models in 2D and 3D and, where appropriate, using information technology to record the development of their designs. Begin to independently select tools and materials and use vocabulary to name and describe them. Measure, cut and score with some accuracy. .Use hand tools safely and appropriately.	<u>Evaluate</u> Evaluate their products as they are developed, identifying strengths and possible changes they might make. Evaluate against their design criteria.	
PSHE/RSE		<u>Connecting with Others</u> What makes me special?	<u>Connecting with Others</u> How do families show love and care for each other?	<u>Connecting with Others</u> What helps me feel safe and cared for?	<u>Connecting with Others</u> What is a friend?	<u>Connecting with Others</u> How can we have a kind and friendly class?	<u>Connecting with Others</u> How should people behave towards others?	<u>Connecting with Others</u> What will Sapphire class's rules be?
Computing		<u>Y1 – Intro to Purple Mash</u> To login and create my own	<u>Y1 – Intro to Purple Mash</u> To open an activity and then save the work to the 'My Work' area. <u>Y2 – Route Explorers</u>		<u>Y1 – Intro to Purple Mash</u> To understand how to complete work in the 2D area in Purple Mash.		<u>Y1 – Intro to Purple Mash</u> To independently login to Purple Mash and explore its functions. <u>Y2 – Route Explorers</u>	



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		avatar on Purple Mash. <u>Y2 – Route Explorers</u> To use the direction keys in 2Go to move the turtle along a route.	To use units of distance along with the direction keys in 2Go to move along a route.	<u>Y2 – Route Explorers</u> To write instructions to complete more than one step of a route at once.			To build up instructions for a longer route.	
PE		<u>Premier Ed</u> Locomotion – dodging Dance Explorers	<u>Premier Ed</u> Locomotion – dodging Dance Explorers	<u>Premier Ed</u> Locomotion – dodging Dance Explorers	<u>Premier Ed</u> Locomotion – dodging Dance Explorers	<u>Premier Ed</u> Locomotion – dodging Dance Explorers	<u>Premier Ed</u> Locomotion – dodging Dance Explorers	<u>Premier Ed</u> Locomotion – dodging Dance Explorers
Geography		<u>Inset Day</u>	<u>Place Knowledge</u> To discuss where we live and what our house is like.	<u>Place Knowledge</u> To use maps, atlases and the globe to find and explore South Africa. To discuss what some houses in South Africa look like.	<u>Place Knowledge</u> To explore human and physical features.	<u>Place Knowledge</u> To compare human and physical features in North Wheatley and Mpumalanga.	<u>Place Knowledge</u> To use our knowledge to make our own Ndebele house.	<u>Place Knowledge</u> To produce published pieces to present in the exhibition.
Music		<u>Inset day</u>	Harvest festival songs	To know about music from African countries.			To explore the djembe drum.	



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				Harvest festival songs			
RE		Inset day	<u>Substantive Knowledge</u> To introduce our new Christian Values. Community	<u>Substantive Knowledge</u> To explore the Christian celebration Baptism.	<u>Substantive Knowledge</u> To know how a baptism is a welcoming and belonging celebration.	<u>Substantive Knowledge</u> To explore the 'Mikveh' a Jewish welcoming celebration.	<u>Substantive Knowledge</u> To explore different traditions in Christianity and Judaism.