Samphire Class Medium Term Planning. AUTUMN 2, 2026

Anchored in the community; a place to belong, a world to explore.
Value: **Resilience**

Subject	Objectives Covered
English	**FArther** • I can recognise and use the difference between informal speech and vocabulary that is appropriate for formal speech and writing. • I can use verb prefixes like un-, de-, re-, over-, dis-, and mis- to change the meaning of words. • • I can indicate degrees of possibility using modal verbs (e.g. might, should, will, must). • I can use expanded noun phrases to convey complex information clearly and concisely. • I can use fronted adverbials to vary sentence openings and improve my writing. • I can use cohesive devices to link ideas within a paragraph and make my writing flow. • I can use commas, brackets, and dashes to show parenthesis. • I can use commas correctly after fronted adverbials

Outcomes	**Outcome 1:** To write a setting narrative based on an illustration Outcome 2: To write a letter from the point of view of the father in the book.
Guided Reading	**<u>The story of the Titanic for children</u>** **Theme:** History/Fiction/Individual experiences. • I can give/explain the meanings of words in context. • I can retrieve and record information/identify key details from fiction and non-fiction. • I can summarise the main ideas from the text/explain and justify with evidence from the text. • I can predict what might happen from the details stated and implied. • I can identify and explain how the meaning is enhanced through the choice of words and phrases.
Maths	**<u>Multiplication and Division.</u>** • I can identify multiples and factors of a number. • I can find all factor pairs of a number. • I can find common factors of two numbers. • I can use the correct vocabulary for prime numbers, prime factors, and composite (non-prime) numbers. • I can work out whether a number up to 100 is a prime number. • I can recall all the prime numbers up to 19

	• I can multiply numbers up to 4 digits by a one- or two-digit number using formal written methods, including long multiplication. • I can multiply and divide numbers in my head by using facts I already know. • I can multiply and divide whole numbers and decimals by 10, 100, and 1000. • I can recognise and use square numbers and cube numbers. • I can use the correct notation for squared (^{2}) and cubed (^{3}) numbers. **Fractions.** • I can compare and order fractions with denominators that are multiples of the same number. • I can recognise mixed numbers and improper fractions and convert between them. • I can write mathematical statements where the answer is greater than 1 as a mixed number (e.g. 6/5 = 1⅕). • I can identify, name, and write equivalent fractions for a given fraction, including tenths and hundredths, using visual representations. • I can solve problems involving fractions
Science	**Human Life Cycles** • I can describe the stages of human development: foetus, baby, child, adolescent, adult, and elderly. • I can explain the physical and emotional changes that happen at each stage of life. • I can explain what happens during puberty and how the body changes to become capable of reproduction.

	• I can understand that the rate of development may differ but the order of the human life cycle stays the same. • I can explain why understanding the human life cycle is important
Outcome	I can draw and label a diagram of the human life-cycle.
Personal Social Emotional	**Living in the wider world- What decisions can people make with money?** • I can explain that money can be earned, spent, saved, or given, and we make choices with it every day. • I can recognise some things we buy are needs, and others are wants – it's important to know the difference. • I can recognise that budgeting helps people plan how to use their money wisely and avoid overspending. • I can identify how adverts and other people can influence how we spend money, so we need to think carefully. • I can identify that financial decisions can affect our future, so it's important to make responsible choices
Geography	**Rivers of the World/Water cycle** • I can explain that rivers begin at a source and flow to a mouth, often joining the sea or ocean. • I can describe the water cycle and its stages: evaporation, condensation, precipitation, and collection. • I can name major world rivers such as the Nile, Amazon, Yangtze, and Mississippi.

	• I can explain how rivers shape the landscape through erosion and deposition. • I can describe why rivers are important for wildlife, people, farming, and transport, and understand that they can also cause flooding.
Outcome	I can create a poster of the Water cycle.
Art	<u>Christmas textile project.</u> • I can describe how different textiles have unique properties that affect how they are used in Christmas products. • I can use a variety of sewing techniques to create strong and neat textile items. • I can use pattern pieces and templates to make accurate cuts for textile projects. • I can design Christmas textile products that are both useful and visually appealing. • I can evaluate and reflect on my work to improve future textile products.
Outcome	I can design and make Christmas decorations.
Music	• I can sing as part of a group • I can listen to others sing • I can discuss the different musical elements - pitch, tempo, dynamics

Outcome	I can perform in a concert.
R.E.	**Being human** What does it mean to be human? *Islam and Judaism* • I can explain that Islam and Judaism both teach humans are created by God and given special responsibilities. • I can describe the Jewish belief that humans are made in God's image and called to repair the world (Tikkun Olam). • I can explain the Islamic belief that humans are stewards (Khalifah) of the Earth and must care for it and others. • I can understand that both religions encourage moral decision-making and living according to God's will. • I can explain how philosophy helps people explore big questions about what it means to be human beyond religion.
Computing	**Video production** • I can explain that video production includes planning, filming, editing, and sharing videos. • I can use storyboarding to organise my ideas before filming. • I can edit videos by cutting clips, adding effects, and arranging scenes. • I can describe how technical details like resolution and file format affect video quality and size. • I can understand the importance of respecting privacy and copyright when creating and sharing videos.
PE	**Hockey/Dance** Hockey:

	• I can keep my hockey stick below waist height to play safely and stay in control. • I can use the flat side of the stick to pass, dribble, and shoot the ball. • I can dribble effectively to keep possession and move into space. • I can pass and move into space to create attacking opportunities. • I can defend by marking opponents and intercepting passes within the rules. Dance: • Actions: I can use selected actions to develop dance sequences in a specific style. • Dynamics: I can use different dynamics to express mood in my dancing. • Space: I can show an understanding of how my body moves through space, both on the floor and in the air. • Relationships: I can use different relationships in dance to express mood. • Performance: I can identify what makes a performance effective and apply these principles to my own and others' work. • Strategy: I can use dance principles to help express an atmosphere or mood.
Spanish	**<u>The way we look</u>** I can describe myself using *soy* (I am) and *tengo* (I have) in Spanish. I can use adjectives in Spanish to match the gender of the person (e.g. *simpático/simpática*).

	I can talk about eye and hair colour using *tengo el pelo…* and *tengo los ojos….* I can use *y*, *pero* and *también* to link ideas and make your sentences more interesting. I can describe myself in Spanish.

Links to: anchored in the community, setting sail for success

Trip to Amazona zoo to study animals from the Amazon rainforest.
Visits to the high school for Christmas productions; a chance to shine and share some Christmas joy with the community.
Visits from a community reader,to share our love of books and reading.
Partnerships with parents/carers-working on Christmas decorations. We will work with our helpers to make some Christmas decorations to be used to decorate the tree in the community tree festival.
We will help others by taking part in the Shoe box appeal.