Autumn 2 Medium Term Planning

Anchored in the community; a place to belong a world to explore

Subject	Objectives Covered
English	Fox *by Margaret Wild* Outcome 1 & Outcome 2 Build on previous unit & focus on: • I can form new nouns using prefixes like auto-, super-, and anti-. • I can use prefixes like un-, dis-, mis-, im-, and in- to change the meaning of words. • I can choose between "a" or "an" depending on whether the next word starts with a consonant or vowel. • I can use adverbs that end in -ly to describe how something is done. • I can use prepositions like before, after, during, and in to show time, place, or cause. • I can use a wider range of conjunctions like when, if, because, and although to join ideas in a sentence. • I can use the present perfect form of verbs (e.g. have eaten, has gone) and know how it is different from the simple past (e.g. ate, went).
Outcomes	Outcome 1 • Children will write a fable with animal characters, using the structure of a traditional fable (a short story with a moral lesson). They will create a narrative with a clear problem and resolution. The fable should teach a lesson related to kindness, honesty or teamwork. Outcome 2 • Children will write an information report about foxes. This report should provide facts about foxes, including details about its habitat, diet and behavior.
Maths	Times table - 3

	• I can count in 3s confidently. • I can recall and use multiplication facts for the 3 times table. • I can recall and use division facts for the 3 times table. • I can solve problems using the 3 times table. Multiplication and Division • I can recognise equal groups and use them to help me multiply. • I can use arrays and repeated addition to represent multiplication. • I can use the multiplication symbol (×) and division symbol (÷) correctly. • I can multiply and divide using known times tables (2, 5, 10, 3). • I can use related multiplication and division facts (e.g. 3 × 4 = 12, so 12 ÷ 3 = 4). • I can solve word problems using multiplication and division. • I can use different strategies like number lines, grouping, and sharing to help me divide. • I can begin to understand that multiplication is commutative (e.g. 3 × 4 = 4 × 3) and division is not. Fractions • I can understand that a fraction is part of a whole. • I can recognise and find halves, thirds, and quarters of shapes and amounts. • I can use vocabulary like numerator and denominator. • I can count in fractions like 1/3, 2/3, 1/4, 2/4, and 3/4. • I can find and use unit fractions (like 1/2, 1/3, 1/4) of a set of objects or numbers.
Science	Light • I can notice that light is reflected from surfaces. • I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • I can recognise that shadows are formed when the light from a light source is blocked by a solid object. • I can find patterns in the way that the size of shadows change.
Outcome	Create a poster to explain how light helps us to see and how shadows are formed.

Personal Social Emotional	Celebrating Differences • I can understand that everybody's family is different and important to them • I can understand that differences and conflicts sometimes happen among family members • I can say what it means to be a witness to bullying • I can explain how a witness can make a situation better or worse • I can recognise that some words are used in hurtful ways • I can tell you about a time when my words affected someone's feelings and what the consequences were
Geography	Italy: Volcanoes and Earthquakes • I can name some of Italy's active volcanoes, like Mount Vesuvius, Mount Etna, and Stromboli. • I can explain that volcanoes erupt when magma escapes from inside the Earth. • I can describe how earthquakes happen when tectonic plates move and make the ground shake. • I can explain that Italy is on a tectonic plate boundary, which is why it has volcanoes and earthquakes. • I can describe how volcanoes and earthquakes can change the land and affect people's lives.
Outcome	Write a volcano poem
DT	Design and create an earthquake safe building • I can explain why buildings in areas of earthquakes need to be strong and stable to keep people safe. • I can describe how different materials have different properties that affect how safe a building is. • I can design a building by planning, drawing, and making models first. • I can test my model to find ways to make it stronger and safer. • I can use tools and techniques to cut, join, and shape materials to build safe structures.
Outcome	Build an earthquake-safe building out of materials and test the safety.
Music	Learning and singing songs linked to Christmas.
Outcomes	To learn a range of songs and perform these to an audience.

R.E.	Islam - What is the Qu'ran and how do people interpret it? • I can explain that the Qur'an is the holy book of Islam and is believed to be the word of Allah. • I can describe how the Qur'an gives guidance on how Muslims should live and worship. • I can explain that Muslims read and recite the Qur'an in Arabic. • I can understand that people may interpret the Qur'an in different ways. • I can describe how and why Muslims treat the Qur'an with great respect.
Computing	Stop Frame animation • I can explain that stop-frame animation is made by showing lots of still images in order. • I can create small movements in each frame to make it look like the object is moving. • I can put images in the right order to make my animation smooth. • I can use cameras and apps to create and edit animations. • I can use a storyboard to plan what my animation will look like before I start.
PE	**Ball skills** **Dance** • I can use movement to express ideas, feelings, or tell a story. • I can create a dance sequence with a clear structure. • I can dance with control, balance, and good timing. • I can perform a dance on my own, with a partner, or in a group. • I can use practice and feedback to improve my dance performance.
Spanish	Numbers to 20 • I can count aloud confidently from 0 to 20. • I can understand and respond to numbers when I hear them. • I can read number words and match them to numerals. • I can write number words with the correct spelling. • I can use numbers in short speaking tasks, like saying my age or asking "how many?"

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