

Curriculum Medium Term Plan – Autumn 2 2019 – Year

Topic: Alchemy Island

	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	
Trips/Visitors			Athens to Friesland	Athens to Friesland	Copenhagen to Friesland	Copenhagen to Freisland		
Whole School Enrichment		PSHE – Anti Bullying			DT	RE		
Text Type	Narrative – Where the Wild Things Live Immersion	Narrative – Where the Wild Things Live Writing week	Narrative – Fantasy World Immersion	Narrative – Fantasy World Immersion	Narrative – Fantasy World Writing	Diary entry – Tom’s Midnight Garden Analysis/Spag Week/Writing	Diary entry – Tom’s Midnight Garden Writing	
Reading across the curriculum								
Cross-curricular Writing Opportunities	Science: Writing up experiments, Geography: Describing routes RE: Story of a person of faith e.g. a saint Art: Design and Technology: Explanation of products, evaluation of product. PSHE/SMSC: Writing about bullying Computing: Music:							
Science objectives	Working Scientifically A1 I can plan enquiries, including recognising and controlling variables where necessary A2 I can take measurements, using a range of scientific equipment with increasing accuracy and precision A3 I can record data and results of increasing complexity using scientific diagrams and tables, bar and line graphs and tables. A4 I can report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships and conclusions A5 I can present findings in written form, displays and other presentations A6 I can use test results to make predictions to set up further comparative and fair tests. Week 9 D1 I can compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (thermal and electrical) and response to magnets. D4 I can give reasons based on evidence from comparative and fair tests for the particular uses of everyday materials, including metals, wood and plastic.							
Hours 6h 30min								

	<p>Week 11</p> <p>D1 I can compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (thermal and electrical) and response to magnets.</p> <p>D2 I know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>D3 I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>D4 I can give reasons based on evidence from comparative and fair tests for the particular uses of everyday materials including wood, metals and plastic.</p> <p>D5I can demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Week 12</p> <p>D2 I know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>D3 I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>D5I can demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>D6 I can explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>
History objectives	
Hours	
Geography objectives	<p>Week 9</p> <p>A1 I can communicate my findings using the appropriate vocabulary</p> <p>A3 I can use the eight point compass, 4 and 6 grid references, symbols and keys</p> <p>C6 I can identify key topographical features</p> <p>Week 12</p> <p>A3 I can use the eight point compass, 4 and 6 grid references, symbols and keys</p> <p>C6 I can identify key topographical features</p> <p>Week 15</p> <p>A3 I can use the eight point compass, 4 and 6 grid references, symbols and keys</p> <p>C6 I can identify key topographical features</p>
4 Hours	
Religious Education objectives	<p>Week 14 - Pentecost</p> <p>D1 Explore and show respect for different faiths, religions and ethnic and socio-economic groups, national and global communities</p> <p>The events of Pentecost.</p> <p>What the Holy Spirit means to Christians</p> <p>The Holy Trinity</p> <p>Community</p> <p>Faith in action – life of saints</p>
4 Hours	
Art objectives	<p>Week 10 + Week 15– Klee – Fantasy landscapes</p> <p>A6 I can explore the properties of line, shape, tone, texture and pattern in my work</p> <p>A7 I can demonstrate a secure knowledge of primary and secondary, warm and cold, complementary and contrasting colours.</p>
2 Hours	

	E3 I can explore the roles and purposes of artists, craftspeople and designers working in different time and cultures.
Design and Technology objectives 4 Hours	Week 13 – Pneumatics B1 I can design innovative, functional and appealing products aimed at a particular group B2 I can present a range of alternative ideas using annotated sketches, cross-sectional drawings and diagrams and suggest the pros and cons for each. C1 I can discuss how innovative a product is and suggest improvements. C3 I can critically evaluate the appearance and function against original criteria of my product using the views of others and my own feedback D1 I can expertly use appropriate tools and materials for my products and understand why these are being used. D3 I can use accurate measurements so that everything is precise.
PSHE objectives 4 Hours	Week 14 Anti-bullying week
Computing objectives 3 Hours 40min	Coding C1 To design, write and debug programs C2 To use sequence, selection and repetition in programs C3 To know how to detect and correct errors in algorithms and programs C4 To begin to evaluate effectiveness and debug if required
Music objectives 3 Hours	Weeks 9-12 Livin' On A Prayer 9. I can recall and identify pitched tunes on an instrument with increasing aural memory. 10. I can listen and identify elements of instrumentation and style within different traditions of music and from great composers and musicians 13. I can follow rhythm and pitch notation or tabbed notation to remind me of my part. 10. I can sing longer songs with expression and accuracy
French objectives 2hours 15 min	Weeks 13 – 15 The Olympics GB3 Produce positive and negative sentences with high frequency verbs GA3 Apply the rules of the agreement of adjectives in the singular and plural with some accuracy RW.E3 Write familiar complex sentences from memory RW. D3 Write and say more complex sentences to describe people, places, things, places and actions SL.D3 Use familiar vocab to say more complex sentences using a scaffold SL.C3 Ask and answer more complex familiar questions with a scaffold of responses