**Key Texts**

English – The Midnight Fair, Hidden Figures

Guided Reading – Counting on Catherine, Everest

**MTP – Autumn 1**

**Maths**

Chapter 1: Numbers to 1,000,000

* Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.
* Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.
* Round any number up to 1,000,000 to the nearest 10, 100, 1000 and 100,000.

Chapter 2: Whole Numbers: Addition and Subtraction

* Add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction).
* Add and subtract numbers mentally with increasingly large numbers.
* Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
* Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.



**English**

The Midnight Fair: Newspaper Report

Hidden Figures: Biography

* Use adverbs to express time
* Use paragraphs to organise and structure
* Use the full range for punctuation taught at KS1, punctuation for dialogue and commas for fronted adverbials
* Use verb tenses mostly consistently and correctly throughout their writing
* Use commas for clarity mostly correctly
* Use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, commas after fronted adverbials, apostrophes for contraction and possession)

Spelling focus

-cious or -tious -cial or -tial -ant, -ance/-ancy, -ent, -ence/-ency -able and -ible -ably and -ibly

**PSHE**

**Topic: Co-op Values – Equality**

**To know:**

* How does fair trade work within a business?
* How did the pioneers tackle equality within the set up?

**To feel:**

* Understand the impact of inequality and how equality brings cohesion and its effects on wellbeing

**The Story Project = The Colour Thief by Andrew Fusek Peters & Polly Peters**

* .I can tell you what mental illness means and how this can vary in severity.
* I can tell you some ways people can look after their mental health.
* I can tell you how someone experiencing mental illness can get support and why it is better to get support early.
* I can tell you some of the ways people with mental health problems are supported.
* I can describe some of the feelings involved with living with and supporting someone with a mental illness.
* I can describe the support that is available.
* I can tell you why it is important to show respect to all people including people experiencing mental illness.

**DT**

**N/C Pupils should be taught to:**

**Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. To understand and apply the principles of a healthy and varied diet. To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.**

Progression in skills:

* Generate ideas through brainstorming and identify a purpose for their product
* Draw up a specification for their design
* Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail
* Select appropriate materials, tools and techniques
* Use skills in using different tools and equipment safely and accurately
* Weigh and measure accurately (time, dry ingredients, liquids)
* Evaluate a product against the original design specification
* Evaluate it personally and seek evaluation from others
* Measure and mark out accurately

**Oracy**

**NB/C Pupils should be taught to:** Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions.

Success criteria:

I can listen to complicated information, know the important parts and respond to it.

I can work out when a message has a different meaning.

I can ask a variety of follow up questions to find out more about the initial answer / information given.

I can ask a specific question so that the speaker clarifies what s/he meant.

I can share information with other people so that they can understand me clearly.

I can use topic vocabulary accurately in my spoken answers and written work.

Music

**N/C Pupils should be taught:**

* Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
* Use and understand staff and other musical notations
* Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
* Develop an understanding of the history of music.

**Progression in Skills:**

Sing songs with increasing control of breathing, posture and sound projection.

Sing songs in tune and with an awareness of other parts.

Identify phrases through breathing in appropriate places.

Identify different speeds of pulse (tempo) by clapping and moving.

Improvise rhythm patterns.

Perform an independent part keeping to a steady beat.

Identify the metre of different songs through recognising the pattern of strong and weak beats.

Subdivide the pulse while keeping to a steady beat.

Sing with expression and rehearse with others

Sing a round in two parts and identify the melodic phrases and how they fit together

Sing confidently in class, in small groups and alone, and begin to begin to have an awareness of improvisation with the voice

**Science**

**N/C Pupils should be taught to:**

**Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth, and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.**

**Earth and Space**

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**Spanish**

**Topic: Talking about us/school subjects**Extended feelings, recap personal information, introduce a friend, subjects and opinions

**N/C: listen attentively to spoken language and show understanding by joining in and responding, explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words, engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help, speak in sentences, using familiar vocabulary, phrases and basic language structures, develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, present ideas and information orally to a range of audiences, read carefully and show understanding of words, phrases and simple writing, appreciate stories, songs, poems and rhymes in the language, broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, write phrases from memory, and adapt these to create new sentences, to express ideas clearly, describe people, places, things and actions orally and in writing, understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English**

Progression in skills:

* Speak confidently (words, phrases, sentences)
* Recall/pronounce key sounds and silent letters
* Memory skills to aid comprehension.
* Identify links between languages
* Identify word roots across languages.
* Develop reading aloud skills
* Develop comprehension skills
* Develop speaking/writing skills.
* Continue to develop use of word reference tools.
* Practise techniques to commit new language to memory.
* Explore sentence structure

**Geography**

**N/C Pupils should continue to Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)**

**Topic: Mountains**

**Progression in Skills:**

* Identify significant places and environments.
* Begin to suggest questions for investigating.
* Investigate places with more emphasis on the larger scale; contrasting and distant places.
* Compare maps with aerial photographs.
* Begin to use atlases to find out about other features of places
* Use index and contents page within atlases.
* Select a map for a specific purpose, (E.g Pick atlases to find Taiwan, OS map

**Computing**

**National Curriculum: Computer Science**

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

Use sequence, selection, and repetition in programs; work with variables.

**Progression in Skills:**

* Write an algorithm that shows how a simple variable works.
* Create a variable and use it in a program.

**RE**

**Topic: Belief into Action**

* I can identify the different levels of commitment.
* I show to different things and explain these priorities.
* I can make links between how Sikhs practise their religion and the beliefs that underpin this.
* I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.

**PE**

**N/C Pupils should continue to:** to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

* Use running, jumping, throwing and catching in isolation and in combination
* Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
* Compare their performances with previous ones and demonstrate improvement to achieve their personal best

**Progression in skills:**

* Know and apply the rules consistently in game situations
* Explain the technique for different passes
* Use a variety of passes in a game at appropriate times
* Try different dodging techniques
* Use pivoting and sometimes quick turns to pass in a game
* Attempt to get into better shooting positions in the shooting circle
* Effectively find space in a game to receive a ball
* Use appropriate language to explain their attacking and defensive play
* Use verbal and non-verbal communication to show teammates where you want the ball