

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.

Key Texts

English – Hidden Figures

Guided Reading – Counting on Katherine, Black in Time

English

Hidden Figures: Biography, Letter

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

Art

Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

We will:

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [oil pastels and watercolours]

About great artists in history who are Georgia O'keeffe and John Sargent..

Progression in skills:

Question and make thoughtful observations about starting points and select ideas and processes to use in their work.

Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.

Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

Work in a sustained and independent way from observation, experience and imagination.

Explore the potential properties of the visual elements, line, tone, pattern, texture, colour, and shape.

Create imaginative work from a variety of sources.

Demonstrate a secure knowledge about primary and secondary colours.

Overlay colours.

Extend their work within a specified technique.

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 Boy Who Grew Flowers by Jennifer Wojtowicz

I can describe why it is important to respect my body and can tell you all the amazing things my body can do.

I can explain the term 'body image' and how my opinion of my body can affect my confidence.

I can explain how images in the media do not always reflect reality and can affect my body image.

I can explain the term self-esteem and know strategies to help boost my self-esteem.

I can think of ways to make my classroom more inclusive.

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

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.

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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Describe the Sun, Earth and Moon as approximately spherical bodies

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History

Pupils will be taught about a non-European society that provides contrasts with British history. It will be Maya Civilisation.

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

Topic: Maya Civilisation

Progression in Skills:

Use evidence to build up a picture of a past event

Select relevant sections of information

Use the library and internet for research with increasing confidence

Know and sequence key events of time studied.

Use relevant and period labels

Make comparisons between different times in the past

Study aspects of different people – differences between men and women.

Compare life in early and late 'times' studied

Compare an aspect of life with the same aspect in another period

Recall, select and organise historical information

Communicate their knowledge and understanding

Begin to identify primary and secondary sources

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

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.

Topic: Netball.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate 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

Pupils will take part in swimming and be taught skills needed to swim.

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.

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.