

Medium Term Plan Autumn A

2026-2027

	1 7 th Sept - 11 th Sept	2 14 th Sept - 18 th Sept	3 21 st Sept - 25 th Sept	4 28 th Sept - 2 nd Oct	5 5 th Oct - 9 th Oct	6 12 th Oct - 16 th Oct	7 19 th Oct - 23 rd Oct
Maths Power Maths	Introduction to routines of: - Fluent in Five - Power Maths books/ display - Extension tasks - Mastering Number	Numbers to 100 - Toolkit lessons - Numbers to 20 - Count in 10s - Count in 10s and 1s	Numbers to 100 - Recognise 10s and 1s - Build a number line from 10s and 1s - Use a place value grid - Partition numbers to 100 - Partition numbers flexibly within 100	Numbers to 100 - Write numbers to 100 in expanded form 10s on a number line to 100 10s and 1s on a number line to 100 - Estimate numbers on a number line - Compare numbers	Numbers to 100 - Compare numbers - Order numbers - Count in 2s 5s and 10s - Count in 3s - End of unit check	Addition and Subtraction - Toolkit lesson - Fact families - Learn number bonds - Add and subtract 2 multiples of 10 - Complements to 100 (tens)	Addition and subtraction - Add and subtract 1s - Add by making 10 - Add using a number line - Add three 1 digit numbers - Add to the next 10
Maths vocabulary	tens, ones, place value grid, partition, more, fewer, fewest, greatest, smallest, fact family, number sentence, number bond, column, 10 more, 10 less						
Reading Literacy Tree	Introduction to routines of: - Reading texts - Writing texts - Vocabulary books - Grammar tasks - Active Spelling	After the Fall - Dan Santat -To retrieve and record information. -To identify key details from fiction and non fiction. -To predict what might happen on the basis of what has been read so far. -To explain the meaning of words in context. -To make inferences from the text. -To explain and justify inferences with evidence from the text. Vocab: great, after binoculars, tie, vines, sequel, odd, close, famous, grand, king's men,	After the Fall - Dan Santat -To make inferences from the text. -To explain and justify inferences with evidence from the text. -To summarise main ideas from more than one paragraph. -To retrieve and record information. -To identify key details from fiction and non fiction. -To predict what might happen on the basis of what has been read so far. -To explain the meaning of words in context.	After the Fall - Dan Santat -To make inferences from the text. -To explain and justify inferences with evidence from the text. -To summarise main ideas from more than one paragraph. -To retrieve and record information. -To identify key details from fiction and non fiction. Vocab: nervous, admit, terrified, maybe, sequence, summarise, theme, comedy, mystery, love, bravery, fear, hobbies, accidents,	Cinderella: An Art Deco Dairy Tale - Lynn & David Roberts -Identify and explain the sequence of events in texts. -To predict what might happen on the basis of what has been read so far. -To draw on knowledge of vocabulary to understand texts. -To make inferences from the text. Vocab: recognised, dim, frock, smugly, cinders, endearment, announcement, ball, eligible, finery,	Cinderella: An Art Deco Dairy Tale - Lynn & David Roberts -To explain key aspects of fiction and non fiction texts. -To draw on knowledge of vocabulary to understand texts. Vocab: fetch, stout, chauffeur, gown, anxious, hopeless, haste, delicate, dainty, vowed	Cinderella: An Art Deco Dairy Tale - Lynn & David Roberts -To make inferences from the text. -To predict what might happen on the basis of what has been read so far. -Identify and explain the sequence of events in texts. Vocab: Recap all vocab from this unit

		healed, bandages, afraid, enjoying	Vocab: cereal, pun, word-play, settled, perfect, sequence, summarise, number, order, settled, perfect, accident, almost, decided, nervous, admit, terrified	horror, hope, fun, tradition, family			
Writing Literacy Tree	Introduction to routines of: - Reading texts - Writing texts - Vocabulary books - Grammar tasks - Active Spelling	Writing Goldilocks & the three bears -To identify and sort appropriate describing words. -To identify and sort appropriate describing words. -To use the spelling rule for adding -s or -es. -To use adjectives within a sentence to describe a character. -To link adjectives to an action. -To identify a statement. -To sequence events within a story. -To write up a story using different openers.	Writing Goldilocks & the three bears -To understand events from another point of view. -To work in role in small groups. -To compare two versions of the same story. -To identify how a characters feelings change as a story moves on. -To continue writing a simple story based on pictures.	Writing Goldilocks & the three bears -To work collaboratively to create plans. -To use plans to create a story. -To write up, edit and publish a sequel.	Writing Wolves - Emily Gravett -To select vocabulary to describe. -To identify books on a theme. -To distinguish between fact and fiction. -To identify features of non fiction books. -To describe using adjectives.	Writing Wolves - Emily Gravett -To create a character description. -To write fact sentences using cause and effect words. -To identify nouns. -To create a glossary. -To plan a non-chronological report.	Writing Wolves - Emily Gravett -To combine information in a paragraph. -To write comparative sentences. -To introduce a theme or a topic. -To conclude a theme or topic. -To edit and improve writing. -To create a glossary.
Spelling Active Spelling	a making the 'or' sound ball fall call all wall	a making the 'or' sound talk stall tall hall small	c making the 's' sound race lice ice mice cell face lace space pace celery	j sound spelt 'dge' badge bridge edge smudge fudge wedge dodge fridge judge ridge	Suffix - ly July reply ugly really welly curly jelly smelly silly sly	o making the 'u' sound son ton money honey mother brother other nothing Monday another	Keep the 'y' add ing spying Crying worrying copying marrying replying frying hurrying
Science	KWL grid Definitions of key vocab Uses of everyday materials F R O G S	Uses of everyday materials To know how to explore the strength of a material. How does the amount of water affect the strength of a kitchen towel? F R O G S	Uses of everyday materials To know to explore the changes in material over time. What will happen to our ice lolly? F R O G S	Uses of everyday materials To know how to classify materials. Which materials will twist, bend, squash and stretch? F R O G S	Uses of everyday materials To know how to compare different materials. Which material would be best for the roof of little pig's house? F R O G S	Uses of everyday materials To know how to compare the effectiveness of different materials. Which materials would be suitable for Traction Man's outfit? F R O G S	Uses of everyday materials To explore key scientists linked to materials. Who is William Addis? Who is Charles Mackintosh? Who is John MacAdam? F R O G S
Science vocabulary	bending, brick, cardboard, changed, glass, materials, metal, paper, plastic, properties, purpose, rock, shapes, squashing, stretching, suitability, suitable, twisting, unsuitable, uses, wood, classify, compare, discuss, find out, identify, observe closely, record						
History	KWL grid		The Battle of Hastings		The Battle of Hastings		The Battle of Hastings

Music Sing Up		Tony Chestnut Learn the melody and add actions to the beat	Tony Chestnut Improving phrasing and tuning. Track the shape of the melody with gesture	Tony Chestnut Progression snapshot: Lead or respond to a 4 beat action pattern	Tony Chestnut Play the songs melody on a tuned percussion instrument	Tony Chestnut Improvise rhythms along to a backing track	Tony Chestnut Compose call and response music
Music vocabulary	beat, rhythm, melody, echo, call and response, tuned, untuned, progression snapshot						
PE Get Set 4 PE	Fundamentals To explore how the body moves when running at different speeds. <i>What does speed mean?</i>	Fundamentals To develop changing direction and dodging. <i>What does direction mean?</i> <i>What is dodging?</i>	Fundamentals To develop balance, stability and landing safely. <i>What does stability mean?</i>	Fundamentals To explore and develop jumping, hopping, and skipping actions. <i>What are actions?</i>	Fundamentals To develop coordination and combining jumps. <i>What is coordination?</i>	Fundamentals To develop combination jumping and skipping in an individual rope. <i>What does combination mean?</i>	Fundamentals Using skills learnt this term on the apparatus. <i>What are skills?</i>
PE vocabulary	running, direction, dodging, balance, stability, landing, jumping, hopping, skipping, coordination						
Worldviews		The Bible Shared stories <i>What does the Bible say about God's promises?</i>	The Bible Noah and the Rainbow <i>What does the Bible say about God's promises?</i>	The Bible The Calling of Abraham <i>What does the Bible say about God's promises?</i>	The Bible The story of Abraham and Sarah <i>What does the Bible say about God's promises?</i>	The Bible The Story of Joseph <i>What does the Bible say about God's promises?</i>	The Bible Jesus: Waiting for a promise to be fulfilled <i>What does the Bible say about God's promises?</i>
Worldviews vocabulary	Bible, God, stories, promise, covenant, theological, Torah, Old Testament, Christians, fulfils, Jesus, Abraham						
Computing Teach Computing	Definitions of key vocab IT around us To communicate - use a range of applications and devices in order to communicate ideas, work and messages.	IT around us To recognise the uses and features of information technology <i>What is information technology?</i>	IT around us To identify the uses of information technology in the school <i>What IT do we have around school?</i>	IT around us To identify information technology beyond school <i>What IT can you think of beyond school?</i>	IT around us To explain how information technology helps us <i>What are the benefits of IT?</i>	IT around us To explain how to use information technology safely <i>How do we use IT safely?</i>	IT around us To recognise that choices are made when using information technology <i>How can we use IT in different ways?</i>
Computing vocabulary	computers, information, technology, IT, file, move, resize, connected, safely						
PSHE Jigsaw	Introduce Jigsaw Jo Discuss Learning Charter Children to sign Class Charter	Being Me in My World Help others to feel welcome To identify hopes and fears for this year. <i>When do you feel worried?</i>	Being Me in My World Try to make our school community a better place To understand the rights and responsibilities for	Being Me in My World Think about everyone's right to learn To listen to other people and contribute my own ideas about rewards and consequences.	Being Me in My World Care about other people's feelings To listen to other people and contribute my own ideas about rewards and consequences.	Being Me in My World Work well with others To understand how following the Learning Charter will help me and others learn. <i>What is a Learning Charter?</i>	Being Me in My World Choose to follow the Learning Charter To recognise the choices I make and understand the consequences. <i>What is a consequence?</i>

		Who do you ask for help?	being a member of my class and school. How do I help myself and others feel like we belong?	How do I make my class a safe and fair place?	How do I work cooperatively?		
PSHE vocabulary	hopes, fears, worried, community, responsibilities, belong, contribute, rewards, consequences, safe, fair, cooperatively, Learning Charter						