

## Medium Term Planning - Year B

Autumn 2 2025

Eagle Class

	Week 1 W/C Nov 3rd	Week 2 W/C Nov 10	Week 3 W/C Nov 17	Week 4 W/C Nov 24	Week 5 W/C Dec 1	Week 6 W/C Dec 8	Week 7 W/C Dec 15
<b>Theme</b>							
<b>Writing</b>	The Literacy Tree: <b>The Man who walked between the Towers</b>	The Literacy Tree: <b>The Man who walked between the Towers</b>	The Literacy Tree: <b>The Man who walked between the Towers</b>	The Literacy Tree: <b>Percy Jackson</b>	The Literacy Tree: <b>Percy Jackson</b>	The Literacy Tree: <b>Percy Jackson</b>	The Literacy Tree: <b>Percy Jackson</b>
<b>Reading</b>	Faster Reader – Tom's Midnight Garden	Faster Reader – Tom's Midnight Garden	Faster Reader – Tom's Midnight Garden	Faster Reader – Tom's Midnight Garden	Faster Reader – Tom's Midnight Garden	Reader's Theatre – Tom's Midnight Garden	Reader's Theatre – Tom's Midnight Garden
<b>Maths</b>	<b>Fractions (1):</b> Division word-Problems ; Recognising Fractions, Finding Equivalent Fractions	<b>Fractions (2):</b> Simplifying Fractions, Converting Improper Fractions to Mixed Numbers and Vice-versa; Comparing Fractions	<b>Fractions (3):</b> Adding and Subtracting Fractions	<b>Fractions (4)</b> Adding Subtracting Mixed Numbers	<b>Multiplication A (1)</b> Long multiplication	<b>Multiplication A (2)</b> Long Division	<b>Multiplication A (2)</b> Order of Operations

<p><b>Science Plymouth Science- Forces</b></p> <p><b>Out of this World</b></p>	<p><b>Lesson 7</b> Describe the movement of the Earth and other planets, relative to the sun in the solar system. WS: I can raise questions and ask questions and suggest reasons for similarities and differences.</p>	<p><b>Lesson 8</b> Describe the movement of the Earth and other planets, relative to the sun in the solar system. WS: I can use measurement to represent planets in a model.</p>	<p><b>Lesson 9</b> Describe the movement of the moon relative to the Earth. WS: I can record my work using scientific diagrams and labels when representing the Moon phases.</p>	<p><b>Lesson 10</b> Describe the Sun, Earth and Moon as approximate spherical bodies.. SE: I can use research and secondary sources to find out about the Moon.</p>	<p><b>Lesson 11</b> L.O- To use the Earth's rotation to explain day and night due to the apparent movement of the sun across the sky. WS: I can present my results in a variety of ways to answer a question. SE: I can look for patterns in how much day light each place gets in relation to where the country is located.</p>	<p><b>Lesson 12</b> L.O- Describe the movement of the moon relative to the Earth. WS: I can plan my own fair test and control variables. WS: I can plan my own fair test and control variables. SE: I can conduct a fair test where variables are identified and controlled.</p>	<p><b>Assess and Review</b></p>
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RE  Emmanuel Project  Islam - Tawhid	<b>Big Question 7: Why are there so many different ideas about God?</b>						
	<b>Islam:</b> How does <u>tawhid</u> create a sense of belonging to the Muslim community?						
	<b>EXTEND</b> Draw on growing knowledge of religion and worldviews to discuss the related 'Big' question, reflecting on their own and others' insights	<b>ENGAGE</b> with the idea that one thing can have an affect which spreads	<b>ENQUIRE</b> into the idea that Tawhid is at the centre of Muslim faith	<b>EXPLORE</b> ideas about Tawhid in (1) Muslim stories or Quranic text	<b>EXPLORE (2)</b> ideas about Tawhid in Muslim Community Practice: The Five Pillars of Islam	<b>EXPLORE</b> aspects of Tawhid in (3) Muslim Living	<b>EVALUATE</b> what pupils have learnt about TAWHID
<b>EXPRESS:</b> communicate their own and others' insights into this belief or concept e.g. through writing, art and design, music, dance, drama and ICT, and share with a wider audience							
PE 1 (Tues) Imoves: Football – Skills and Drills	<b>Assessment Snapshot:</b> Dribbling, Passing, Shooting, Defending	<b>Ball Skills 1 &amp; 2:</b> To further practice developing fluency & coordination running with the ball and changing direction.		<b>Dribbling and Shooting 1&amp; 2:</b> To understand and practice passing and dribbling techniques, communication and shooting skills		<b>The End Game:</b> To further practice passing and dribbling techniques, communication and shooting skills in a game situation.	<b>Assessment Snapshot:</b> Dribbling, Passing, Shooting, Defending
PE 2 (Fri) Imoves Dance:	<b>Creative Combat Lesson 1:</b> To be able to perform basic movements to	<b>Creative Combat Lesson 2:</b> To be able to perform basic movements to	<b>Creative Combat Lesson 3:</b> To be able to perform basic movements to	<b>Samba Carnival: Lesson 1 –</b> To be able to perform basic movements to	<b>Samba Carnival: Lesson 2 –</b> To be able to perform basic movements to	<b>Samba Carnival: Lesson 3 –</b> To be able to perform basic movements to	<b>Consolidate, Assess and Review.</b>

<b>Creative Combat/ Samba</b>	music, and to build a simple themed dance focusing on Combat.	music, and to build a simple themed dance focusing on Combat.	music, and to build a simple themed dance focusing on Combat.	music, and to build a simple themed dance focusing on Samba Dance.	music, and to build a simple themed dance focusing on Samba Dance.	music, and to build a simple themed dance focusing on Samba Dance.	
<b>History</b>							
<b>Geography</b> Kapow - Why do Oceans Matter?	Lesson 1: How do we use our oceans?	Lesson 2: What is the Great Barrier Reef?	Lesson 3: Why are our oceans suffering?	Lesson 4: What can we do to help our oceans?	Lesson 5: Layers of the Ocean	<b>Assess and Review</b>	
<b>Music -</b> Kapow Mixed Yr B - The Blues	<b>1)History of the Blues</b> To know some features of blues music.	<b>2)Playing a Chord</b> To play the first line of the 12-bar blues.	<b>3)The 12 Bar Blues</b> To be able to play the 12-bar blues.	<b>4)The Blues Scale</b> To be able to play the blues scale on a tuned instrument.	<b>5)Improvisation on The Blues</b> To be able to improvise with notes from the blues scale.		
<b>Art</b> <b>Sculpture and 3D:</b> Interactive Installations (5 lessons)	<b>Lesson 1: What is installation art?</b> Introducing installation art as a medium for communicating a message; learning about the features of this art genre	Stowmarket Christmas Tree Design lesson – Singing Angels	<b>Lesson 2: Space and scale</b> creating a scaled-down version of an installation similar to Guo-Qiang’s gunpowder drawings.	<b>Lesson 3: Everyday amazing Exploring</b> everyday objects to create an installation, considering how ordinary spaces can be transformed and trying alternative solutions as they construct their artwork.	<b>Lesson 4: Creative concepts</b> Designing an installation with a strong concept; considering how the space chosen, materials used and arrangement of elements affect the viewer.	<b>Lesson 5: Viewer experience</b> Learning how art installations can be interactive and applying this to their own artwork, presenting their final ideas and showing how the viewer will experience their installation.	<b>Consolidate and Review</b>

	and evaluating an artwork.						
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<b>DT</b>							
<b>Computing</b> Kapow YR5: Computing systems and networks: Search engines		<b>Lesson 1: Searching basics</b> To understand what a search engine is and how to use it.	<b>Lesson 2: Inaccurate information</b> To be aware that not everything online is true	<b>Lesson 3: Web quest</b> To search effectively.	<b>Lesson 4a: Information poster</b> To create an informative poster	<b>Lesson 4b: Information poster</b> To create an informative poster	<b>Lesson 5: Web crawlers</b> To understand how search engines work
<b>RSHE</b> Kapow - Health and Wellbeing	<b>Y5/6 (B): Lesson 1: Relaxation: Mindfulness</b> Learning about the importance of relaxation, pupils learn how to use mindfulness techniques as a strategy to manage their emotions.	<b>Y5/6 (B): Lesson 2: What can I be?</b> Identifying long term goals and how to work towards them.	<b>Y5/6 (B): Lesson 3: Taking responsibility for my health</b> Understanding the importance of a healthy lifestyle, pupils look at taking greater responsibility for their diet, dental hygiene, rest, relaxation and physical activity.	<b>Y5/6 (B): Lesson 4: The impact of technology on health</b> Learning about the potential impact of technology on physical and mental health and how to deal with online pressures, with links to the Education for a Connected World framework.	<b>Y5/6 (B): Lesson 5: Resilience toolbox</b> Drawing upon the skills they have developed to identify and respond to difficult situations, pupils create a range of resilience strategies.	<b>Y5/6 (B): Lesson 6: Immunisation</b> Understanding ways that we help prevent ourselves and others becoming ill and the benefits of immunisation.	<b>Y5/6 (B): Lesson 7: Physical health concerns</b> Children learn where to seek support if they believe that they are unwell.

<p><b>French</b> Kapow Mixed Yr B - In My French House</p>	<p><b>1) In my French House –</b> To adapt model sentences about houses to create new ones.</p>	<p><b>2) Home Sweet Home</b> To use key grammatical structures to create a description of a house.</p>	<p><b>3) My French Room</b> To use new language for items in a bedroom</p>	<p><b>4) Where is it in my room?</b> To use prepositions to describe where objects are placed.</p>	<p><b>5) A letter about my house i</b> To use familiar vocabulary and structures to describe a home</p>	<p><b>5) A letter about my house ii</b> To use familiar vocabulary and structures to describe a home</p>	
<p><b>Extended writing opportunities</b> (across the curriculum)</p>							