



The Cathedral School of St Mary

Autumn 1 - Medium Term Plan

Adventurers Class

	Week 1 WC: 04.09.22 Lighting Speed - Communication	Week 2 WC: 11.09.22 Lighting Speed - Communication	Week 3 WC: 18.09.22 Lighting Speed - Communication	Week 4 WC: 25.09.22 Lighting Speed - Communication	Week 5 WC: 02.10.22 Lighting Speed - Communication	Week 6 WC: 09.10.22 Lighting Speed - Communication	Week 7 16.10.22 Lighting Speed - Communication
Key dates/Info	Residential - NB Cover						
Educational Visits/Experiences			The Box - Media Lab - Theme	Pet visit - RE		Local Area Walk - English	
RE	Branch 1 - Creation and Covenant Questions and Stories 1 & 2 Can I explore different kinds of questions and recognise that people tell stories to answer questions? (x2) Can I explain why Jewish people told the story of Creation to try and answer some of their questions.	Branch 1 - Creation and Covenant Psalms, Poems and Prayers 1 & 2 Can I explain why prayers, poems and psalms have been written about creation? Can I explain why psalmists believed everyone is special.	Branch 1 - Creation and Covenant Psalms, Poems and Prayers 2 & 3 Can I explain how Christians use words to praise God? Can I give examples of psalms we use today?	Branch 1 - Creation and Covenant Stewardship 1 & 2 Can I explain how we care for animals or objects?	Branch 1 - Creation and Covenant Stewardship 2 & 4 Can I explain what it means to be a steward? Can I describe how Pope Francis wants us to take care of the world?	Branch 1 - Creation and Covenant Stories from around the world 1 Can I explain why children around the world are not always treated fairly?	Branch 1 - Creation and Covenant Stories from around the world 2 & 3 Can I explain what Catholic Social Teaching is? Reflection
English	How to Invent, Lyn Huggins-Cooper Elicitation Task	How to Invent, Lyn Huggins-Cooper Can I identify and use fronted adverbials? Can I identify how to expand a noun phrase? Can I create expanded noun phrases in different ways? Can I identify why dashes and semicolons are used?	How to Invent, Lyn Huggins-Cooper Can I identify and summarise key facts? Can I use fronted adverbials and expanded noun phrases to create sentences? (Oracy) Modelled Write - proofreading for spelling and punctuation Research session	How to Invent, Lyn Huggins-Cooper Can I plan my information leaflet? Can I write my information leaflet in the first draft? Can I proofread and edit my information leaflet? Can I create an information leaflet?	Poetry - A River, Marc Martin Elicitation Task	Poetry - A River, Marc Martin Can I identify and use prepositional phrases? Can I create sentences with coordination? Can I create sentences with subordination? NMM Write	Poetry - A River, Marc Martin Modelled Write - Improvements related to chosen focus, proofreading for spelling and punctuation Can I plan my descriptive poem? Can I write my descriptive poem in the first draft? Can I proofread and edit my descriptive poem? Can I create a descriptive poem?
Reading	How to Invent, Lyn Huggins-Cooper Can I identify the purpose and audience of the text? Can I gather interesting pieces of information from	British Inventions Inventions that changed the world	British Inventions Television	British Inventions The Steam Engine	Poetry - A River, Marc Martin Can I identify what is happening in the poem and support this with evidence from the text?	British Inventions Photography	British Inventions The Telephone



	the text? Can I identify how the text is organised?				Can I compare different settings? Can I rehearse and recite part of a poem?		
Spellings		Year 3 Words with the long / ai/ sound spelt with ei Year 4 Words with /aw/ spelt with augh and au	Year 3 Words with the long / ai/ sound spelt with ey Year 4 Adding the prefix in- (meaning 'not' or 'into')	Year 3 Words with the long / ai/ sound spelt with ai Year 4 Adding the prefix im- (before a root word starting with 'm' or 'p')	Year 3 Words with /ur/sound spelt with ear Year 4 Adding the prefix il- (before a root word starting with 'l') and the prefix ir-	Year 3 Homophones & near homophones Year 4 Homophones & near homophones	Year 3 Homophones & near homophones Year 4 Words with /shun/ endings spelt with 'sion'
Maths Y3	Unit 1: Place Value within 1,000 - Manipulatives Hook - Represent and partition numbers to 100 - Number line to 100 - 100s - Represent numbers to 1,000	Unit 1: Place Value within 1,000 - Partition numbers to 1,000 - Partition numbers to 1,000 flexibly - 100s, 10s and 1s - Use a number line to 1,000 - Problem Solving Friday	Unit 1: Place Value within 1,000 - Estimate on a number line to 1,000 - Fine 1, 10 and 100 more or less - Compare numbers to 1,000 - Order numbers to 1,000 - Count in 50s	Unit 1: Place Value within 1,000 End of Unit Check Unit 2: Addition and subtraction (1) - Manipulatives Hook - Use known number bonds - Add/subtract 1s - Problem Solving Friday	Unit 2: Addition and subtraction (1) - Add/subtract 10s - Add/subtract 100s - Spot the pattern - Add 1s across 10 - Add 10s across 100	Unit 2: Addition and subtraction (1) - Subtract 1s across 10s - Subtract 10s across 100 - Make connections - End of Unit Check - Problem Solving Friday	Unit 3: Addition and Subtraction (2) - Manipulatives Hook - Add two numbers - Subtract two numbers - Add two numbers (across 10) - Add two numbers (across 100)
Maths Y4	Unit 1: Place Value - 4-digit numbers (1) - Manipulatives Hook - Represent and partition numbers to 1,000 - Number line to 1,000 - Multiples of 1,000 - 4-digit numbers	Unit 1: Place Value - 4-digit numbers (1) - Partition 4-digit numbers - Partition 4-digit numbers flexibly 1, 10, 100, 1,000 more or less - 1,000s, 100s, 10s and 1s - Problem Solving Friday	Unit 1: Place Value - 4-digit numbers (1) End of Unit Check Unit 2: Place Value - 4-digit numbers (2) - Manipulatives Hook - Number line to 10,000 - Between two multiples - Estimate a number line to 10,000	Unit 2: Place Value - 4-digit numbers (2) - Compare and order numbers to 10,000 - Round to the nearest 1,000 - Round to the nearest 100 - Round to the nearest 10 - Problem Solving Friday	Unit 2: Place Value - 4-digit numbers (2) - Round to the nearest 1,000, 100 or 10 - End of Unit Check Unit 3 - Addition and Subtraction - Manipulatives Hook - Add and subtract 1s, 10s, 100s and 1000s - Add two 4-digit numbers	Unit 3 - Addition and Subtraction - Add two 4-digit numbers - one exchange - Add with more than one exchange - Subtract two 4-digit numbers - Subtract two 4-digit numbers - one exchange - Problem Solving Friday	Unit 3 - Addition and Subtraction - Subtract two 4-digit numbers - more than one exchange - Exchange across two columns - Efficient methods - Equivalent difference - Estimate answers
History							
Geography							
Science	Electricity Can I identify common appliances that run on electricity?		Electricity Know how to construct a simple series electrical circuit and demonstrate this, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers	Electricity Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery		Electricity Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	Electricity Know and identify some common conductors and insulators, and associate metals with being good conductors



Design & Technology					Design project Children are to research, plan, create and evaluate a communication device for an evil genius.		
Art and Design						Dimensions Theme Printing Printing Print using a variety of materials, objects and techniques including layering	
MFL							
Music (PPA Cover)		Dimensions Theme Tempo Begin to understand the musical element of tempo, developing listening and appraising skills through comparing contrasting pieces of music.					
Computing	Dimensions Theme Network Hunt To understand that the computers in a school are connected together in a network	Dimensions Theme Human LAN To understand why computers are networked		Dimensions Theme Internet or WWW? To understand the difference between the Internet and the World Wide Web (WWW)		Dimensions Theme Location, Location To understand that servers on the Internet are located across the planet	Dimensions Theme You've Got Mail! To understand how email is sent across the Internet
PSHE	Created to Love Others Unit 1 - Jesus, My Friend Children will learn: - That God loves, embraces, guides and forgives us; He reconciles us with Him and one another. - The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness. - That relationships take time and effort to sustain. - We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.	Dimensions Theme Online Chat Use strategies to stay safe when using ICT and the internet The Secrets Jar Use ICT safely including keeping electronic data secure	Dimensions Theme E-Protection Recognise and respond to issues of safety relating to themselves and others and how to get help	Created to Love Others Unit 2 - Family, Friends and Others Children will learn: - Ways to maintain and develop good, positive, trusting relationships and strategies to use when relationships go wrong - That there are different types of relationships including those between acquaintances, friends, family and relatives - That good friendship is when both persons enjoy each other's company and also want what is truly best for the other - The difference between a group of friends and a 'clique'	Created to Love Others Unit 2 - When Things Feel Bad Children will: - Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying - Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond	Dimensions Theme It's Personal Begin to make responsible choices and consider consequences	Created to Love Others Unit 4 - Safe in My Body Children will learn: - To judge well what kind of physical contact is acceptable or unacceptable and how to respond - About different kinds of abuse, including 'abuse of private parts' - That there are different people we can trust for help, especially those who care for us, including our teachers and parish priest



P.E (With Teacher)		<p>Hockey</p> <p>Lesson 1 Skills: I can... Dribble a ball confidently Stop a ball Knowledge: I know... How to hold the stick That everybody plays field hockey right handed Assessment: I can... Demonstrate agility, balance, coordination and precision</p>	<p>Hockey</p> <p>Lesson 2 Skills: I can... Develop my dribbling technique Change direction easily Knowledge: I know... The importance of good close control To put my body between the ball and my opponent when shielding it Assessment: I can... Able to comment constructively on the work of others</p>	<p>Hockey</p> <p>Lesson 3 Skills: I can... Pass a ball accurately Control a ball sent to me Knowledge: I know... The technique of push passing Not to raise the stick above waist height Assessment: I can... Apply skills effectively in different situations and within a range of physical activities</p>	<p>Hockey</p> <p>Lesson 4 Skills: I can... Pass in a variety of ways using good technique Receive a pass on the run Knowledge: I know... The technique for push passing To use a short and flat back swing, with stick parallel to the ground when hitting a slap-pass Assessment: I can... Demonstrate agility, balance, coordination and precision</p>	<p>Hockey</p> <p>Lesson 5 Skills: I can... Perform a jab tackle Play advantage appropriately Knowledge: I know... What to do if the ball hits someone's feet How to jab tackle Assessment: I can... Able to comment constructively on the work of others</p>	<p>Hockey</p> <p>Lesson 6 Skills: I can... Compete in a hockey tournament Work effectively as part of a team Knowledge: I know... How to make a plan before each game The school games values Assessment: I can... Apply skills effectively in different situations and within a range of physical activities</p>
PE (With TGS)		<p>Netball</p> <p>Lesson 1 Skills: I can... Send a netball accurately in a variety of ways Pass under pressure Knowledge: I know... Which type of passing technique to use depending on the distance I am sending the ball To pass within 4 seconds of receiving the ball Assessment: I can... Understands how to work alongside and against others when attacking and defending</p>	<p>Netball</p> <p>Lesson 2 Skills: I can... Pass a netball to by pass a defender by passing quickly, or using feinting or giving the eyes Defend individually and/or as part of a team Knowledge: I know... How to stand in a good position to receive a ball How to track an opponent Assessment: I can... Reflect and recognise success in myself and others</p>	<p>Netball</p> <p>Lesson 3 Skills: I can... Attack by being fluid in my positioning, using the width and passing quickly Get free from opponents by feinting Knowledge: I know... That I need to pass in front of my teammates so they can run on to the ball The importance of quick passing and varying my passing Assessment: I can... Demonstrate understanding and interpretation of rules and accepts decisions given</p>	<p>Netball</p> <p>Lesson 4 Skills: I can... Shoot using good technique Position myself to take rebounds from the post. Knowledge: I know... The correct technique for shooting Rules which apply to attackers and defenders when shooting Assessment: I can... Understands how to work alongside and against others when attacking and defending</p>	<p>Netball</p> <p>Lesson 5 Skills: I can... Play a game of Bee Flier Netball, abiding by the rules of the game Pivot having landed in possession of the ball Knowledge: I know... The footwork rule How to support the player in possession to ensure safe passes are made Assessment: I can... Reflect and recognise success in myself and others</p>	<p>Netball</p> <p>Lesson 6 Skills: I can... Track an opponent on court Demonstrate the school games values of passion, self-belief, respect, honesty, determination and teamwork Knowledge: I know... More of the rules of netball and recognise how to apply them Assessment: I can... Demonstrate understanding and interpretation of rules and accepts decisions given</p>