Medium Term Plan								
Year Group – 4/5				Term - Autumn Term 2				
	Wk 1 2.11.2026	Wk 2 9.11.2026	Wk 3 16.11.2026	Wk 4 23.11.2026	Wk 5 30.11.2026	Wk 6 7.12.2026	Wk 7 14.12.2026	Wk 8
Trip Visitor Subject Event	Parents Eve – 3rd and 5th	Children in Need – 13th		Inset Day 27th	Christmas Performance			
English – RSW – Arthur and the Golden Rope Outcome 1: Myth Narrative Outcome 2: Information Guide	Immerse 1 - Analyse 5 1. **To know how to write predictions about a story.** *Develop understanding of grammatical difference between plural and possessive -s Indicate possession by using the possessive apostrophe with plural nouns* **2. To know how to write an abstract noun poem. (Incidental Write 1)** *Develop understanding of noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases* 3. **To know how to understand the Example Text and its vocabulary. (WAGOLL)** *Appropriate choice of pronoun within and across sentences to aid cohesion and avoid repetition* **4. To know how to write a setting description. (Incidental Write 2)** *Appropriate choice of pronoun within and across sentences to aid cohesion and avoid repetition* *5.* **To know how to understand how the Example Text is Structured and the language features it has.** *Indicate grammatical features by using commas after fronted adverbials*	Analyse 6 - Plan 9 **6. To know how to find and discuss Writer's Knowledge in the Example Text. (WAGOLL)** *Developing the range of sentences with more than one clause by using a wider range of conjunctions* **7. To know how to write a character description. (Incidental Write 3)** *Indicate grammatical features by using commas after fronted adverbials* **8. To know how to use roleplay to gather ideas for my Myth Narrative.** *Develop understanding of grammatical difference between plural and possessive -s Indicate possession by using the possessive apostrophe with plural nouns* **9. To know how to choose effective vocabulary and Writer's Knowledge to plan my writing. X2 lessons** *Develop understanding of noun*	Write 10 - Write 14 10. **To know how to use my plan to write Part 1 of my Myth Narrative.** *Appropriate choice of pronoun within and across sentences to aid cohesion and avoid repetition* 11. **To know how to use my plan to write Part 2 of my Myth Narrative.** *Appropriate choice of pronoun within and across sentences to aid cohesion and avoid repetition* 12. **To know how to use my plan to write Part 3 of my Myth Narrative.** *Indicate grammatical features by using commas after fronted adverbials* 13. **To know how to use my plan to write Part 4 of my Myth Narrative.** *Developing the range of sentences with more than one clause by using a wider range of conjunctions* 14. **To know how to use my plan to write Part 5 of my Myth Narrative.** *Develop understanding of noun phrases expanded by the addition of modifying adjectives,*	Immerse 1 - Analyse 5 1. **To know how to understand the example text and its vocabulary.** *Develop understanding of grammatical difference between plural and possessive -s Indicate possession by using the possessive apostrophe with plural nouns* 2. **To know how to use roleplay to explore technical vocabulary.** *Appropriate choice of pronoun within and across sentences to aid cohesion and avoid repetition* 3. **To know how to gather ideas for my information guide.** *Indicate grammatical features by using commas after fronted adverbials* **4. To know how to write information sentences. (Incidental Write 1)** *Develop understanding of noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases* 5. **To know how to understand how**	Analyse 6 - Write 9 6. **To know how to find and discuss Writer's Knowledge in the Example Text. (WAGOLL)** *Developing the range of sentences with more than one clause by using a wider range of conjunctions.* **7. To know how to write an information paragraph. (Incidental Write 2)** *Appropriate choice of noun within and across sentences to aid cohesion and avoid repetition.* 8. **To know how to choose effective vocabulary and Writer's Knowledge to plan my writing.** *Develop understanding of grammatical difference between plural and possessive -s* *Indicate possession by using the possessive apostrophe with plural nouns* **9. To know how to use my plan to write Part 1 of my information guide.** *Indicate grammatical features by using*	Write 10 - Write 12 10. **To know how to use my plan to write Part 2 of my information guide?** *Develop understanding of noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases* 11. **To know how to use my plan to write Part 3 of my information guide.** *Appropriate choice of pronoun within and across sentences to aid cohesion and avoid repetition* **12. To know how to use my plan to write Part 4 of my information guide?** *Developing the range of sentences with more than one clause by using a wider range of conjunctions* Grammar	Use week 7 to revisit any grammar elements that teacher assessment shows have been weaker.	

		phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	*nouns and preposition phrases*	**the Example Text is Structured and the language features it has. (WAGOLL)** *Appropriate choice of pronoun within and across sentences to aid cohesion and avoid repetition*	*commas after fronted adverbials*			
	Outcome	Outcome	Outcome	Outcome	Outcome	Outcome	Outcome	
Maths Year 3 Year 4 Year 5		Two weeks of gaps recap based off the QLAs Add and subtract 100s Spot the pattern Add 1s across 10 Add 10's across 100 Subtract no exchange subtract 1 exchange Subtract more than 1 exchange	Add two numbers across 10s Add two numbers across 100s Add 2-digit and 3-digit Subtract two numbers across 10 Subtract two numbers across 100	Multiplication equal groups How to use arrays Multiples of 2 Multiple of 5 and 10 Sharing and grouping 6-times table and division facts Multiply and divide by 9 9 times-table and division facts The 3,6 and 9 times-tables Multiply and divide by 7	Multiply by 3 Divide by 3 The 3 times-table Multiply by 4 7 times-table and division facts 11 times-table and division facts 12 times table and division facts Multiply by 1 and 0 Divide a number by 1 and itself	Divide by 4 The 4 times-table Multiply by 8 Divide by 8 The 8 times table Multiply by three numbers What is area? Count in squares Make shapes Compare areas	Complements to 100 Inverse operations Make decisions	
Science **Animals, including humans.**	To know that humans change throughout their lives.	To know the main stages of human development.	To know that babies grow and develop into children.	To know that children develop into adults.	To know that physical changes occur as humans age.	To know that humans develop at different rates.	To know that puberty is a period of development towards adulthood	
Geography **Natural resources: what are they, where are they found and why are they important? H&PG**	To know what natural resources are.	To know where key resources are found around the world.	To know how resources shape settlement, trade and power.	To know that resource use can cause conflict or cooperation.	To know that resources can be renewable or non-renewable.	To know that sustainable use of resources protects the environment.		

History **Ancient Civilisations - Mayans**	To know that both the Egyptians and the Maya were polytheistic civilisations, but their gods represented different aspects of life, nature and the afterlife. To know that both civilisations built pyramids, but Egyptian pyramids were tombs for pharaohs while Maya pyramids were temples used for ceremonies and rituals.	To know that Maya pyramids and temples were built as ceremonial and religious centres rather than tombs. To know that the Maya believed in an underworld (Xibalba) and had burial practices linked to their beliefs about the afterlife.	To know that the Maya believed in many gods and goddesses linked to nature, time and daily life.	To know that religion influenced Maya ceremonies, rituals and decision-making.	To know that Maya civilisation developed in rainforest regions of Central America and that geography shaped their farming, beliefs and settlement.	To know that Maya kings (Ajaw) ruled city-states and held significant religious and political power.	To know that Maya glyphs were a complex writing system and that stelae and codices are important artefacts used by historians.	
Design Technology -	To know what the mars curiosity rover is	To know the design of the rover.	To know what a chassis is.	To be able to build a chassis.	To know how to build a motor and electrical circuit.	To know how to build a motor and electrical circuit.	To evaluate their final product	
PE -	Developing my jumping and landing skills and knowledge so… What/How I can achieve good take off and height. Bend my knees on take-off. I can land with balance and control. Swing my arms to help gain height and use them to help balance on landing. I can land softly and quietly. Try to land softly so there is no noise by bending my knees as I land.	Developing my jumping and landing skills and knowledge so… What/How I can achieve good take off and height. Bend my knees and swing my arms on take-off. I can land with balance and control. Bend my knees and use my arms to help remain balanced on landing. I can land softy and quietly. Keep my head up and back straight as I land.	Developing my jumping and landing skills and knowledge so… What/How I can achieve good take off and height. Bend my knees and swing my arms on take-off. I can land with balance and control. Bend my knees and use my arms to help remain balanced on landing. I can land softy and quietly. Keep my head up and back straight as I land.	Developing my seated balance skills and knowledge so… What/How I can balance with feet and hands off the floor throughout. Keep my tummy tight (core muscles) and back straight. I can balance with minimum wobble. Keep my weight going through my bottom. I can maintain balance without strain. Keep my head up and breathe throughout.	Developing my seated balance skills and knowledge so… What/How I can balance with feet and hands off the floor throughout. Keep my tummy tight (core muscles) and back straight. I can balance with minimum wobble. Use my arms to help maintain balance. I can maintain balance without strain. Keep my head up and breathe throughout.	Developing my seated balance skills and knowledge so… What/How I can balance with feet and hands off the floor throughout. Keep my tummy tight (core muscles) and back straight. I can balance with minimum wobble. Use my arms to help maintain balance. I can maintain balance without strain. Keep my head up and breathe throughout.		
PSHE - **Valuing Difference**	Qualities of friendship To know what a video is	Kind conversation	What would I do?	The people we share our world with	Happy being me	Islands	Stop, start, stereotypes	

Computing –		To know a variety of filming techniques	To know how to plan to make a video	To be able to make a video	To know how to edit and import video clips	To know how to evaluate a video		
RE - **Unit 2.1 - Who is Jesus**	EQ4- Why was the resurrection so important for Jesus' followers? To know how different titles for Jesus reveal what Christians believe about his identity.	EQ4- Why was the resurrection so important for Jesus' followers? To explain why Christians, believe the resurrection changed everything for Jesus' followers.	EQ5 – Who do those with Christian worldviews say Jesus is? LO: To know that Christians believe Jesus is the Son of God and that, after his Ascension, the Holy Spirit helped his followers share the message about him.	EQ5 – Who do those with Christian worldviews say Jesus is? LO: To investigate how different Christians understand Jesus and explain similarities and differences in their beliefs.	EQ6 – Where do ideas about Jesus come from? LO: To explore how different cultures and worldviews influence artistic representations and understandings of Jesus.	EQ7 – How would Jesus describe himself today? LO: To interpret Jesus' teachings and consider how they might apply to issues in today's society.	EQ8 – Is Jesus important to everyone? LO: To compare how Jesus is understood and valued within Christian, Muslim and non-religious worldviews.	
MFL (French)	To know different body parts in French.	To know how to use adjectives to describe features	To know how to apply knowledge of sentence structure to describe activities.	To know the verb 'porter' to describe what someone is wearing.	To know French adjectives to describe feelings.	To know how to explain what is wrong when feeling unwell.	To know how to apply vocabulary from the unit.	