

Badgers Class - Medium Term Plan - Autumn 2 (B)

Please see below, our unit titles and learning goals and objectives for the next half-term!

If you have any further questions about the learning, which is in line with the National Curriculum and shows our progression of skills across year groups, please message the office with an aim to speak to either the Class Teacher or Subject Leader.

Maths	English	Science
<i>By the end of the term we aim to be able to...</i> <u>Addition and Subtraction</u> - Add or subtract 1's,10's,100's and 1000's to or from a number. - Add or subtract 3- or 4-digit numbers to or from each other. - Add or subtract across a boundary (with an exchange). - Add 3 different numbers together. - Make choices about appropriate methods to use when adding or subtracting, prioritising efficiency and accuracy. <u>Multiplication and Division</u> - To use inverse or fact families when multiplying or dividing. - Be confident in 2's, 5's and 10's. - Have learnt (have an awareness of or method to work out) 3, 4, 6, 8 and 11 times tables (Year 3).	<i>Our next texts:</i> <u>The Lion and the Unicorn</u> A chance to reflect on Remembrance Day, set during the war, it discusses evacuees, bullying and adapting to new environments. We will be using it to practice writing speech, rehearse tense and revise first and third person. <u>Granny Came Here on the Empire Windrush</u> About exploring the self, linked with our PSHE and Aspiration Day, this gives opportunities to reflect on what we would like to do and achieve and think about role models in our lives. We write letters, speeches, newspaper articles, utilise possessive apostrophes and use a variety of tenses in our writing. <u>The Selfish Giant</u> This is a prelude to creating our own fairy tales! Based on a traditional text, in line	<u>Animals Including Humans: Digestion and Food</u> <i>Our goals are to learn these objectives, using models, diagrams and acting to think about our body (no gross visuals, only clear learning tools!):</i> - The main organs of the human digestive system are the mouth, teeth, tongue, oesophagus, stomach, small and large intestines and each has a different function. - The different types of human teeth are incisors, canines, premolars and molars and each has a different function. - Teeth can be damaged by sugary and acidic food, for example. It is important to brush teeth twice a day, make good food choices and visit the dentist regularly.

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- Have learnt (have an awareness of or method to work out) 9, 7, and 12 times tables (<i>Year 4</i>). - Divide or share amounts into groups. - Double or halve an amount, multiple times. - Begin to multiply 2 or 3 digit numbers using familiar methods.	with our pantomime, RE and PSHE lessons, it explores the actions of a... particular character... and gives us opportunities to reflect on his choices and how he changes. We learn about metaphor, personification, practice speech further and think about our own perspectives, eventually independently writing a short story innovated from the text.	The teeth of carnivores and herbivores are different for a reason. Predators hunt for their food and prey are the animals being hunted. Producers make their own food. Food chains begin with a producer, followed by consumers and arrows to show the energy passed on.
Geography	DT	RE
<u>Where does our food come from?</u> This unit explores seasonal foods around the world, climates, our carbon footprint and the global impact of food on the environment. <i>We aim to be:</i> - Finding the position of the Equator and describing how this impacts our environmental regions. - Identifying the position of the Tropics of Cancer and Capricorn and their significance. - Identifying the position and significance of both the Arctic and Antarctic Circle. - Describing similarities and beginning to explain differences between two regions studied. - Understanding different types of settlement and land use, explaining why	<u>Cooking and Nutrition: Eating Seasonally</u> We have done two DT units this half-term, which will be balanced out by art and design in the next! This is a food technology unit, which means that towards the end of the half-term, children will be asked to bring in some seasonal ingredients in order to create their bakes! <i>Our learning objectives suggest that we should be able to:</i> - Explain that fruits and vegetables grow in different countries based on their climates and identify which grow where. - Understand that seasonal fruits and vegetables grow in a given season	<u>How does the worldwide Christian family celebrate, worship and mark key events?</u> Abbreviated to 'How do Christian families worship and celebrate key events?', we will be exploring a variety of different Christian denominations (Catholicism, Orthodox, Protestant, and some contained therein) and how they celebrate and worship differently, around the world. We will also think about how different countries and cultures have adapted these Christian events, reflecting on why non-Christians' may still participate or enjoy these events. The Christian ceremonies and key events we will focus on are:

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a settlement and community has grown in a particular location. • Describing how and why humans have responded in different ways to their local environments. • Mapping and labelling the six biomes on a world map. • Discussing climates and their impact on trade, land use and settlement. • Understanding some of the causes of climate change. • Describing how humans can impact the environment both positively and negatively, using examples. Beginning to use maps at more than one scale: • Locating some major cities, key human features and key physical features in countries studied, including significant environmental regions. • Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries and describe physical and human features in countries studied. • Using the scale bar on a map to estimate distances. • Finding countries and features of countries in an atlas using contents and index.	and that eating them in season positively affects the environment. • Identify which foods grow in which season and find recipes that contain seasonal foods. • Know that importing food impacts the environment. • Identify the equipment used to prepare food and explain why food needs to be prepared safely. • Describe the taste of various fruits and vegetables and identify flavours. • Design a seasonal dish and describe the ingredients' nutritional benefits. • Evaluate the dishes and give and receive feedback to identify strengths.	• Christmas • Easter • Advent • Eucharist • Baptism • Confirmation <i>Our goals are to learn:</i> • To identify and explain the significance of milestone events. • To explore the key events in a Christians' life and explain which ones are most important. • To investigate different Christian denominations. • To compare how different denominations use life events to express a sense of belonging. • To compare how Christmas is celebrated by different Christian communities around the world. • To evaluate what makes someone a Christian and why non-Christians celebrate Christmas too.
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PSHE	Computing	Music	French
<u>My Healthy Self: How Can I Make Healthy Choices?</u> Continuing our learning about food, nutrition and the body, children will have opportunities to discuss and reflect on how to keep themselves safe and healthy, respecting their and each other's bodies and choices. <i>Our aims are to:</i> • Describe the role of different food groups in keeping us healthy. • Explain why eating a variety of foods matters. • Name activities that help them stay active at school and at home. • Explain how being active helps their bodies stay strong and healthy. • Explain the importance of diet and hydration in maintaining energy levels.	<u>Creating Media: Video Trailers</u> Children will get to watch a series of trailers based on age appropriate books! We will discuss how trailers look, the devices (hardware and software) used to make them and how to edit and improve them, reflecting on the use of text and how it supports it! <i>We will need to think of and choose a favourite text to achieve our targets:</i> • Describe the purpose of a trailer. • Create a storyboard for a book trailer.	<u>Jazz!</u> By the end of this unit about what jazz is, how, when and where it originates from, we should be able to: • Explain what ragtime music is. • Play on the 'off beat' and sing a syncopated rhythm. • Play a call and then improvise a response. • Improvise or compose a scat singing performance with sounds and words.	<u>School Days</u> Some of us have only just begun learning French! We will revise the days of the week and learn more about numbers and the names of typical French lessons and part of their daily timetables (much like ours!). Through this, we will be challenged to: • Deduce the meaning of new words using a range of language detective skills. • Accurately imitate the pronunciation of new vocabulary, showing awareness of how accents change the sound. • Speak clearly and present simple phrases using a visual support. • Explain what there is and is not in a classroom.

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• Identify behaviours that can positively and negatively affect energy levels. • Describe simple signs of emotional or mental health challenges using familiar vocabulary. • Explain why asking for help is important. • Describe the difference between a fixed and a growth mindset. • Recognise how helping others can make them feel good.	• Consider camera angles when taking photos or videos. • Import videos and photos into film editing software. • Add text to a video. • Incorporate transitions between images. • Evaluate their own and others' trailers.	• Compose and play a jazz motif fluently, using swung quavers. • Play a swung rhythm using a tuned percussion instrument.	• Correctly identify masculine and feminine nouns in written form. • Extract key information from a written text. • Use modelled language to create sentences containing appropriate articles. • Write familiar language with a degree of accuracy by applying knowledge of sound-spelling links.
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