# Medium Term Planning
# Eagles Autumn Second Half 2021-2022

| | Week 1<br>1/11/21 | Week 2<br>8/11/21 | Week 3<br>15/11/21 | Week 4<br>22/11/21 | Week 5<br>29/11/21 | Week 6<br>6/12/21 | Week ~~7~~<br>13/12/21 | |
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| Theme | World War II | | | | | | | |
| **PSHE**<br>**Working Together** | Recognise and Develop Strengths and Skills | Developing Communication Skills | Developing Group Working Skills | Influences on Decision Making | Developing Awareness of Strengths and Skills in Group Work | Developing Perseverance | Evaluating and Feedback Skills | |
| **English**<br>**Reading Text**<br><br>**Writing** | War Horse<br><br>Biographies and Autobiographies | War Horse<br><br>Biographies and Autobiographies | War Horse<br><br>Biographies and Autobiographies | War Horse<br><br>Historical Fiction | War Horse<br><br>Historical Fiction | War Horse<br><br>Historical Fiction | War Horse<br><br>Historical Fiction | |
| **Maths (unit)** | Addition and Subtraction | Multiplication and Division | Multiplication and Division | Multiplication and Division | Fractions | Fractions | Fractions | |
| **Science**<br>**Electricity** | Explore a range of simple electric circuits | Investigate the effects of voltage and number of components on a working circuit | Explore resistance through the use of various components | Draw circuit diagrams | Design and make a dimmer switch | Design and create a light decoration circuit | | |
| **R.E.**<br>**Judaism** | Make links that show how Jewish beliefs about observing a holy Shabbat come from the teachings of the Torah | Use the right religious words to describe practices and experiences which make Shabbat holy for Jewish families | Show how Jewish believers express their religious beliefs about holiness in different ways and suggest why | Ask questions about groups we choose to listen to or join, especially those with great popularity and what it feels like to be inspired | Ask whether it is right to stand up for what you believe in life and suggest why some people do / don't, including people of faith | Ask about moral choices I and others make, and suggest what might happen if people kept to the holiness code | | |
| **ICT**<br>**Vector Drawing** | Identify that drawing tools can be used to produce different outcomes | Create a vector drawing by combining shapes | Use tools to achieve a desired effect | Recognise that vector drawings consist of layers | Group objects to make them easier to work with | Evaluate my vector drawing | | |
| **History/**<br>**Geography** | Research the life of civilians at home and understand and discuss the important role civilian women played during the | Prevent findings from last week to a group. | Find out about the lives of evacuees including research into some of the places they would have been sent. | Understand how our knowledge of the past is constructed from a range of sources. | Research the events leading up to, and involved in, the D-Day landings | Become familiar with the location of the surrendering countries and movements of the Allies involved in the last part of WW2 by locating | | |

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| | war. Produce a presentation. | | | | | them on a map of 1945 Europe. | | |
| **MUSIC Singing with control** | Singing with the correct posture and diction. | Singing in more than one part - harmonies. | Learning, rehearsing, polishing and performing songs for Christmas. | Learning, rehearsing, polishing and performing songs for Christmas. | Learning, rehearsing, polishing and performing songs for Christmas. | Learning, rehearsing, polishing and performing songs for Christmas. | Learning, rehearsing, polishing and performing songs for Christmas. | |
| **Art Drawing** | Select the most suitable drawing materials for the type of drawing I want to produce. | Use shading to add interesting effects to my drawings, using different grades of pencil. | Explain the ideas behind my images in my art sketchbook. | Use a variety of different shaped lines to indicate movement in my drawings. | Use shading to show shadows and reflections on 3D shapes. | Study other artists' drawings and experiment with some of these styles. | | |
| **MFL (French) PPA** | Introduce vocabulary and article (le/la) for the first six classroom objects. | Introduce vocabulary and article for the next five classroom objects. | Use of "j'ai" and "je n'ai pas" (I have/I don't have) | What do you have/do not have in your pencil case. Class survey. | Classroom commands | End of unit assessment | French Christmas | |
| **PE Gymnastics then kinball** | Improve the quality of performance of a pair sequence which incorporates moments of copying and complementing. | Adapt a pair sequence to show variety in speed, level and direction and to create a new compositionally developed sequence incorporating 6 – 8 actions. | Remember, improve and perform a compositionally developed sequence incorporating 6 – 8 actions. | Use balance and coordination to control the ball within a small group. | Consider the positioning of team members while predicting ball placement. | Co-operate with a small team to understand the rules of the kinball game. | Use the tactics of kinball to develop a strategy to win a team game. | |
| **PE Football** | Pass, intercept and receive the ball with control and accuracy. | Dribble and turn with the ball under control in various different skill situations. | Shoot with some accuracy and develop power and then more accuracy. | Develop team play, passing the ball and moving into space. Tackle safely and with control, often gaining the ball. | Develop team play, passing the ball and moving into space. Tackle safely and with control, often gaining the ball. | Play a 5 v 5 tournament. | | |