| Elveden C of E Primary Academy -Medium Term Plan | | | | | | | | |
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| LKS2 Cycle A- Autumn 1 2025 | | | | | | | | |
|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
| English Reading | Marcia and the riddle of the Sphinx and Egyptology. | Marcia and the riddle of the Sphinx and Egyptology. | Marcia and the riddle of the Sphinx and Egyptology. | Marcia and the riddle of the Sphinx and Egyptology. | Marcia and the riddle of the Sphinx and Egyptology. | Marcia and the riddle of the Sphinx and Egyptology. | Marcia and the riddle of the Sphinx and Egyptology. | Marcia and the riddle of the Sphinx and Egyptology. |
| English Writing | **Strong Start** | **Poetry with Emotions** | **First Person Narratives** | **First Person Narratives** | **Non-chronological reports** | **Non-chronological reports** | **Non-chronological reports** | **Flexible** |
| Maths Yr3 | **Place Value** | **Place Value** | **Place Value** | **Addition and Subtraction** | **Addition and Subtraction** | **Addition and Subtraction** | **Addition and Subtraction** | **Addition and Subtraction** |
| Maths Yr4 | **Place Value** | **Place Value** | **Place Value** | **Place Value** | **Addition and Subtraction** | **Addition and Subtraction** | **Addition and Subtraction** | **Measurement Area** |
| Science  Sound | **I am learning to identify how sounds are made,**  **associating some of them with something**  **vibrating, by identifying and explaining**  **sound sources around school.**  We will explore how sound is made through observing vibrations and investigating sound around the school. | **I am learning to find patterns between the volume of a**  **sound and the strength of the vibrations**  **that produced it.**  We will be learning how the size of vibrations effects the volume. We will be creating mini programmes to show our learning. | **I am learning to find patterns between the pitch of a**  **sound and features of the object that**  **produced it,**  We will be learning about pitch and how we can change the pitch of a sound by making straw pan pipes | **I am learning to recognise that sounds get fainter as the distance from the sound source increases**  We will be investigating how to make sounds louder over long distances by making string telephones. | **I am learning to recognise that vibrations from sounds**  **travel through a medium to the ear,**  We will be investigating the best material for sound proofing. | **I am learning to find patterns between the pitch of**  **a sound and features of the object**  **that produced it**  We will be designing and making instruments that make different pitched sounds and explaining how they work. | | **Quick Quiz** |
| Topic: History/Geography |  | **I am learning to use evidence to ask questions and find answers to questions about the past**  We will be looking at different artefacts, asking questions and having a go at answering the questions. | **I am learning to identify reasons why land is used in particular ways and link this to physical features**  **Begin to discuss the reasons why a particular place is suited to a particular use**  We will be looking at the geography of Egypt and how this links to where settlements and other land uses were placed. | **I am learning to identify reasons why land is used in particular ways and link this to physical features**  We will be learning more about the River Nile and its importance to the Egyptian people. | **I am learning to place events, artefacts and historical figures on a time line using dates**  We will be creating timelines in groups showing what we have learnt about the Ancient Egyptians. | **I am learning to describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children**  **Use evidence to ask questions and find answers to questions about the past**  We will be looking at images of Ancient Egyptian life to learn about what life was like for the Ancient Egyptians. | **I am learning to use more than one source of evidence for historical enquiry to gain a more accurate understanding about the Egyptians**  We will be learning about the pyramids and building pyramids out of different materials | **I am learning toto describe the social, ethnic, cultural or religious diversity of past societies**  We will be learning about Egyptian Gods and Goddesses.  Quick Quizzes |
| Topic: DT |  | **I am learning how to sew cross-stitch and appliqué**  We will be learning how to sew cross stitch and applique. | **I am learning to develop and use a template.**  We will design an Egyptian collar around a set theme and develop a template. | **I am learning to assemble fabric parts into a fabric product**  We will learn to attach our template to fabric to cut the shape, we will attach a piece of ribbon to the collar. | **I am learning to decorate fabric using appliqué and cross-stitch**  We will continue to make our Egyptian Collars adding embellishments with applique and beads. | **I am learning to decorate fabric using appliqué and cross-stitch**  We will continue to make our Egyptian Collars adding embellishments with applique and beads | **I am learning to evaluate my product.**  We will be modelling our finished collars and writing an evaluation of our product. | **Assessment** |
| Computing:  Project Evolve | Run knowledge map to identify lessons. | | | | | | | |
| Music: Charanga | **Ukulele (Suffolk Music Service)** | | | | | | |  |
| PE:  Gymnastics  Symmetry and Asymmetry | **I am learning to explore movements and balances in a symmetrical way** | **I am learning to apply 'excellent gymnastics' when exploring movements and balances in a symmetrical and asymmetrical way** | **I am learning to re-create pupils symmetrical balances on apparatus and look at how they can begin to move out of them, forming the start of a sequence** | **I am learning to start with symmetrical balances on apparatus, moving out of them, travelling to a new piece of apparatus and completing the start and middle section of a sequence** | **I am learning to complete their sequences** | **I am learning to perform their completed sequences** |  |  |
| PE: Football | **I am learning to use passing, dribbling and moving skills to keep possession and score.** | **I am learning to develop dribbling in order to keep control and keep possession of the ball.** | **I am learning  to introduce passing and receiving in order to keep possession of the ball** | **I am learning how to use pupils' prior knowledge and understanding of passing and dribbling, to create space whilst keeping possession, developing this concept into mini games** | **I am learning to to develop passing, moving and dribbling building up into mini game where pupils must keep possession in order to win** | **I am learning  to bring together the suggested sequence of learning into a level 1 tournament.** | **I am learning to  to bring together the suggested sequence of learning into a level 1 tournament.** |  |
| PSHE:  Being Me |  | **I am learning to recognise my worth and**  **can identify positive things**  **about myself and my**  **achievements.** | **I am learning**  **how to face new challenges**  **positively, make**  **responsible choices and**  **ask for help when I need it** | **I am learning to understand why rules**  **are needed and how**  **they relate to rights and**  **responsibilities** | **I am learning**  **understand that my**  **actions affect myself and**  **others and I care about**  **other people’s feelings** | **I am learning to can make responsible**  **choices and take action** | **I am learning to understand my actions**  **affect others and try to see**  **things from their points of**  **view** | **Quick Quiz** |
| RE:  How to Christians show that ‘reconciliation’ with God and other people are important |  | **I am learning to ENGAGE**  **with the idea**  **and meaning of**  **‘reconciliation’ in**  **everyday life**  We will be exploring the meaning of the word reconciliation. | **I am learning to ENQUIRE into the**  **concept of**  **‘reconciliation’**  **in a key**  **Christian story**  We will be exploring reconciliation in the start of the story: The Prodigal Son. | **I am learning to EXPLORE Christian**  **‘reconciliation’**  **through**  **(i) Biblical**  **Narrative**  We will be continue to explore the story: The Prodigal Son. | **I am learning to EXPLORE ideas of Christian**  **‘reconciliation’**  **through**  **(ii) Church**  **Practice**  We will be exploring confession in church. | **I am learning to EXPLORE Christian**  **‘reconciliation’**  **through**  **(iii) Christian**  **Living**  We will explore the Christian peacemaker Desmond Tutu. | **I am learning to EVALUATE our RE learning**  **in this unit**  **about**  **Reconciliation**  **in Christianity**  We will recap our learning from the unit of work and complete our quick quiz. | **I am learning to EXPRESS your RE**  **learning so it**  **can be shared**  **with others**  We will be express our learning from this unit of work. |
| MFL |  | **I am learning to explain to the pupils that they are going to learn about France and the Francophone world and will learn key French vocabulary** | **I am learning to learn how to say basic greetings and how to ask somebody how they are feeling as well as responses to the question in French** | **I am learning to consolidate language from last week and to learn how to ask and answer the question ‘Comment t’appelles-tu ?’ (What is your name?) in French** | **I am learning**  **to recall numbers 1-10 in French.** | **I am learning to recall 10 key colours in French.** | **I am learning to recall numbers 1-10 and 10 key colours in French** | **I am learning to consolidate all knowledge from the unit and complete the end of unit assessment** |