



Pear Tree
Primary School

Indigo Autumn 1- Ambition and Aspiration

Indigo Medium Term Planning Autumn 1

| | Week one 1.9.25 | Week two 8.9.25 | Week three 15.9.25 | Week four 22.9.25 | Week five 29.9.25 | Week six 6.10.25 | Week seven 13.10.25 | Week eight 20.10.25 |
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| Significant dates | Inset 1.9.25 & 2.9.25 | | | 26.9.25- Macmillan Coffee morning | | | | |
| Curriculum Pledge | | | | | | | | Go Star Gazing |
| English Reading | Cosmic- Frank- Cottrell Boyce | Cosmic- Frank- Cottrell Boyce | Cosmic- Frank- Cottrell Boyce | Cosmic- Frank- Cottrell Boyce | Cosmic- Frank- Cottrell Boyce | Cosmic- Frank- Cottrell Boyce | Cosmic- Frank- Cottrell Boyce | Cosmic- Frank- Cottrell Boyce |
| English Writing | Robot Girl- Malorie Blackman | Robot Girl- Malorie Blackman | Robot Girl- Malorie Blackman | Robot Girl- Malorie Blackman | Hidden Figures- Margot Lee Shetterly | Hidden Figures- Margot Lee Shetterly | Hidden Figures- Margot Lee Shetterly | Hidden Figures- Margot Lee Shetterly |
| Maths | Place Value | Place Value | Place Value | Place Value | Addition and Subtraction | Addition and Subtraction | Multiplication and Division A | Multiplication and Division A |
| Science | | Lesson 1 LO: Describe the movement of the Earth and other planets, relative to the sun in the solar system. WS: I can raise questions and ask questions and suggest reasons for similarities and differences. SE: I can identify | Lesson 2 LO: Describe the movement of the Earth and other planets, relative to the sun in the solar system. WS: I can use measurement to represent planets in a model. SE: I can identify and classify planets | Lesson 3 LO: Describe the movement of the moon relative to the Earth. WS: I can record my work using scientific diagrams and labels when representing the Moon phases. SE: I can observe | Lesson 4 LO: Describe the Sun, Earth and Moon as approximate spherical bodies. WS: I can use a model to discuss, communicate and justify scientific ideas using scientific vocabulary. SE: I can use research and secondary | Lesson 5 L.O- To use the Earth's rotation to explain day and night due to the apparent movement of the sun across the sky. WS: I can present my results in a variety of ways to answer a question. SE: I can look for patterns in how much day light | Lesson 6 L.O- Describe the movement of the moon relative to the Earth. WS: I can plan my own fair test and control variables. WS: I can plan my own fair test and control variables. SE: I can conduct a fair test where variables are | |

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| | | and classify planets. | | changes over time. | sources to find out about the Moon. | each place gets in relation to where the country is located. | identified and controlled. | |
| History | <p>LO: To test out a hypothesis in order to answer a question.</p> <p>Would moon travel have been possible without Katherine Johnson?</p> | <p>Space race</p> <p>LO: Observe or handle evidence to ask questions and find answers to questions about the past</p> <p>Suggest suitable sources of evidence for historical enquiries</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history</p> <p>Suggest causes and consequences of some of the main events and changes in history</p> <p>Primary and secondary sources.</p> | | | | | | |
| Geography | *Home learning for North West. | LO: To be able to name the counties of the North West | LO: Use key symbols from OS maps to build | LO: Explain how the human geography of | LO: Map a route from their house to school, taking | LO: To collect information about Nantwich such as | LO: To collect information about Nantwich such as | |

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| | | <p>(Cheshire, Cumbria, Greater Manchester, Lancashire, Merseyside) and 6 counties across the UK</p> <p>Counties info book- pages photocopied. Each table has a county and creates a poster on the county to share.</p> <p>End- other counties</p> | <p>knowledge of Nantwich as a town</p> <p>OS map history</p> <p>OS map symbols</p> <p>Look at symbols and maps of Nantwich. In books draw and record OS symbols seen around Nantwich</p> | <p>Nantwich has changed since Roman times. LO: Explain why Nantwich made a good town to settle along due to trade links with North Wales LO: Use six figure grid referencing to describe and locate Nantwich as part of the North West and wider UK</p> <p>Starter- sort physical/human geography cards. WBS- name some that we have in Nantwich. How are these different to the roman times? Grid references and map activity.</p> | <p>into account main roads, shops, key housing locations and other human features such as parks</p> <p>Starter- on wbs record shops, key housing locations and other human features such as parks they see on their walk to school</p> <p>Locate their house on a map- can they do this? Highlight on the map the journey they take to school.</p> <p>In books draw the route they take to school- make a legend for the map.</p> | <p>its key human and physical features LO: To explain how Nantwich fits into its wider geographical location; with reference to human and economical features</p> <p>Starter- counties in the northwest. Counties across the UK</p> <p>Use Ipads to research Nantwich- decide on areas to research (link to key human and physical features)</p> | <p>its key human and physical features and use it in a report.</p> <p>Create a report on Nantwich</p> <p>LO: Explain how salt has impacted Nantwich and surrounding towns LO: Describe the impact salt production had on the local area LO: Consider the financial impact brine had on the local town</p> <p>*Covered at visit</p> | |
| Computing | | Purple Mash- Quizzing | Purple Mash- Quizzing | Purple Mash- Quizzing | Purple Mash- Quizzing | Purple Mash- Quizzing | Purple Mash- Databases | Purple Mash- Databases |
| DT | N/A | | | | | | | |
| Art | Space based art- rocket art, constellations, reflections, sketching. | <p>LO: To explore the purpose and effect of imagery. Lesson 1</p> | <p>LO: To understand and explore decision making in creative processes. Lesson 2</p> | <p>LO: To develop drawn ideas through printmaking. Lesson 3</p> | <p>LO: To test and develop ideas using sketchbooks. Lesson 4</p> | <p>LO: To apply an understanding of drawing processes to revisit and improve ideas. Lesson 5</p> | | |

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| PE | Health Related Fitness LOC | Health Related Fitness LOC L1 | Health Related Fitness LOC L2 | Health Related Fitness LOC L3 | Health Related Fitness LOC L4 | Health Related Fitness LOC L5 | Health Related Fitness LOC L6 | *Review |
| PE | Tag Rugby- CO | Tag Rugby- CO | Tag Rugby- CO | Tag Rugby- CO | Tag Rugby- CO | Tag Rugby- CO | Tag Rugby- CO | Tag Rugby- CO |
| PSHE | Meet your Brain – My Happy Mind | Meet your Brain – My Happy Mind | Meet your Brain – My Happy Mind | Meet your Brain – My Happy Mind | Meet your Brain – My Happy Mind | | | |
| Music | Getting Loopy | Lesson one: Catchphrase | Lesson Two: Transforming your catchphrase | Lesson Three; Looping catchphrases | Lesson four: Earth. Wind and fire | Lesson Five: Moving beyond the literal towards the abstract | Lesson Six; The looping performance | |
| RE | <p>RE</p> <p>Hinduism – Is the idea of one God important in Hindu Dharma?</p> <p>Describe various forms of worship that happen in the Hindu Mandir (temple) including Puja</p> <p>Outline some of the stories of Vishnu, Rama and Sita and explain their significance for many Hindus.</p> <p>Identify key Hindu Dharma symbols and explain their meaning eg. aum.</p> <p>Describe how and suggest why many</p> | <p>LO: To be able to describe various forms of worship that happen in the Hindu Temple and at home, including puja</p> <p>Refer to RE MTP here</p> | <p>LO: To be able to identify key Hindu symbols and their meaning eg Aum, Swastika</p> | <p>LO: To be able to outline some of the stories of Vishnu, Rama and Sita</p> | <p>LO: To be able to explain how the stories of Vishnu, Rama and Sita are significant for most Hindus</p> | <p>LO: To be able to describe how some Hindus may celebrate Diwali and Holi</p> | <p>LO: To be able to suggest why some Hindus may celebrate Diwali and Holi</p> | |

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| | Hindus celebrate Diwali and Holi | | | | | | | |
| | I can talk about key beliefs in Hindu Dharma | | | | | | | |
| French | Me and my friends at School | LO: understand some adjectives to describe my feelings. | LO: begin to answer the question "How are you?" in more details | LO: say an extended sentence about how I am feeling. | LO: say some important things about myself and somebody else. | LO: say if I like or dislike a school subject. | LO: give my opinion about school subjects. | |

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