

**OUR LADY'S CATHOLIC PRIMARY SCHOOL  
MEDIUM TERM PLANNING GRID**



| Week               | 1  | 2  | 3  | 4   | 5   | 6  | 7  |
|--------------------|--|--|--|---|---|--|--|
| Subject            | 31/10/2022   | 7/11/2022  | 14/11/2022   | 21/11/2022  | 28/11/2022  | 5/12/2022  | 12/12/2022   |
| <b>ENGLISH</b>     | <b>Street Child</b><br>Editing and improving newspaper report.<br><b>Poetry</b><br>Interpreting a poem and reflecting on its meaning.<br>Using a stimulus to plan a powerful poem,<br>Writing a powerful poem. | <b>Kensuke's Kingdom</b><br>Making predictions about a text.<br>Identifying the advantages and disadvantages of a situation.<br>Showing understanding of events within a chapter.<br>Recognising cohesion in paragraphs. | <b>Parliament Week</b><br>What is the UK Parliament?<br>Understanding the difference between government and Parliament.<br>What happens during a general election?<br>Mock general election. | <b>Kensuke's Kingdom</b><br>Features of a balanced argument.<br>Using formal language.<br>Using brackets, dashes and commas to indicate parenthesis.<br>Planning balanced argument – gathering information about pros and cons of a question. | <b>Kensuke's Kingdom</b><br>Use of thesaurus to expand vocabulary<br>Use of modal verbs to indicate possibility/certainty.<br>First draft of balanced argument.<br>Editing and improving balanced argument. | <b>Kensuke's Kingdom</b><br>Features of a setting description<br>Planning setting description based on the island.<br>First draft of setting description.<br>Editing and improving setting description | <b>Kensuke's Kingdom</b><br>Showing understanding of events within a chapter.<br>Diary entry from the perspective of Kensuke.<br>Edit and improve diary entry from the perspective of Kensuke. |
| <b>MATHEMATICS</b> | <b>Four Operations</b><br>Dividing a 4-digit number by a 1 digit number<br><b>Fractions</b><br>Identifying part of a whole<br>Identifying and writing fractions  | <b>Fractions</b><br>Finding equivalent fractions and finding the simplest form.<br>Simplifying fractions.<br>Fractions on a number line.   | <b>Fractions</b><br>Ordering and comparing fractions.<br>Adding fractions<br>Subtracting fractions.  | <b>Fractions</b><br>Adding mixed numbers<br>Subtracting mixed numbers.<br>Multiplying fractions by intergers.<br>Multiplying fractions by fractions.  | <b>Fractions</b><br>Divide a fraction by an integer.<br>Divide any fraction by an integer.<br>Fraction of an amount.<br><b>Measurement- Converting units</b><br>Metric measures.                            | <b>Measurement- Converting units</b><br>Converting metric measures.<br>Calculate with metrics measures.<br>Miles and Kilometers.<br>Imperial measures.   | <b>Ratio</b><br>Add or multiply?<br>Using ratio language.<br>Introduction to the ratio symbol.<br>Ratio and fractions.   |

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|------------------|--|--|--|--|---|---|--|
| <b>Subject</b>   |  |  |  |  |   |   |  |
| <b>SCIENCE</b>   |  |  | <b>How is the size and shape of shadows determined?</b><br>Children plan and carry out their own investigation to discover the effect of light sources on shadows. |  | <b>How do we see non-light sources?</b><br>Children will be able to use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. |   | <b>Classify animals based on their similarities</b><br>Children will be given pictures on many different animals and have to classify them based on their similarities (e.g. 4 legs/ less than 4 legs) |
| <b>RE</b>        | Reflecting on personal understanding of justice. | Be aware that we are called to work for justice.   | Learning about those persecuted for speaking out against injustice.  | Have the opportunity to know about some people who work for justice.           | Have the opportunity to know that in Advent we prepare to celebrate the birthday of Jesus   | Reflect on how we prepare for the season of Advent            | Have an opportunity to know about the Incarnation  |
| <b>PSHE</b>      | Body Image                                       | Funny feelings   | Funny feelings   | Emotional Changes  | Emotional Changes   | Seeing things online  | Seeing things online   |
| <b>COMPUTING</b> |  | <b>Can a picture move?</b><br>Explaining that animation is a sequence of drawings or photographs |  | <b>Frame by frame</b><br>Relating animated movement with a sequence of images. |   | <b>What's the story?</b><br>Planning an animation.            |  |
| <b>MFL</b>       | Revise numbers 0-12                              | Use a speaking frame to practice asking and answering questions with a partner                   | Learn about the concept of liaison in spoken language  | Share knowledge about London from a map and through discussion                 | Learn about the function of an adverbial phrase of place, and how to use it as a sentence opener  | Learn that a fronted adverbial is usually followed by a comma | Share knowledge about Paris from a map and through discussion  |

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| <b>HISTORY</b>               |  | <b>Who was Mary Heys?</b><br>Children used numerous artifacts to piece together the life of a Manchester Female Reformer from the massacre |  | <b>What's so important about corn?</b><br>Children gain an understanding of the Corn Laws imposed in Britain in 1815. They see why this led to unrest amongst the people.<br><b>What was the impact of Sandy Brow?</b><br>The children learn about the Fray of Sandy Brow in 1819 and how this event led to Peterloo. |  | <b>What was the massacre of Peterloo?</b><br>Children use maps and photos to link the name of St Peters Square to the event. Children look at recounts/sources of the day. Who was at fault? Is there bias in the retelling of the events? Why? |   |
| <b>DIVERSITY</b>             |  | Remembrance day  |  | Anti- Bullying Week   |  | Hannukah  |   |
| <b>PE</b>                    | Hockey<br>Circuit training   | Hockey<br>Circuit training   | Hockey<br>Circuit training   | Hockey<br>Circuit training  | Hockey<br>Circuit training   | Hockey<br>Circuit training  | Hockey<br>Circuit training  |
| <b>DESIGN AND TECHNOLOGY</b> | Introduction to making CAM toys.   |  | Market research<br>What existing CAM toys are currently available?   |   | Designing own CAM toy.   |   | Making CAM toy based on chosen design.  |
| <b>MUSIC</b>                 | <b>Classroom Jazz 2</b><br>Listen and Appraise<br>Bacharach Anorak<br>Learn to play the piece with notation. |  | <b>Classroom Jazz 2</b><br>Listen and Appraise<br>Speaking my Peace<br>Develop playing Bacharach Anorak with notation. |   | <b>Classroom Jazz 2</b><br>Listen and Appraise<br>Take the 'A' Train.<br>Perform Bacharach Anorak with notation. |   | <b>Classroom Jazz 2</b><br>Listen and Appraise<br>Meet the Blues.<br>Consolidate performing Bacharach Anorak with notation. |