



OUR LADY'S CATHOLIC PRIMARY SCHOOL
MEDIUM TERM PLANNING GRID

WEEK SUBJECT	1 <i>31/11/2022</i>	2 <i>07/11/2022</i>	3 <i>14/11/2022</i>	4 <i>21/11/2022</i>	5 <i>28/11/2022</i>	6 <i>05/12/2022</i>	7 <i>12/12/2022</i>
ENGLISH	<p><u>Text-The Firework-Maker's Daughter</u></p> <p>Benchmark Task -to write a set of instructions. Read first chapter of the text and discuss. Write descriptive words and phrases to describe the character, Lila.</p> <p>Adjectives. Phonics.</p>	<p><u>Text-The Firework-Maker's Daughter</u></p> <p>Write a description of Lila. Write a firework poem.</p> <p>Adjectives. Phonics.</p>	<p><u>Text-The Firework-Maker's Daughter</u></p> <p>Write a dialogue between two characters from 'The Firework-Maker's Daughter'.</p> <p>Dialogue. Phonics.</p>	<p><u>Text-The Firework-Maker's Daughter</u></p> <p>Write a letter based on the letter which Lila sent to her father Write a diary entry, The children will, over two days, complete various writing activities based on the text. There will be a carousel of activities to complete.</p> <p>Phonics.</p>	<p>Assessment week. <u>Text-The Firework-Maker's Daughter</u></p> <p>Comprehension Based on 'The Firework-Maker's Daughter'.</p> <p>Phonics.</p>	<p><u>Text-The Firework-Maker's Daughter</u></p> <p>Deconstruct a text. Write a set of instructions.</p> <p>Phonics.</p>	<p><u>Text-The Firework-Maker's Daughter</u></p> <p>End Benchmark Task-write a set of instructions based on the text, 'The Firework-Maker's Daughter'. Poetry.</p> <p>Phonics.</p>
MATHEMATICS	<p><u>Addition and Subtraction</u> <u>Spot the pattern</u> Children consolidate their learning from the previous three steps, exploring the effect of adding or subtracting 1s, 10s or 100s to or from any 3-digit number using different strategies.</p>	<p><u>Addition and Subtraction</u> <u>Add 1s across a 10</u> Children explore strategies to add 1-digit numbers to a 2-digit number crossing 10. <u>Add 10s across a 100</u> Children build on previous steps to add multiples of 10 to any 3-digit number where they are required to cross the next hundred.</p>	<p><u>Addition and Subtraction</u> <u>Add 10s across a 100</u> Children will use a number line and part-whole model to add 10 across 100. <u>Subtract 1s across a 10.</u> Children will use strategies to subtract a 1-digit number from a 2-digit number crossing a 10.</p>	<p><u>Addition and Subtraction</u> <u>Subtract 10s across a 100</u> Children extend their knowledge of subtracting 10s from any 3-digit number to include crossing a 100. <u>Add two numbers</u> Add two numbers with no exchange. <u>Subtract two numbers</u> Subtract two numbers with no exchange.</p>	<p><u>Addition and Subtraction</u> <u>Add two numbers across a 10</u> Children add two numbers, but now with exchanges into the tens. <u>Add two numbers (across a 100)</u> Exchange 10 tens for 1 hundred. <u>Subtract two numbers (across a 10)</u> <u>Subtract two numbers (across 100)</u> Children will use base 10 and place value counters to represent calculations alongside the written method.</p>	<p><u>Multiplication and Division</u> <u>Multiplication-equal groups</u> Children will recognise, make and add equal groups. <u>Use arrays</u> Children build and use arrays to enhance their knowledge of the link between repeated addition and multiplication and to explore commutativity. <u>Multiples of 2, 5 and 10</u></p>	<p><u>Multiplication and Division</u> <u>Sharing and grouping</u> children revisit and consolidate their understanding of division as both sharing and grouping. <u>Multiply by 3</u> Use a range of concrete and pictorial representations to deepen their understanding of multiplying by 3. <u>Divide by 3</u> Children explore dividing by 3 through sharing into 3 equal groups and by grouping into 3s.</p>
NOTES	Inset Day – 31/10/2022	Primary DT Subject Leader Network meeting. Normandy Veterans visiting school-. (Friday)	Coordinator release and Primary English Subject Leader Network meeting. (Thursday) Monday: Learn With Me Morning.				



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SCIENCE	<u>Rocks</u> Children will be introduced to a variety of rocks and will examine and handle these. They will be introduced to the terms 'natural' and 'man-made'. They will also watch a video clip and a PowerPoint about the three types of rock-igneous, sedimentary and metamorphic. They will then identify and group the rocks.		<u>Rocks</u> The children will carry out experimental work to identify whether rocks are permeable, hard etc., recording their results. There will be four experimental stations.		<u>Rocks</u> The children will learn about Mary Anning and will watch a short animation about fossils. Then, they will complete a task about fossils. They will then watch a PowerPoint about soil-What Am I? Then they will investigate and classify the different soils.	
RE	<u>Mary, Mother of God</u> Read story about being chosen and discuss times when the children have been chosen to do something special. Read the Annunciation-discuss why they think that Mary was chosen to be the mother of Jesus.	<u>Mary, Mother of God</u> With a talking partner, children discuss the story of the Annunciation and complete a spider web of this.	<u>Mary, Mother of God</u> Read story of Mary's visit to Elizabeth- write examples of how Mary, Elizabeth and the children trusted in God. Reflect on mysteries-children write thought bubbles. Mystery of the incarnation-discuss ways in which Jesus showed that he was truly God.	<u>Mary, Mother of God</u> Discuss why God came to earth. Mystery of the incarnation- discuss ways in which Jesus showed that he was truly human. Present work in various ways chosen by each child. Discuss Advent and what it means.	<u>Mary, Mother of God</u> Discuss Advent promises and then the children will draw an Advent wreath and write their Advent promise in the middle of this. Discuss the crib and write a bidding prayer.	<u>Mary, Mother of God</u> Read the story of the birth of Jesus and children will complete work based on this. Read the story of the shepherds and children will complete work based on this.
PSHE	<u>What am I feeling?</u> Children will learn: That emotions change as they grow up. About the range and intensity of their feelings and that 'feelings' are not good guides for action	<u>What am I feeling?</u> Children will learn: That feelings are neither good or bad, but information about what we are experiencing that help us consider how to act.	<u>What am I looking at?</u> Children will learn: To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.	<u>What am I looking at?</u> Children will learn: That God made us and loves us as we are.	<u>I am thankful</u> Children will learn that: Some behaviour is wrong, unacceptable, unhealthy and/or risky.	<u>I am thankful</u> Children will learn that: Thankfulness builds resilience against feelings of envy, inadequacy, and insecurity, and against pressure from peers and the media.
COMPUTING		<u>Creating media</u>		<u>Creating media</u>		<u>Creating media</u>
MFL	Niveau Bleu Module 2	Niveau Bleu Module 2	Niveau Bleu Module 2	Niveau Bleu Module 2	Niveau Bleu Module 2	Niveau Bleu Module 2



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HISTORY		The children will be learning about the Bleachworks which was formally at Alexandra Park. They will be learning about the importance of the Sykes family in relation to this.		The children will be learning about trade, specifically focusing on trade in Stockport during the Victorian period. We will be looking at the significance of the viaduct and the railway station.		
DIVERSITY		(Historical trip around Edgeley)		Children will work in small groups to devise mini plays from the 'Who's In?' scenario cards.		Recap on drama performances and reflect on all the ways in which we can make people feel included. Then the children will make a poster showing this.
PE	Tennis - develop skills. Dance - The language of Dance Lesson 4 Warm-up-stretches, bends, twists and turns. Make a dance.	Tennis - develop skills. Dance - The language of Dance Lesson 5 Warm-up-stretches, bends, twists and turns. Dance process.	Tennis - develop skills.	Tennis - develop skills.	Tennis - develop skills.	Tennis - develop skills.
DT	INSET		DT- Mechanical Structures (Levers and linkages) Discuss and decide on PUP- Product, User, Purpose. Focused task- make a lever using split pins.		DT- Mechanical Structures (Levers and linkages) Design a Christmas card with a religious theme. (This will be made during the final week).	
MUSIC	African Drumming Charanga-Glockenspiel appraisal, individual glockenspiel parts to play and paired playing- two children playing a piece of music together on the glockenspiel.	African Drumming	African Drumming Charanga-Glockenspiel appraisal, individual glockenspiel parts to play and paired playing- two children playing a piece of music together on the glockenspiel.	African Drumming	African Drumming Charanga-Glockenspiel appraisal, individual glockenspiel parts to play and paired playing- two children playing a piece of music together on the glockenspiel.	African Drumming
NOTES		11/11/2022 historical trip around Stockport.				