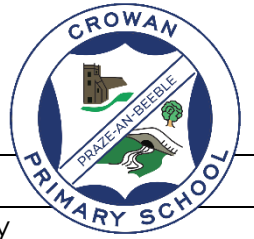


Year A Crenver Autumn 1



Subject	Areas of focus	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
English	Place Value of Punctuation	Nouns (Common, proper, collective, partitive and abstract)	Verbs ('being' and 'to have, regular and irregular, phrasal)	Subjects and building single-clause sentences	Subject/Verb focus (Co-ordinating conjunctions, compound and dummy subjects, gerunds)	Non-chronologically Report	Non-chronologically Report	Poetry
Maths	Place Value	Y5: Place Value Y6: Place Value	Y5: Place Value Y6: Place Value	Y5: Place Value Y6: Addition, Subtraction, Multiplication, Division	Y5: Addition and Subtraction Y6: Addition, Subtraction, Multiplication, Division	Y5: Addition and Subtraction Y6: Addition, Subtraction, Multiplication, Division	Y5: Multiplication and Division Y6: Addition, Subtraction, Multiplication, Division	Y5: Multiplication and Division Y6: Addition, Subtraction, Multiplication, Division
Science	How does understanding electrical circuits help us to design and create useful technologies?	1. What are the parts of an electrical circuit?	2. What effect does voltage have on an electrical circuit?	3. Can I solve a problem within an electrical circuit?	4. What effects the output of a circuit?	5. Can I apply my knowledge to build a set of traffic lights?	5. Can I apply my knowledge to build a set of traffic lights?	6. What are electrical insulators and conductors?
History	Can I explain when and where the Vikings came from and why they raided Britain?	Who were the Anglo-Saxons and where did they come from?	What was life like in an Anglo-Saxon village and how did their laws and justice system work?	How did Christianity change Anglo-Saxon England?	Who were the Vikings and why did they travel to Britain and raid?	Were the Vikings only raiders and destroyers?	How did the Anglo-Saxons resist the Vikings and what was Danegeld?	Who was Edward the Confessor and how did the struggles between the Anglo-Saxons and Vikings shape England by 1066?
Geography	How have economic activity and trade shaped Cornwall and the UK in the past, and how will they influence the future?	1.What do economic activity and trade mean, and why are they important?	2. How did Cornwall's economy develop in the past?	3. How did the Industrial Revolution change economic activity and trade in the UK?	4. How does Cornwall trade with the rest of the UK and the world today?	5. What does the UK trade with other countries, and why?	6. What challenges do Cornwall and the UK face in trade and economic activity?	. How might economic activity and trade in Cornwall and the UK change in the future?
Art	Drawing - Can I use drawing skills, within the context of still life?	1.Can I use a pencil to create line, tone, texture and pattern?	1.Can I use a pencil to create line, tone, texture and pattern?	2.Can I use line, tone, texture and pattern when creating an observational drawing?	3.Can I use chalk and charcoal to create the form of a chosen item?	4.Can I use the wash technique in my drawing?	5.Can I use my drawing knowledge to create an eye catching label?	6.Can I use my drawing knowledge to draw a still life picture?
DT	How can make I make my structure strong?	1.Which shapes and structures are the strongest design? (Investigation)	2.How do I make my own strong shapes? (Investigation)	3.How do I design a strong box that will survive a fall? (Design)	4.How do I build a strong structure? (Build)	4.How do I build a strong structure? (Build)	5.How well did my design work and how could I improve it? (Evaluation)	
PE	DANCE -Vikings Can I perform a dance based around a stimulus and perform for an audience? FOREST SCHOOL Can we explore and use the woodland to support our learning?	1.Can I develop a dance motif using the Vikings as a stimulus? 1.How can we use our knowledge to navigate and explore the woodland safely?	2.Can I develop a dance motif using a visual stimulus? 2.How can we identify and use trees safely and responsibly?	3.Can I develop a dance from a narrative stimulus and include emotions within the dance? 3.How do all woodland creatures depend on each other?	4.Can I develop a dance through body shapes and gesture for others to interpret? 4.How can we use natural materials to create something useful or meaningful?	5.Can I practise and refine the performance and composition of a dance? 5. How can we build a shelter that protects us from the elements?	6.Can I practise and perform a dance to an audience? 6. How can we protect and preserve the woodland?	7. How do we cook in the woods?
Music	How can we use our voices and instruments to explore and perform classic rock music?	1. Can you listen and appraise the song 'Livin' On A Prayer' and other classic rock songs?	2. Can you copy back rhythms that you have heard?	3. Can you use your voice to copy rhythms and notes that you have heard?	4. Can you play instruments with and without notation?	5. Can you improvise the song using your voice and instruments?	7. Can you improvise the song using your voice and instruments?	

RE	What kind of King is Jesus?	1.In Jesus' parables, who is invited into God's kingdom?	2.According to Jesus' teachings, how important is forgiveness in God's kingdom?	3.How does Christian Aid try to make the world more like God's kingdom?	4.How do Christians see God's kingdom as being now and in the future?	5.For Christians, what are the features of God's kingdom and Jesus' kingship?	6.How do Christians try to live in God's kingdom?	
PSHE (SCARF)	Me and my relationships How can I build positive, respectful and healthy relationships with others, both online and offline?	1. Can I explain what collaboration means and give examples of collaborative working?	2. Can I explain what is meant by the terms negotiation and compromise?	3. Can I understand that online communication can be misinterpreted?	4. Can I demonstrate how to respond to a wide range of feelings in others?	5. Can I identify what things make a relationship unhealthy?	6. Can I recognise basic emotional needs, understanding that they change according to circumstance?	7. Can I identify characteristics of passive, aggressive and assertive behaviours?
Computing	Computers Past, Present and future: Can I learn about the development of technology?	1. Can I understand and show awareness of how computers and digital technology help us today?	1. Can I understand and show awareness of how computers and digital technology help us today?	2. Can I understand how technology has changed over time and represent it as an interactive timeline?	3. Can I understand the impact (positive/negative) technological changes have on society?	4. Can I predict how technology will change in the future?	2. Can I understand how technology has changed over time and represent it as an interactive timeline?	
MFL	Can I read and write the date in French?	1.Can I recognise and recall the 7 days of the week in French?	2. Can I recognise and recall the 12 months of the year in French?	3. Can I recognise and recall numbers 1-31 in French?	4.Can I ask and answer the question 'Quelle est la date aujourd'hui?'	5.Can I ask and answer the question 'C'est quand ton anniversaire ?'		

Key Stage 2 Medium Term plan – Crenver Year A Autumn 1 2025/26