



Medium Term Plan Year: Term 5 Summer 1

Maths

Week 1 - Shape - Geometry - understand and use degrees - classify angles - estimate angles - measure angles up to 180°	Week 2 - Shape - Geometry - draw lines and angles accurately - calculate angles around a point - calculate angles on a straight line	Week 3 - Shape - Geometry - calculate lengths and angles in shapes - regular and irregular polygons - explore 3-D shapes	Week 4 - Position and Direction - Geometry - read and plot coordinates - problem solve with coordinates - translate	Week 5 - Position and Direction - Geometry - translate with coordinates - identify lines of symmetry - reflect shapes on horizontal and vertical lines	Week 6 - Decimals - Number - use known facts to add and subtract decimals within 1 - find complements to 1 - add and subtract decimals across 1 - add decimals with the same number of decimal places To be taught in Term 6
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English Writing - Shakespeare Project - The Winter's Tale by William Shakespeare Narrative unit Weeks 1-4 (Settings, Letter, Diary, Playscript writing) Non-fiction unit Week 5-6 (Poetry)

Week 1 - explore how the atmosphere of a setting can be created - use a range of figurative language - describe a setting effectively* *objective change from last year	Week 2 - understand a play (drama) - explore a character's thoughts, feelings and reactions (drama/writing) - generate, prioritise and organise ideas for writing persuasively* - use powerful vocabulary, cohesive devices and rhetorical techniques * objective change from last year	Week 3 - perform a play script and explore its features (drama) - record character point of view* - plan a character diary entry* - use consistent tense and point of view (POV)* * objective change from last year	Week 4 - understand a sequence of events (drama) - identify features of a playscript* - apply features of a playscript* * objective change from last year - short week BHM & Polling Day	Week 5 - understand a sequence of events (drama) - construct and perform character dialogue* - explore and identify features of poetry* - generate language around a chosen theme* * objective change from last year	Week 6 - understand and perform a sequence of events (drama) - construct a poem around a chosen theme* - edit and perform a written poem* * objective change from last year
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English Reading - VIPERS					
Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence/Summarise
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	- provide one or two pieces of evidence to support the inference they are making.	- confirm and modify predictions as they read on.	- identify how language, structure and presentation contribute to meaning.		- identify themes across a wide range of writing.
Science:					
Week 1: -explore sexual reproduction in mammals (step 1) Knowledge: -Describe the life process of reproduction in some plants and animals. Working Scientifically: -Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas (non-statutory). Vocabulary: fertilisation, embryo, sperm cells, egg cells, sexual reproduction	Week 2 -explore reproductive parts in plants (step 2) Knowledge: -Describe the life process of reproduction in some plants and animals. Working Scientifically: -Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, bar charts and line graphs. Vocabulary: anther, filament, ovule, stigma, style, ovary, pollen, stamen, pistil	Week 3 -describe pollination (step 3) Knowledge: -Describe the life process of reproduction in some plants and animals. Working Scientifically: -Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. Vocabulary: pollination, pollen, ovule, fertilisation	Week 4 -explore asexual reproduction (step 4) Knowledge: -Describe the life process of reproduction in some plants and animals. Working Scientifically: -Identify scientific evidence that has been used to support or refute ideas or arguments. Vocabulary: clone, runner, tuber, bulb, asexual reproduction	Week 5 -plan -clone plants investigation (step 5) -plant -clone plants investigation (step 6) Knowledge: -Describe the life process of reproduction in some plants and animals. Working Scientifically: -plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. (step 5) -Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. (step 6)	Week 6 -explore dissolving (step 1) Knowledge: -Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Working Scientifically: -Use test results to make predictions to set up further comparative and fair tests. Vocabulary: dissolve, soluble, insoluble, solution, substance To be taught in Term 6

				Vocabulary: independent variable, dependent variable, controlled variable (step 5) clone, cutting, parent plant, compost, asexual reproduction (step 6)	
				NOTE: Measurements need to be taken each week for at least a 6 week period. Follow up lesson in term 6.	
Art and Design - Screen Printing					
Week 1 Knowledge objective: WALT: Understand that propaganda art was used during WWII to spread government messages Vocabulary: Propaganda	Week 2 Skill objective: WALT: Mix colour, shades and tones with confidence, starting to develop their own style using tonal contrast Vocabulary: Hue, tint, shade, tone	Week 3 Skill objective: WALT: Confidently control the types of marks made	Week 4 Knowledge objective: WALT: Know that screen printing is a way to mass produce images and it uses a screen, printing ink and a stencil to produce and reproduce an image by pushing ink through a fine mesh and a stencil to imprint the image onto paper or fabric Skill objective: WALT: Use screen printing equipment safely and appropriately and be able to produce a clean printed image. WALT: Start to experience over-laying colours Vocabulary: - Screen printing, screen, mesh, squeegee, negative space, stencil, overlay	Week 5 Knowledge objective: WALT: Know that screen printing is a way to mass produce images and it uses a screen, printing ink and a stencil to produce and reproduce an image by pushing ink through a fine mesh and a stencil to imprint the image onto paper or fabric Skill objective: WALT: Use screen printing equipment safely and appropriately and be able to produce a clean printed image. WALT: Start to experience over-laying colours Vocabulary: - Screen printing, screen, mesh, squeegee, negative space, stencil, overlay	Week 6 Knowledge objective: WALT: Know that screen printing is a way to mass produce images and it uses a screen, printing ink and a stencil to produce and reproduce an image by pushing ink through a fine mesh and a stencil to imprint the image onto paper or fabric Skill objective: WALT: Use screen printing equipment safely and appropriately and be able to produce a clean printed image. WALT: Start to experience over-laying colours Vocabulary: - Screen printing, screen, mesh, squeegee, negative space, stencil, overlay

History					
Week 1 WALT: know why Britain went to war Knowledge objective: Know why Britain went to war. Skill objective: Vocabulary: war. <i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i>	Week 2 WALT: use evidence to build up a picture of life in time studied Knowledge objective: Know what life was like for people during the war, especially women and children and how we know. Skill objective: Use evidence to build up a picture of life in time studied. Vocabulary: rationing	Week 3 WALT: use a range of historical sources to find out about the Blitz Knowledge objective: Understand what happened during The Blitz. Skill objective: Use a range of historical sources to find out about significant events. Vocabulary: The Blitz	Week 4 WALT: understand why children had to be evacuated and where they went Knowledge objective: Understand why children had to be evacuated and where they went. Skill objective: Use a range of historical sources to find out about significant events. Vocabulary: evacuation, billeting.	Week 5 WALT: understand how the government used propaganda Knowledge objective: Understand how the government used propaganda. Skill objective: Vocabulary: propaganda, censorship.	Week 6 WALT: understand how and when the war ended Knowledge objective: Understand how and when the war ended. Skill objective: Produce well-structured narratives, descriptions and explanations. Vocabulary:
Computing		French (MFL)		Music	
Creating media – Introduction to vector graphics - identify that drawing tools can be used to produce different outcomes - create a vector drawing by combining shapes - use tools to achieve a desired effect - recognise that vector drawings consist of layers - group objects to make them easier to work with - apply what I have learned about vector drawings		Possessives, prepositions, silent letters, liaison, phonics - Revise possessive adjectives and learn some new possessive adjectives. - Give a presentation about your school. - Learn words for prepositions - Say where something is located. - Pronounce the phoneme ‘ai’ correctly - Know which letters are silent at the end of words. - Understand the liaison rule - where letters which are usually silent are pronounced before a vowel.		Song: Dancing In The Street All the learning in this unit is focused around the Motown song from the 1960s. <u>Listen and Appraise:</u> To think about the message of songs. Talk about the music and how it makes you feel. <u>Games:</u> Copy back rhythms based on the words of the main song <u>Singing:</u> Follow a leader when singing, explore singing a solo <u>Performance:</u> Communicate the meaning of the words and clearly articulate them	
				Physical Education	
				Athletics - Sports Day! - Identify their reaction times when performing a sprint start. - Accelerate from a variety of different starting positions. - Confidently and independently select the most appropriate pace for different distances and different parts of a run. - Run over a hurdle with control and with an accelerating pace - Throw a variety of implements using a range of throwing techniques. - Measure and record the distance of their throws. - Continue to develop techniques to throw for increased distance. - Work as a team to competitively perform a Relay.	

PSHE	Religious Education	Spelling	Handwriting
<u>Relationships - Safe Relationships :</u> <u>Physical contact and feeling safe</u> -recap the physical changes of puberty and recognise the importance of personal hygiene -recap the biological changes of puberty and identify emotional changes and know some strategies to cope with them -know we have the right to decide what happens to our bodies -understand the importance of respect and consent	Weddings -Identify special times we share with others - Understand what the wedding is and the ways that people with different faiths celebrate weddings. -Learn about Christian wedding and it is traditions - Understand the way that different communities come together to celebrate a wedding and the purpose of the symbols and practices used, specifically in relation to Jewish, Hindu and Humanist weddings.	Reinforce Year 4: Words ending with the /g/ sound spelt -gue & Words ending with the /k/ sound spelt -que Reinforce: Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added) Reinforce: Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed) Introduce: Endings which sound like /sh/ + /ə/ + /s/ spelt -cious or -tious Introduce: Adding prefixes multiReinforce: Words containing the letter string -ough Reinforce: Use of the hyphen e.g. co-ordinate	Different styles for differing purposes Practising sloped writing: - parallel downstrokes: bb, pp - all double letters
Story time texts	Can you see me? by Libby Scott & Rebecca Westcott		
Texts for writing	Hamlet by William Shakespeare/Primary Shakespeare Company		