**STUNNING STARTER**

* Stanley Park Day – PE /science link to looking after your body. Art – drawing & sketching skills, Geography – scale maps and location link to healthy lifestyle. (07.05.2019)

**Medium Term Plan**

**FANTASTIC FINISH**

* Summer picnic on field (invite parents) with their made table clothes & picnic benches eating foods they have grown.



**Speaking and Listening**

**Reading**

Word Reading

Comprehension

**Writing**

Phonics and Spelling

Punctuation

Vocabulary

Sentence and Text

Handwriting and Presentation

Composition

Story

Information

Poetry

**Science**

Working Scientifically – Planning

Working Scientifically – Recording Evidence

Working Scientifically – Conclusions

Plants

Animals, including Humans

Life Processes

All Living Things

Habitats

Everyday Materials

Changing Materials

Light and Sound

Electricity

Forces and Magnets

**Mathematics**

Problem Solving

Communicating

Reasoning

Number and Place Value

Mental Maths

Operations – Addition

Operations – Subtraction

Operations – Multiplication

Operations – Division

Fractions and Decimals (KS1)

Fractions, Decimals and Percentages (KS2)

Algebra (KS2)

Ration and Proportion (KS2)

Geometry – 2D Shapes

Geometry – 3D Shapes

Position and Direction (KS1)

Position and Movement (KS2)

Measures – Length

Measures – Mass

Measures – Capacity & Volume

Measures – Time

Statistics – Processing and representing data

Statistics – Interpreting data

**Physical Education**

Swimming and Water Safety

Running & Jumping

Throwing & Catching

Flexibility, Technique, Control and Balance

Co-ordination, Agility & Strength

Movement & Pattern

Healthy & Active Lifestyle

**Computing**

Finding Things Out

Making Things Happen

Programming

Sharing & Reviewing

Investigating & Exploring

**Art & Design**

Drawing

Painting

3D Modelling

Printing

Textiles

**Design & Technology**

Design

Make

Evaluate

Axis, Pulleys and Gears

Electrical and Mechanical Components

Food Technology

Mechanisms

Structures

Textiles

**Geography**

Geographical Enquiry

Geographical Skills & Fieldwork

Location & Place Knowledge

Human and Physical

Sustainability

**History**

Finding Out About the Past (Enquiry)

Finding Out About the Past (Chronology)

Historical Events

Lifestyles of People in the Past

Significant People in the Past

**Religious Education**

Learning about Religion

Learning from Religion

**Modern Foreign Languages**

Listening and Responding

Speaking

Writing

**Music**

Play and Perform

Improvise and Compose

Listen and Understand

Musical Notation (KS2)

History of Music

**PSHE**

Health & Wellbeing

Relationships

Living in the Wider World

Term: **Summer**  Class: **Owls**  Teacher: **Miss Murray**

**KEY EVENTS**

- Healthy Living Week & Sports Day 10/06/19

- Transition

- Summer picnic

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| **Writing Genres** | | | |
| Story | Poetry | Non-chronological | Instructions |
| Newspaper reports | Letters / Diary | Play Scripts | Recount |
| Persuasive | Explanation | Biography | Autobiography |

**ENGLISH**

**-** Make comparisons between Haiku and Cinquain poems.

- Read and write explanations linked to geography (Spain) regarding healthy lifestyle.

- Read, analyse and write persuasive letter writing – stop advertising junk food.

- Read, analyse and write non-chronological report – keeping healthy.

**ART / DT**

- Strengthening structures (making picnic bench)

- Sculpture (clay teeth and organs)

- Shading and sketching (fruit)

- Sewing – table cloth & organs (seam allowance)

**COMPUTING**

**-**  Inputs and outputs (data & graphs)

- Word-processing skills (explanation text)

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| **Texts** | | | |
| A Journey Through the Digestive System (Emily Sohn) | Life on Earth: Human Body (Heather Alexander) | George’s Marvellous Medicine (Roald Dahl) | Non-fiction examples to support English/ Science |

**MFL**

- Human body parts

-Healthy Menu

**PE**

**-** Healthy Heads

- Athletics (science link to body part lengths and suitability)

**SMSC/ PSHE / BRITISH VALUES**

**-** Healthy heads, healthy minds

**Healthy Humans**

**SCIENCE**

- Explore teeth through making DT models of the teeth and explaining their uses.

- Food chains & classification

- Human body: skeleton & digestive system.

- Practical experiment involving sugar in drinks & food – graph created (computing)

**RE**

- Sikhism

**MATHS**

- Statistics – linked to science human body investigations (Computing graphs)

- Fractions, decimals and percentages linked with amount of sugar in drinks / food.

- Measurement – length of body parts with investigation & conversion of units

Calculations: inverse to check.

**GEOGRAPHY**

**-** Focusing on the healthiest country 2019 (Spain) and make comparisons to our lifestyles here using human and physical features of both countries.

- Present information using within an explanation text.

**NON-NEGOTIABLES**

- Food Technology – (eat well plate – summer picnic)

- Practical Science Experiments (tower construction and protection structure, joint construction) linked to skeleton, Digestive system model.

- English unit evident and embedded throughout the week.

**OUTDOOR LEARNING**

- Planting

- OAA / sketching (Stanley Park Trip)

-Summer picnic with fruit they have planted & benches they make

*Year 3*

*At the End of the summer term:*

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| **Reading**  ***Most children will:*** *Be able to explain the purpose and features of an explanation text and persuasive letter. Identify and describe the features of a poem. Use visualisation and explain their images using examples from the text. Analyse texts to extract information.*  ***Some children will not have made so much progress and will:*** *Be able to identify given features of an explanation text and a poem. Visualise images and explain them in their own words. Retrieve information from the text to answer a question.*  ***Some children will have progressed further and will also:*** *Justify their responses to a text in a structured way using P.E.E. Explain the impact of the features used in a non-fiction text. Make comparisons between non-fiction texts.* | **Writing**  ***Most children will:*** *Write an explanation text and persuasive letter using all of the main features. Use a range of correctly punctuated sentence structures including subordinate clauses and fronted adverbials to add detail. Write a poem using all of the main features creating clear images for the reader.*  ***Some children will not have made so much progress and will:*** *Write an explanation text and persuasive letter using some of the features. Use a range of conjunctions using to write complex sentences.*  ***Some children will have progressed further and will also:*** *Edit and improve their writing with a clear purpose and audience in mind. Begin to use relative clauses to add detail to their sentences.* | **Maths**  ***Most children will:*** *Solve comparison, sum and difference questions using a variety of graphs. Relate equivalent fractions to decimals and percentages. Add and subtract fractions with the same denominators. Measure, compare, add and subtract different measurements. Apply their knowledge to solve problems.*  ***Some children will not have made so much progress and will:*** *Retrieve information from a graph. Use visual images to understand fractions are parts of a whole. Begin to relate percentages to fractions. Accurately measure lengths using a ruler. Apply their knowledge to solve problems.*  ***Some children will have progressed further and will also:*** *Begin to add and subtract fractions with different denominators. Identify equivalent fractions, percentages and decimals and use their knowledge of place value to understand this. Apply their knowledge to solve problems.* | **Science**  ***Most children will:*** *Classify living things in a variety of ways. Understand and explain (using scientific language) the role of the human skeleton and the digestive system. Present their findings from practical experiments in a variety of ways.*  ***Some children will not have made so much progress and will:*** *Group living things and explain their reasoning. Understand the role of the human skeleton and digestive system.*  ***Some children will have progressed further and will also:*** *Explain how different variables impact on an investigation being fair. Reflect on their own investigations and explain how they would improve them moving forward.* |
| **Art / DT**  ***Most children will:*** *Demonstrate control of chosen tools and media. Discuss and develop their ideas using a sketchbook. Use digital media and adapt their initial idea-using colour mixing. Shade with varying tones exploring where the light source comes from.*  ***Some children will not have made so much progress and will:*** *Use primary colours mainly in their sketching. Use a sketchbook to develop their ideas. Begin to create light and dark tones.*  ***Some children will have progressed further and will also:*** *Use a range of media for desired effect. Shade with varying tones using a variety of media. Begin to explore how objects look 3D.* | **DT**  ***Most children will:*** *Understand the food groups on the Eatwell plate. Analyse how products are made and develop their own ideas from this. Make a prototype and strengthen frames using diagonal struts. Measure and mark sections. Use basic stitches to construct a piece of work.*  ***Some children will not have made so much progress and will:*** *Begin to understand the food groups on the Eatwell plate. Develop their ideas through discussion. Strengthen their products with diagonal struts. Use tools with a degree of accuracy.*  ***Some children will have progressed further and will also:*** *Evaluate their products with their clear purpose in mind. Understand and implement seam allowance.* | **Geography**  ***Most children will:*** *Use a map to locate different areas of Spain. Identify human and physical features and make comparisons between countries. Make links between people and environments.*  ***Some children will not have made so much progress and will:*** *Use a map to locate main cities in Spain. Identify human and physical features.*  ***Some children will have progressed further and will also:*** *Make detailed observations and comparisons of Spain and England. Explain and justify links made between people and environments. Accurately locate cities with Spain and England.* | **Computing**  ***Most children will:*** *Input information into a spreadsheet accurately to create a table. Use the information to create a graph. Change the colour, size, font and layout of a piece of non-fiction text.*  ***Some children will not have made so much progress and will:*** *Use a given table to input data into a spreadsheet. Create a graph using the information in the table. Change the colour and size of the text.*  ***Some children will have progressed further and will also:*** *Input information into a spreadsheet, create a table and a range of graphs to show the information. Interpret and ask questions about the data in graphs. Use text boxes to accurately structure a non-fiction text.* |
| **PE**  ***Most children will:*** *Throw overarm, bowl underarm and perform a number of sending and receiving skills. Use explosive movements for maximum power. Reflect on their own performances and describe what was successful.*  ***Some children will not have made so much progress and will:*** *Throw and catch with increasing accuracy. Begin to send and receive using ball.*  ***Some children will have progressed further and will also:*** *Analyse their techniques in order to improve their performance.* | **RE**  ***Most children will:*** *Understand cultural and religious sacrifice. Understand what the 5K’s represent and make connections with their own lives.*  ***Some children will not have made so much progress and will:*** *Be able to discuss what sacrifice means and apply it to Christianity. Understand what the 5K’s represent.*    ***Some children will have progressed further and will also:*** *Explain and relate the Guru Granth Sahib teachings to their lives and other religious values.* | **MFL**  ***Most children will:*** *Be able to create a healthy menu using French foods. Describe human body parts in French.*  ***Some children will not have made so much progress and will:*** *Match pictures to French foods to create a menu. Identify human body parts in French.*  ***Some children will have progressed further and will also:*** *Describe how the human body parts move.* |  |

*Year 4*

*At the End of the summer term:*

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