Medium Term Plan: Spring 1 2024 - 2025

	Week 1 6/1/25	Week 2 13/1/25	Week 3 20/1/25	Week 4 27/1/25	Week 5 3/2/25	Week 6 10/2/25
English including reading and SPaG	The Golden horsemen of Baghdad – opinion writing	The Golden horsemen of Baghdad – persuasive speech	The Golden horsemen of Baghdad – persuasive speech	The Golden horsemen of Baghdad – setting description	The Golden horsemen of Baghdad – letter of complaint	The Golden horsemen of Baghdad – letter of complaint
Reading Fred's	Theme – New year Traditions Weekly comprehension focusing on VIPERs	Theme – Awesome series; Songs of magic Weekly comprehension focusing on VIPERs	Theme – Chinese New Year Weekly comprehension focusing on VIPERs	Theme – Storytelling week Weekly comprehension focusing on VIPERs	Theme – Children's Mental Health week Weekly comprehension focusing on VIPERs	Theme – Self esteem Weekly comprehension focusing on VIPERs
SPaG Discrete lesson	Word classes – subject/object	Subjunctive form		Formal & informal	Colons & semi colons	
Spelling Spelling Shed	<u>Words with the suffix '-ful'</u> beautiful, boastful, doubtful, faithful, fanciful, fearful, merciful, pitiful, plentiful, thankful	<u>Words that can be nouns and verbs</u> contest, freeze, impact, increase, object, permit, produce, silence, subject, transport	<u>Words with an /oa/ sound spelled 'ou' or 'ow'</u> blown, known, mould, poultry, shallow, shoulder, smoulder, soul, thrown, window	<u>Words with a 'soft c' spelled 'ce'</u> celebrate, cemetery, certificate, deceased, December, hindrance, necessary, nuisance, prejudice, sacrifice	<u>Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'</u> disappointed, dissatisfied, dissimilar, impatient, overreact, overrule, overseas, unnatural, unnecessary, unsure	<u>Words with the /f/ sound spelled 'ph'</u> alphabet, elephant, dolphin, graph, pamphlet, pheasant, phone, photo, physical, sphere
Maths WRMH	<u>Decimals A</u> Decimals up to 3 decimal places, place vale; integers & decimals, order & compare decimals (same decimal places & up to 3 decimal places), round to the nearest whole number, round to 1 and 2 decimal places.		<u>Area, Perimeter & Volume</u> Perimeter of rectangles & rectilinear shapes, area of rectangles, area of compound shapes, estimate area, area of triangles, area of parallelograms, volume – cubic centimetres, volume of a cuboid, compare volume, estimate volume & capacity		<u>Decimals B</u> Known facts to add and subtract decimals, complements to 1, add & subtract decimals across 1, add & subtract decimals with same & different decimal places, efficient strategies, decimal sequences, multiply & divide decimals by 10, 100, 1000, multiply & divide decimals by integers, multiply & divide decimals in context.	
Science	<u>Materials and their properties</u> • Can explain everyday uses of materials. • Can explain what dissolving is. • Can name equipment for filtering and sieving. • Know how to recover substances from solutions or mixtures by evaporation, filtering or sieving. • Can describe reversible and non-reversible changes to materials and give examples.					
Geography						
History	<u>Early Islamic Civilisation</u> • State that the Early Islamic Civilisation began around AD 570. • Identify that The Islamic Empire spread from the Middle East to North Africa, Spain and India. • Identify important early Islamic cities - Baghdad (in modern-day Iraq), Córdoba (in Spain) and Cairo (in Egypt). • Compare Early Islamic Civilisation, the Anglo-Saxons and Vikings settling in Britain. • State that in AD 900, Baghdad was the largest city in the world. • Discuss The House of Wisdom in Baghdad and know that it contained wonderful libraries which preserved knowledge from the Ancient Greeks and the Romans that would otherwise have been lost. • Talk about free education, free health care, public baths and sewage systems in Baghdad • Identify that Baghdad was located on the Silk Road so was a centre for trade and that the city's location on the Tigris River meant a great water supply and fertile soil too.					
Art Access art	<u>Working in three dimensions - Set Design</u> <u>Artists: Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley and Gabby Savage-Dickson</u> • Use charcoal, graphite, pencil, pastel to create drawings of atmospheric "sets" to help inform (though not design) set design (see column 6 "making"). • Explore mark making. • Brainstorm ideas generated when reading poetry or prose. • Make visual notes to capture, consolidate and reflect upon the artists studied. • Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting • Understand that set designers can design/make sets for theatres or for animations. • Understand that designers often create scaled models to test and share ideas with others. • brief, to create a scale model "set" for a theatre production or an animation. Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention					
DT Kapow	<u>Bridges</u> • Design a stable structure that is able to support weight. • Create a frame structure with a focus on triangulation. • Make a range of different shaped beam bridges. • Use triangles to create truss bridges that span a given distance and support a load. • Build a wooden bridge structure. • Independently measure and mark wood accurately. • Select appropriate tools and equipment for particular tasks. • Use the correct techniques to saws safely. • Identify where a structure needs reinforcement and use card corners for support. • Explain why selecting appropriating materials is an important part of the design process. • Understand basic wood functional properties. • Adapt and improve own bridge structure by identifying points of weakness and reinforcing them as necessary. • Suggest points for improvements for own bridges and those designed by others. • Understand some different ways to reinforce structures. • Understand how triangles can be used to reinforce bridges. • Understand why material selection is important based on properties. • Understand the material (functional and aesthetic) properties of wood. • Understand the difference between arch, beam, truss and suspension bridges. • Understand how to carry and use a saw safely.					
PE PE Planning	<u>Forest school with Oak Apples</u>			<u>Dance</u> • I know that imagination is needed to help create and structure dance motifs, phrases, and sections of dances, developing expressive qualities. • I know that dance can be inspired by a stimulus. I know that performing with confidence and clarity can improve an overall performance. • I know when to use basic compositional principles to create dances. • I know when to combine movements fluently and effectively throughout dance routines • I know how to use a broader range of skills and movement patterns. • I know how to explore movement ideas inspired by a stimulus. • I know how to perform a range of movements accurately with a sense of rhythm, clarity, and confidence. • I know how to perform confidently to an audience.		
RE Local agreed syllabus	<u>What values are shown in codes for living?</u> • Ask thoughtful questions about religious and non-religious ways of life • Make links between religious and non-religious ideas. • Make links between thoughts and ideas and words and actions, suggesting how thinking can lead to action • Consider moral questions about whether there are 'bad thoughts' and understand the impact of ideas on behaviour • Retell a story of the Prophet Muhammad and suggest what it might mean to a Muslim. • Describe and link up some Muslim teachings with how Muslims choose to live • Describe some ways people try to increase peace • Explain what a Christian believes and what I believe to be really important attitudes and values. • Describe similarities and differences between the codes for living used by Christians and the followers of at least one other religion					

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PSHE **Jigsaw**	Dreams and goals • I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. • I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context. • I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. • I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour. • I can compare my hopes and dreams with those of young people from different cultures. • I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel • I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. • I can summarise different ways that I respect and value my body. • I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. • I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others. • I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. • I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.	
Computing **Purple Mash**	5.5 Game creator • Children can design the setting for their game so that it fits with the selected theme. • Children can upload images or use the drawing tools to create the walls, floor, and roof. • Children can design characters for their game. • Children can decide upon, and change, the animations and sounds that the characters make. • Children can make their game more unique by selecting the appropriate options to maximise the playability. • Children can write informative instructions for their game so that other people can play it. • Children can evaluate my their own and peers' games to help improve their design for the future.	6.1 Coding • Children can plan a program which includes a timer and a score. • Children can follow their plans to create a program. • Children can debug when things do not run as expected. • Children can create a program that makes use of functions. • Children can create a program that uses multiple functions with the code arranged in tabs. • Children can explain how their code executes when their program is run.
MFL **Twinkl Planit**	That's tasty • I can ask and answer questions about drink choices • I can interpret a chart written in French • I can write a sentence expressing my preferences • I can use adjectives to describe nouns • I can use the correct French form for 'some'	