

Medium Term Plan: Summer 2 2024 - 2025

	Week 1 9/6/25	Week 2 16/6/25	Week 3 23/6/25 Moorland talk at Wainstalls	Week 4 30/6/25 Happy valley workshop Let’s learn Moor	Week 5 7/7/25 Transition workshop Show performance – Tue & Wed Whole school trip	Week 6 14/7/25 Leavers trip & assembly
	End of year show – The Jungle Book					
English including reading and SPaG	Matilda - Narrative		Matilda – Letter of complaint		Matilda – character description	Matilda - Explanation
Reading Fred’s	Theme – seaside and islands  Weekly comprehension focusing on VIPERs	Theme – refugees  Weekly comprehension focusing on VIPERs	Theme – pride  Weekly comprehension focusing on VIPERs	Theme – global destinations; the lake district  Weekly comprehension focusing on VIPERs	Theme – space exploration  Weekly comprehension focusing on VIPERs	Theme – friendship  Weekly comprehension focusing on VIPERs
SPaG Discrete lesson	Revision					
Spelling Spelling Shed	<u>Adjectives used to describe settings</u> bustling, magnificent, majestic, noiseless, picturesque, regal, sinister, spectacular, tranquil, unsightly	<u>Adjectives used to describe feelings</u> apprehensive, delighted, despondent, euphoric, incensed, jittery, optimistic, positive,	<u>Adjectives to describe characters</u> amiable, courageous, delightful, disagreeable, exquisite, gargantuan, grotesque, obnoxious, repugnant, valiant	<u>Grammar Vocabulary 1</u> adverb, ambiguity, bracket, clause, cohesion, determiner, modal, parenthesis, pronoun, relative	<u>Grammar Vocabulary 2</u> active, antonym, colon, ellipsis, hyphen, object, passive, punctuation, subject, synonym	<u>Mathematical Vocabulary</u> addition, calculation, circumference, diameter, division, horizontal, multiplication, parallel, subtraction, vertical
Maths WRMH	<u>Converting measures</u> Kg & km, mm & ml, convert units of length, miles & km, imperial measures, convert units of time, calculate with timetables		<u>Time</u> Revising telling the time, using 12 and 24 hr time, am & pm, solving problems related to time		<u>4 operations</u> Revising calculation methods and solving multi step word problems	
Science	<u>Living things and their habitats – life cycles</u> <ul style="list-style-type: none"><li>Describe the lifecycles of mammals, amphibians and insects using diagrams.<ul style="list-style-type: none"><li>Can describe similarities and differences between them.</li></ul></li><li>Understand the term reproduction in plants and animals</li></ul>					
History						
Geography	<u>Europe</u> <ul style="list-style-type: none"><li>Locate the countries of Europe using maps, and their environmental regions, key physical and human characteristics (rivers, mountains, capitals, landmarks) and major cities</li><li>Study, understand, write about, draw and label key similarities and differences of human and physical geography studied between a region of the United Kingdom and another region of Europe, including climate, land use, settlements and key physical features (eg, mountains, coasts and rivers)<ul style="list-style-type: none"><li>Identify, describe and understand key physical features of the continent of Europe, including the UK (eg, coasts, rivers, mountainous regions, planes and semi-desert)<ul style="list-style-type: none"><li>Identify some European cities and settlements</li></ul></li></ul></li></ul>					
Art Access art	<u>Fashion design</u> <ul style="list-style-type: none"><li>Use sketchbooks to explore mark making</li><li>Make visual notes to capture, consolidate and reflect upon the artists studied.</li><li>Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc<ul style="list-style-type: none"><li>Experiment with colour mixing and pattern, working towards creating paper “fabrics” for fashion design.<ul style="list-style-type: none"><li>Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more</li></ul></li><li>paint or ink. Transform these 2d patterned sheets into 3d forms or collaged elements to explore fashion design (see column 6 “making”).<ul style="list-style-type: none"><li>Option to work in 3d to devise fashion constructed from patterned papers.</li></ul></li><li>Understand that architects and other artists have responsibilities towards society.<ul style="list-style-type: none"><li>Understand that artists can help shape the world for the better.</li></ul></li></ul></li></ul>					
DT Kapow	<u>Developing a recipe</u> <ul style="list-style-type: none"><li>Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients.<ul style="list-style-type: none"><li>Writing an amended method for a recipe to incorporate the relevant changes to ingredients.<ul style="list-style-type: none"><li>Designing appealing packaging to reflect a recipe.</li></ul></li><li>Researching existing recipes to inform ingredient choices.<ul style="list-style-type: none"><li>Cutting and preparing vegetables safely.</li></ul></li><li>Using equipment safely, including knives, hot pans and hobs.<ul style="list-style-type: none"><li>Knowing how to avoid cross-contamination.</li></ul></li><li>Following a step-by-step method carefully to make a recipe.</li><li>Identifying the nutritional differences between different products and recipes.<ul style="list-style-type: none"><li>Identifying and describing healthy benefits of food groups.</li></ul></li><li>To understand where meat comes from -learning that beef is from cattle and how beef is reared and processed.<ul style="list-style-type: none"><li>To know that recipes can be adapted to suit nutritional needs and dietary requirements.</li><li>To know that I can use a nutritional calculator to see how healthy a food option is.</li></ul></li></ul></li><li>To understand that ‘cross-contamination’ means bacteria and germs have been passed onto ready-to-eat foods To know that coloured chopping boards can prevent cross</li></ul>					
PE Planning	<u>Cricket</u>					
	<ul style="list-style-type: none"><li>I know that taking up positions in a game will impact on a teams success.<ul style="list-style-type: none"><li>I know what is needed to score more runs.</li></ul></li><li>I know when tactics will help the situation and outwit the opponents.</li><li>I know how to bowl overarm (increasing accuracy, speed, and distance).</li><li>I know how to hit the ball with purpose. I know how to bowl at different speeds.<ul style="list-style-type: none"><li>I know how to work well as part of a team.</li><li>I know how to participate in competitive games.</li></ul></li><li>I know how to perform skills such as retrieving and intercepting at speed.</li></ul>					
	<u>Forest school</u>					
	With Gareth from Oak Apples					
RE Local agreed syllabus	5.4 <u>What do Christians believe about the old &amp; new covenants?</u> <ul style="list-style-type: none"><li>Explain the term covenant and reflect on the covenant Abraham had with God<ul style="list-style-type: none"><li>Suggest reasons why Abraham is important to Christians</li><li>Reflect on the covenant between Abraham and God</li></ul></li><li>Suggest reasons why Abraham is important to Christians, Jews and Muslims<ul style="list-style-type: none"><li>Explain the term Abrahamic faith</li><li>Make connections between Moses and Abraham</li><li>Explain Moses’ covenant with God</li></ul></li><li>Discuss who Moses was and reflect on why he was important to Jews and Christians</li><li>Suggest reasons why the Ten Commandments are important for Jews and Christians</li><li>Explain who King David was and reflect on why he was important to Christians<ul style="list-style-type: none"><li>Make connections between David and Abraham and David and Jesus<ul style="list-style-type: none"><li>Reflect on David’s covenant with God</li><li>Reflect on the meaning of ‘incarnation’</li><li>Explain the terms ‘Messiah’ and ‘Saviour’</li></ul></li></ul></li><li>Investigate evidence from Bible extracts that support Christian beliefs about Jesus<ul style="list-style-type: none"><li>Reflect on the different titles attributed to Jesus</li><li>Reflect on the different titles attributed to Jesus</li></ul></li></ul>					

PSHE Jigsaw	<div>Changing me</div> <ul style="list-style-type: none"><li>I am aware of my own self-image and how my body image fits into that</li><li>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally<ul style="list-style-type: none"><li>I can describe how boys' and girls' bodies change during puberty</li></ul></li><li>I understand that sexual intercourse can lead to conception and that is how babies are usually made<ul style="list-style-type: none"><li>I also understand that sometimes people need IVF to help them have a baby</li></ul></li><li>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)<ul style="list-style-type: none"><li>I can identify what I am looking forward to when I move to my next class.</li></ul></li></ul>	
Computing Purple Mash	<div>5.8 Word processing with Microsoft word</div> <ul style="list-style-type: none"><li>Children know what a word processing tool is for.</li><li>Children will be able to create a word processing document altering the look of the text and navigating around the document.<ul style="list-style-type: none"><li>Children know how to add images to a word document.<ul style="list-style-type: none"><li>Children can edit images to reduce their file size.</li></ul></li></ul></li><li>Children know the correct way to search for images that they are permitted to reuse.<ul style="list-style-type: none"><li>Children know how to attribute the original artist of an image.</li></ul></li><li>Children can edit their images within Word to best present them alongside text.<ul style="list-style-type: none"><li>Children understand wrapping of images and text.</li></ul></li><li>Children can add appropriate text to their document, formatting in a suitable way.<ul style="list-style-type: none"><li>Children can use a style set in Word.</li><li>Children can use bullet points and numbering.</li><li>Children can add text boxes and shapes.</li></ul></li><li>Children can consider paragraph formatting such as line spacing, drop capitals.<ul style="list-style-type: none"><li>Children can add hyperlinks to an external website.</li><li>Children can add an automated contents page.</li></ul></li><li>Children can edit properties of tables including borders, colours, merging cells, adding and removing rows and columns.<ul style="list-style-type: none"><li>Children can add word art for a heading.</li></ul></li></ul>	<div>6.8 Understanding binary</div> <ul style="list-style-type: none"><li>Children can explain how all data in a computer is saved in the computer memory in a binary format.<ul style="list-style-type: none"><li>Children can explain that binary uses only the integers 0 and 1.</li><li>Children can relate 0 to an 'off' switch and 1 to and 'on' switch.</li></ul></li><li>Children can count up from 0 in binary using visual aids if needed.<ul style="list-style-type: none"><li>Children can relate bits to computer storage.</li></ul></li><li>Children can convert numbers to binary using the division by two method.<ul style="list-style-type: none"><li>Children can check their own answers using the converter tool.</li></ul></li><li>Children can make use of a variable set to 0 or 1 to control game states.</li></ul>
MFL Twinkl Planit	<div>Time travelling</div> <ul style="list-style-type: none"><li>I can use known vocabulary to help me identify new language in a sentence.<ul style="list-style-type: none"><li>I can build a sentence using a given range of vocabulary choices.</li><li>I can recognise how verbs change according to the subject.<ul style="list-style-type: none"><li>I can identify specific parts of a written sentence.</li></ul></li></ul></li><li>I can identify key information by listening for significant vocabulary.<ul style="list-style-type: none"><li>I can make a simple sentence in the past tense.</li></ul></li><li>I can apply previous learning about the passé composé to make a new sentence.</li></ul>	