

Medium Term Plan: Summer 1 2025 - 2026

	Week 1 13/4/26	Week 2 20/4/26	Week 3 27/4/26	Week 4 4/5/26	Week 5 11/5/26 SATs week	Week 6 18/5/26
English including reading and SPaG	Anna at war – for and against paragraph	Anna at war – setting description	Anna at war – informal letter	Anna at war – diary entry	Anna at war – missing chapter (dialogue)	
Reading WCR Fred's	Theme – Autism Weekly comprehension focusing on VIPERs	Theme – Cats Weekly comprehension focusing on VIPERs	Theme – Favourite authors Weekly comprehension focusing on VIPERs	Theme – Wild animals Weekly comprehension focusing on VIPERs	Theme – The Victorians Weekly comprehension focusing on VIPERs	Theme – Lost classics Weekly comprehension focusing on VIPERs
SPaG Discrete lesson	Cohesion	Cohesion	Hyphens	Revision	Semi colons, colons and dashes	
Spelling Spelling Shed	<u>Words that are homophones</u> bridal, bridle, guessed, guest, heard, herd, morning, mourning, passed, past.	<u>Words that are homophones or near homophones</u> cereal, serial, complement, compliment, principal, principle, stationary, stationery, wary, weary	<u>Words that are homophones or near homophones</u> affect, effect, dessert, desert, draft, draught, precede, proceed, who's, whose	<u>Challenge Words</u> achieve, apparent, bargain, bruise, community, mischievous, muscle, necessary, vehicle, system	<u>Words with hyphens</u> co-author, co-operate, coordinate, co-own, re-educate, re-energise, re-enter, re-evaluate, re-examine, re-explain	<u>Challenge Words</u> afterwards, amateur, ancient, changeable, deceive, doubt, knight, referring, sincere, immediate
Maths WRMH	<u>Geometry – Shape</u> Use degrees, classify & measure angles, calculate angles around a point & on a straight line, vertically opposite angles, Angles in triangles, angles in quadrilaterals, regular & irregular polygons, circles, draw shapes, 3D shapes		<u>Position & Direction</u> First quadrant, four quadrants, solve problems with coordinates, translations, lines of symmetry, reflections		<u>Statistics</u> Draw line graphs, read and interpret line graphs, bar charts, read and interpret timetables, read interpret pie charts, pie charts with percentages, draw pie charts, the mean	
Science	<p align="center"><u>Electricity</u></p> <ul style="list-style-type: none"> The flow of electricity is called a current •Materials that do allow electricity to pass through them are called conductors. •Materials that don't allow electricity to pass through them are called insulators. <ul style="list-style-type: none"> •A circuit that works is called a complete circuit. •A circuit that doesn't work is called an incomplete circuit. •Components in a circuit can be drawn using symbols. •An appliance is a device or piece of equipment designed to perform a specific task. <ul style="list-style-type: none"> •We use an ammeter to measure current amps. •We use a voltmeter to measure voltage of a cell or battery. •Volts are a measure of the energy of a flow of electricity. Mains electricity carries a voltage of 210-240 volts. <ul style="list-style-type: none"> •All conductors slow the flow of electricity. This is called resistance. 					
History	<p align="center"><u>World War 2</u></p> <ul style="list-style-type: none"> World War II began in 1939 and ended in 1945. Winston Churchill was Prime Minister of the UK during most of World War II. <ul style="list-style-type: none"> Adolf Hitler was the Fuhrer (dictator) of Germany from 1933 until 1945. Propaganda posters were used during WWII to encourage and inspire, as well as to warn. <ul style="list-style-type: none"> The German Air Force were called the Luftwaffe. The Battle of Britain was fought between the Royal Air Force (Great Britain) and the Luftwaffe. <ul style="list-style-type: none"> The Battle of Britain took place between July and October in 1940. Spitfire and Hurricane were types of aircraft used by the RAF. Members of the Women's Auxiliary Air Force(WAAF) served as RADAR operators and worked as plotters, tracking raids. During WWII, money was in pounds, shillings and pence (imperial) – this changed to the metric system (pounds and pence) in 1971. <ul style="list-style-type: none"> Rationing was brought in so that everyone had a fair share of food as there were shortages of some products. 					
Geography						
Art Access art	<p align="center"><u>Take a seat</u></p> <ul style="list-style-type: none"> Make visual notes to capture, consolidate and reflect upon the artists studied. Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. <ul style="list-style-type: none"> Understand that artists and designers add colour, texture, meaning and richness to our life. Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future. Use a variety of materials to design (through making) and construct a scaled piece of furniture. Bring your personality and character to the piece. Let your nature inform the choice of materials and shapes you use 					
DT Kapow	<p align="center"><u>Automata animals</u></p> <ul style="list-style-type: none"> Experimenting with a range of cams, creating a design for an automata toy based on a choice of cam to create a desired movement. <ul style="list-style-type: none"> Understanding how linkages change the direction of a force. <ul style="list-style-type: none"> Making things move at the same time. Understanding and drawing cross-sectional diagrams to show the inner-workings of my design. Measuring, marking and checking the accuracy of the jelutong and dowel pieces required. Measuring, marking and cutting components accurately using a ruler and scissors. <ul style="list-style-type: none"> Assembling components accurately to make a stable frame. Understanding that for the frame to function effectively the components must be cut accurately and the joints of the frame secured at right angles. <ul style="list-style-type: none"> Selecting appropriate materials based on the materials being joined and the speed at which the glue needs to dry/set. <ul style="list-style-type: none"> To understand that the mechanism in an automata uses a system of cams, axles and followers. <ul style="list-style-type: none"> To understand that different shaped cams produce different outputs. To know that an automata is a hand powered mechanical toy. To know that a cross-sectional diagram shows the inner workings of a product. <ul style="list-style-type: none"> To understand how to use a bench hook and saw safely. To know that a set square can be used to help mark 90° angles. 					
PE PE Planning	<u>OAA</u>			<u>Tennis</u>		
	<ul style="list-style-type: none"> I know that planning strategies can help achieve success. I know that communication is vital to achieving success in team activities. I know when to move a map and when to move myself to orientate. I know what appropriate skills and approaches to choose for the challenge. I know when relevant techniques and elements are required to navigate to and from controls. I know how to use a map confidently. I know how to design a route to the controls. I know how to take part in orienteering events, such as picture orienteering and control orienteering, with success. I know how to build a detailed map. I can work well as part of a team, contributing effectively. 			<ul style="list-style-type: none"> I know the benefits of having a good ready position/stance during a rally. I know when to apply principles suitable for attacking, e.g., identifying gaps I know when to apply principles suitable for defending e.g., position on court. I know when to perform tactical serves to help deceive opponents and score points. I know how to use the correct footwork to hit the ball/shuttle with good technique. I know how to participate in competitive games, modified where appropriate. I know how to direct a ball/shuttle to a target area. I know how to perform consistently (resulting in longer rallies). 		

<p>RE Local agreed syllabus</p>	<p><u>6.4 How do Jews remember the kings and prophets on life and worship?</u></p> <ul style="list-style-type: none"> • Explain key facts about Judaism • Evaluate the importance and significance of David to Jewish people including his symbol and the founding of Jerusalem <ul style="list-style-type: none"> • Respond to psalms and write own versions • Explain what a prophet is • Describe what a prophet does • Give reasons why people may not follow the message of the prophets <ul style="list-style-type: none"> • Describe the story of Esther • Give reasons why and how Purim is celebrated • Understand the symbolism of Purim • Discover how Jews celebrate the new year and Hannukah festivals • Describe and give reasons for the symbolism used in festivals <ul style="list-style-type: none"> • Describe, evaluate and compare key promises • Explain and justify their own values and beliefs
<p>PSHE Jigsaw</p>	<p><u>Relationships</u></p> <ul style="list-style-type: none"> • I know that it is important to take care of my mental health <ul style="list-style-type: none"> • I know how to take care of my mental health • I understand that there are different stages of grief and that there are different types of loss that cause people to grieve <ul style="list-style-type: none"> • I can recognise when people are trying to gain power or control • I can judge whether something online is safe and helpful for me • I can use technology positively and safely to communicate with my friends and family
<p>Computing Purple Mash</p>	<p><u>Spreadsheets 6</u></p> <ul style="list-style-type: none"> • To understand and use basic formatting in Google Sheets. • To develop skills in using basic functions in Google Sheets <ul style="list-style-type: none"> • Create and format charts in Google Sheets. • To sort and filter data within a spreadsheet. • To understand and use advanced functions in Google Sheets. • To combine Google Sheets skills to create an effective spreadsheet for a given purpose.
<p>MFL Twinkl Planit</p>	<p><u>Our precious planet</u></p> <ul style="list-style-type: none"> • To broaden vocabulary and develop ability to understand new words in the context of environmental challenges where you live. • To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of taking positive environmental actions. • To listen attentively to spoken language and show understanding by joining in and responding in the context of positive environmental actions that some groups of people are going to take. • To describe people, places, things and actions orally and in writing in the context of environmental challenges and positive actions to address them. • To write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of environmental challenges and positive actions to address them. • To present ideas and information orally to a range of audiences in the context of environmental challenges and positive actions to address them.