

MEDIUM TERM PLANNER (SINGLE TERM)

Cell Content: NC Objectives, key knowledge mapped out informed by schemes if used **Grey fill** = not taught this term

YEAR GROUP: 5 and 6 THEME: Hola Mexico			
Subject	Week 1 & 2	Week 3 & 4	Week 5 & 6
World/ National Events	▪	▪ Week 3 – 19/1/26 – Martin Luther King Day	▪
School Events	▪ Week 1 - 5/1/26 - Teacher Training Day	▪	▪ Week 5 - 4/2/26 – PSHE Join Your Child ▪ Week 6 – 10/2/26 Safer Internet Day
Links to Priestley and British Values	▪ Safety	▪ Focus	▪ Respect
Hooks and Experiences	▪ Mexican Hot Chocolate making (week 1)	▪ Safety assembly with PCSO Mark Cook (Week 4)	▪ Explore replica Maya artefacts (Week 5)
Main text	Holes - Louis Sachar ▪	Holes - Louis Sachar ▪	Holes - Louis Sachar ▪
Cultural Capital	▪ Broaden world knowledge (The Maya) ▪ Knowledge of a major world religion (Hinduism)	▪ Historical understanding of trade and beliefs ▪ Language to discuss abstract beliefs ▪ Respect for beliefs different from their own	▪ Build cultural awareness and respect (Modern Maya communities keep languages and traditions alive and ancient cultures should be understood, not stereotyped) ▪ Skills to think deeply about big ideas
Spoken Language Oracy opportunities (debate, presentation)	Computing - Discussing opinions and debating online safety. History - Verbal instructions for hot chocolate making	Writing - Sequencing instructions	Art - Sharing our designs for art in small groups, describing the features of our mask. Computing - Roleplaying scenarios History - News report about how the Maya civilization ended
Writing	<u>Writing genre.</u> <i>-Diary- Inform</i> <u>In week 1 & 2 we are learning:</u> Week 1- -Features of a diary. -How to convey emotion through language -Use varied sentence starters and grammatical features. Week 2- -Apply language and grammar appropriate for a diary entry. By the end of both weeks, we will know: Week 1: -Be able to describe features of diary writing (date, first person, reflection, informal tone). - Understand what character voice is and how it conveys emotion through examples. -Create examples of diary writing linked to moments in our class book. Week 2: -Write a diary entry about the arrival at ‘Camp Lake’ -Continue to embed conveying emotion through language and varied sentences independently. <u>We will do this by:</u> Week 1: -Hot seating and role-play to explore Stanley’s feelings linked to our class book. -Analysing extracts of class book to identify characters moods and viewpoints of characters. <u>Week 2:</u> -Write a diary as Stanley arriving at ‘Camp Lake’ -Brainstorm emotions and feelings. -Write an example of each of the features of a diary.	<u>Writing genre</u> <i>Instructions -Explanation text</i> <u>In week 3 & 4</u> Week 3- -Be able to identify the audience with our instructions. -Look at presentational devices. Week 4 – - Research the process of making chocolate. -Write instructions about ‘How chocolate is made?’ -Write using presentational devices. <u>By the end of both weeks, we will know how to :</u> Week 3 – - Be able to sequence in chronological order -Use clear and concise language. Week 4- -Select relevant information from research. -Write instructions efficiently and suitable for selected audience. <u>We will do this by:</u> Week 3: -Researching and learning about the making of chocolate. -Order steps of the process. -Writing clear steps to explain an event. Week 4: -Focusing on writing steps for each section of the chocolate making process.	<u>Writing genre</u> <i>Story- TIME TRAVEL</i> <u>In week 5 & 6 we are learning:</u> Week 5- -Use senses to convey settings. -Understand how dialogue advances character actions. Week 6 – -Research to make our stories historically accurate, -Use dialogue to convey characters actions, Implement conveying settings in a story <u>By the end of both weeks, we will know how to:</u> Week 5- -Structure a story appropriately (Opening, build up, problem, resolution, ending) -Analyses characters in stories. -Create a modern child character. Week 6- -Write a story about traveling back in time to Mayan civilization. Embedding skills developed from week 5. <u>We will do this by:</u> <u>Week 5:</u> -Experience a range of texts. -Use images to inspire vocabulary. -Role-play scenarios <u>Week 6:</u> Week 1- -Experiencing a range of texts. -Role – play Week 2 – -Storyboarding -Using images for inspiration.
Vocabulary, Grammar & Punctuation	<u>In week 1 & 2 we are learning:</u> Week 1 - -To use Commas, brackets and dashes appropriately. (Parenthesis) -Focus on expanded noun phrases Week 2 - - Develop Noun phrases with addition of fronted adverbials	<u>In week 3 & 4 we are learning:</u> Week 3 -To clearly use conjunctions in writing. -Understand adverbials and when to use them. Week 4 - -Use vocabulary suitable for purpose.	<u>In weeks 5 & 6 we are learning:</u> Week 5 -To use relative clauses in all writing. - Be able to use a variety of sentences and paragraph starters. Week 6 - Understand pronouns. - Use adverbials.

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		<p>-Use past tense and first person.</p> <p><u>By the end of both weeks, we will know:</u></p> <p>-When to use parenthesis.</p> <p>-How to use the correct parenthesis for the genre of writing.</p> <p>-Be able to show the use of fronted adverbials in our writing.</p> <p><u>We will do this by:</u></p> <p>-Exploring examples of texts.</p> <p>-Write our own examples of first person.</p> <p>- Correcting and edit work featuring parenthesis, noun phrases, fronted adverbials and tenses.</p>	<p><u>By the end of both weeks, we will know:</u></p> <p>-A range of conjunctions to use in our writing.</p> <p>-When in a sentence we should use conjunctions.</p> <p>-Know what an adverbial is.</p> <p>-Use vocabulary appropriate for the purpose of explaining.</p> <p><u>We will do this by:</u></p> <p>-Describing physical motions.</p> <p>-Verbal discussions.</p>	<p><u>By the end of both weeks, we will know:</u></p> <p>-How to use complex and simple sentences to describe characters and settings.</p> <p>-Use a range of vocabulary to engage a reader in our writing.</p> <p><u>We will do this by:</u></p> <p>-Role playing characters,</p> <p>-Using images and historical artifacts to inspire and inform our writing.</p>
Reading		<p>Holes - Louis Sachar</p> <p><u>In weeks 1 & 2 we are learning:</u></p> <p>Weeks 1 :</p> <p>-Retrieve information</p> <p>-Inference.</p> <p>-Define language used.</p> <p>Weeks 2:</p> <p>- Retrieve information from text in order to summaries</p> <p>- Summaries longer passages into key points.</p> <p>- Explore phrases and their effect.</p> <p>-Retrieve information about characters actions and descriptions.</p> <p><u>By the end of both weeks, we will:</u></p> <p>-We will be able to collect evidence from text to respond to questions about characters and settings.</p> <p>- Able to summarise events and sections of the book in order to inform others what has happened.</p> <p><u>We will do this by:</u></p> <ul style="list-style-type: none"> - Answer questions verbally, in pairs and through writing. - Drawing from evidence. - Using dictionaries and thesaurus. - Role play. 	<p>Holes - Louis Sachar</p> <p><u>In weeks 3 & 4 we are learning:</u></p> <p>Week 3</p> <ul style="list-style-type: none"> - Retrieving information from text using P.E.E (Point, evidence and explain.) - Justify answers with evidence. <p>Week 4</p> <p>-Be able to use words in context and know their definitions.</p> <p>- Compare our class book to others we have read in and outside of school.</p> <p><u>By the end of both weeks we will:</u></p> <p>-Be able to use P.E.E confidently.</p> <p>-Continue to justify using evidence.</p> <p>Make relations between events throughout the book.</p> <p><u>We will do this by:</u></p> <ul style="list-style-type: none"> - Reading aloud - Class questioning to spark discussions - Pair work - Written and verbal responding. 	<p>Holes - Louis Sachar</p> <p><u>In weeks 5 & 6 we are learning:</u></p> <p><u>Week 5-</u></p> <ul style="list-style-type: none"> - Continue developing understanding of words in context and their meanings. - Continue to make links between new events and previous events in the text. - Continue to use P.E.E (point, evidence, explain) <p>Week 6-</p> <p>-Show understanding of new words and their definitions.</p> <p>- Answer questions relating to new events and old events in the text.</p> <p>- Review using our personal opinions and knowledge built using evidence from the text.</p> <p><u>By the end of both weeks we will:</u></p> <ul style="list-style-type: none"> - Be able to use new words confidently and in context. - Justify verbally and in writing with evidence from the text. - Form our own opinions about the text. <p><u>We will do this by:</u></p> <ul style="list-style-type: none"> - Double page spreads of evidence and opinions. - Compare good and bad responses to questions. <p>Verbal and written responses to questions</p>
Spelling		<p><u>Learning Objectives</u></p> <p><u>This term, we are learning :</u></p> <ul style="list-style-type: none"> - Week 1- Statutory year 5 and 6 words - Week 2- Words with suffixes -ant, -ance, and -ancy. - Week 3 – Words with suffixes with -ent, -ence, and -ency - Week 4 – Words with suffixes with -able and -ably - Week 5 – Words with Suffixes with -ible and -ibly - Week 6 – Words with silent letters and reviewing past spellings. <p><u>By the end of each week-</u></p> <p>-We will be able to show improved confidence in spelling the selected words.</p> <p>-Use each word in a sentence and understand what they mean.</p> <p><u>We will do this by:</u></p> <p>-Daily independent spelling activities</p> <p>-Teacher led spelling lessons</p> <p>And small group activities.</p> <p>Each week will end in a weekly spelling test.</p>	<p><u>Year 6</u></p> <p><u>This term, we are learning:</u></p> <ul style="list-style-type: none"> - Week 1 - Statutory year 5 and 6 words - Week 2 – Words containing ‘ough’ - Week 3 – Words which contain silent letters (which you do not realise from pronunciation). - Week 4 – Words which are Homophones and other words which often get confused. - Week 6- Revise of words with the suffix -ly. And words with ‘i’ spelt as ‘y’ <p><u>By the end of each week-</u></p> <p>-We will be able to show improved confidence in spelling the selected words.</p> <p>-Use each word in a sentence and understand what they mean.</p> <p><u>We will do this by:</u></p> <p>-Daily independent spelling activities</p> <p>-Teacher led spelling lessons</p> <p>And small group activities.</p> <p>Each week will end in a weekly spelling test.</p>	
STEM	Maths	<p><u>Year 5</u></p> <p><u>In this term, we’re learning to:</u></p> <ul style="list-style-type: none"> - divide a 3-digit by a 1-digit number using partitioning and representations (no remainders) - divide a 3-digit by a 1-digit number using partitioning and representations (one regroup) - divide using partitioning and representations (multiple regroups and remainders) - divide a 3-digit by 1 digit number using short division - divide using short division with regrouping and remainders 	<p><u>Year 6</u></p> <p><u>In this term, we’re learning to:</u></p> <p>Use the four operations.</p> <p>Week 1</p> <p>Multiply a 2-digit number by a 3-digit number with regrouping In all columns</p> <p>Week 2</p> <p>Multiply a 2-digit number by a 4-digit number with regrouping In all columns</p> <p>Solve problems using square and cube number</p> <p>Identify common factor, common multiples and prime numbers.</p>	

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	<ul style="list-style-type: none">- use short division when the hundreds digit is smaller than the divisor- use efficient division strategies to solve problems- solve problems involving multiplication and division- solve problems involving multiplication and division in a range of contexts <p>Key knowledge and vocabulary – Year 5</p> <ul style="list-style-type: none">- Understand the vocabulary: dividend (number being divided), divisor (number you divide by), quotient (answer), remainder (what is left over).- Know that short division is a formal written method for dividing numbers (often up to 4-digit numbers) by a 1-digit number.- Recognise the “bus stop” layout: dividend inside, divisor on the left, quotient written above.	<p>Week 3</p> <p>Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p> <p>Week 4</p> <p>Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p> <p>Week 5</p> <p>The order of operations (BODMAS)</p> <p>Use formal methods of addition and subtraction</p> <p>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>Week 6</p> <p>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p>perform mental calculations, including with mixed operations and large numbers.</p> <p>use their knowledge of the order of operations to carry out calculations involving the 4 operations</p>	
Working Scientifically			
Science Knowledge	<p><u>In Weeks 1 & 2, we’re learning to:</u></p> <ul style="list-style-type: none">- describe changes in humans as they develop as babies and through childhood. <p><u>By the end of each week, we will know how to:</u></p> <p>Week 1 – describe some important changes in humans as they develop as babies up to 1 year old</p> <p>Week 2 – describe some changes humans go through during childhood including important milestones of the children’s own.</p> <p><u>We will do this by:</u></p> <p>Week 1 & 2</p> <p>– Creating timelines of baby and child development.</p>	<p><u>In Weeks 3 & 4, we’re learning to:</u></p> <ul style="list-style-type: none">- describe changes in humans as they develop through adolescence and adulthood <p><u>By the end of each week, we will know how to:</u></p> <p>Week 1 – describe the changes that happen to boys and girls during adolescence</p> <p>Week 2 – describe the changes that take place in adulthood and old age</p> <p><u>We will do this by:</u></p> <p>Week 1 & 2</p> <p>– sequencing important changes in chronological order</p>	<p><u>In Weeks 5 & 6, we’re learning to:</u></p> <ul style="list-style-type: none">- take accurate measurements and compare human height- record our heights on a line graph <p><u>By the end of each week, we will know how to:</u></p> <p>Week 1 –describe differences in growth rate and height</p> <p>Week 2 – create a line graph showing the mean average heights of different aged children.</p> <p><u>We will do this by:</u></p> <p>Week 1 & 2</p> <p>– measuring heights of children in the class and recording them on a line graph.</p>
Design Technology	<p><u>Learning Objectives</u></p> <p><u>Knowledge Organiser</u></p> <p><u>Teaching and Learning Ideas</u></p>	<p><u>Learning Objectives</u></p> <p><u>Knowledge Organiser</u></p> <p><u>Teaching and Learning Ideas</u></p>	<p><u>Learning Objectives</u></p> <p><u>Knowledge Organiser</u></p> <p><u>Teaching and Learning Ideas</u></p> <p>▪</p>
Computing	<p><u>In weeks 1 & 2 we are learning to:</u></p> <p>Week 1</p> <ul style="list-style-type: none">- Recognise that information can stay online and could be copied. <p>Week 2</p> <ul style="list-style-type: none">- Explain how what someone writes online can also affect their family, friends and future opportunities. <p><u>By the end of each week:</u></p> <p>Week 1</p> <ul style="list-style-type: none">- know the benefits of the Internet.- know the risks of sharing certain information online.- know how to take useful steps to stay safe online. <p>Week 2</p> <ul style="list-style-type: none">- know ways to find out information about others by searching online.- know that information about someone online can be used by others to make judgments about them and why these judgments may be incorrect.- know that what you share online can have an impact on your family, friends or future opportunities. <p><u>We will do this by:</u></p>	<p><u>In weeks 3 & 4</u></p> <p>Week 3</p> <ul style="list-style-type: none">- Know why some online activities have age restrictions and why this is important. <p>Week 4</p> <ul style="list-style-type: none">- explain how to build a positive online presence. <p><u>By the end of each week:</u></p> <p>Week 3</p> <ul style="list-style-type: none">- Know why some online activities have age restrictions and why this is important.- Know what information I should not put online without asking a trusted adult first.- Know who I can talk to if others pressure me to do something online that makes me feel uncomfortable. <p>Week 4</p> <ul style="list-style-type: none">- Know that my online information can be used by others to make judgements.- Know some steps I can take to protect my online reputation.- Know some steps I can take to build a positive online presence. <p><u>We will do this by:</u></p>	<p><u>In weeks 5 & 6</u></p> <p>Week 5</p> <ul style="list-style-type: none">- Recognise healthy and unhealthy online behaviours. <p>Week 6</p> <ul style="list-style-type: none">- know how to find online communities and collaborate with others online. <p><u>By the end of each week:</u></p> <p>Week 5</p> <ul style="list-style-type: none">- Know how to be kind and show respect for others online.- Know what healthy and unhealthy online behaviour looks like.- Know ways to develop healthy habits and online behaviours.- Know some strategies to support my own wellbeing online. <p>Week 6</p> <ul style="list-style-type: none">- know strategies for finding safe online communities.- Know ways to collaborate constructively with others.- Know ways to make positive contributions. <p><u>We will do this by:</u></p> <p>Discussion and debate</p>

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		Discussion and debate Creating a 'Positive Digital Citizen' guide throughout the topic.	Discussion and debate Creating a 'Positive Digital Citizen' guide throughout the topic.	Creating a 'Positive Digital Citizen' guide throughout the topic.
	Geography	<u>Learning Objectives</u> <u>Key Knowledge</u> <u>We will do this by:</u>	<u>Learning Objectives</u> <u>Key Knowledge</u> <u>We will do this by:</u>	<u>Learning Objectives</u> <u>Key Knowledge</u> <u>We will do this by:</u>
	History	<u>In weeks 1 & 2 we are learning to:</u> Week 1 - Know who the Maya were and where and when they lived. Week 2 - Understand that the Maya lived in independent city-states. <u>By the end of each week, we will know how to:</u> Week 1 - Locate the Maya civilisation on a map. - Place the Maya on a timeline. - Describe who the Maya were. Week 2 - Describe a Maya city. - Explain what a city-state is. - Know that Maya cities were independent. <u>We will do this by:</u> <u>Week 1</u> Map work – identify Mesoamerica using atlases. Timeline construction – Plot Maya civilisation alongside Ancient Egypt, Romans, Vikings. <u>Week 2</u> Label a Maya city diagram: plaza, pyramid, ball court, palace. Role-play activity as a different Maya city-state. Comparing strengths (trade, location, population).	<u>In weeks 3 & 4 we are learning to:</u> Week 3 - Understand the hierarchy of Maya society. Week 4 - Understand Maya gods, beliefs, and rituals. <u>Be the end of each week, we will know how to:</u> Week 3 - Describe different social groups. - Know who was powerful and why. - Explain roles in Maya society. Week 4 - Identify Maya gods. - Explain why nature was important. - Describe Maya religious practices. <u>We will do this by:</u> <u>Week 3</u> Create a Maya social pyramid. Annotation of each role (king, nobles, priests, merchants, farmers, slaves) and a short writing task: <i>"A day in the life of a Maya child"</i> . <u>Week 4</u> Explore artefacts (images): masks, temples, glyphs. . Create a fact-file page on Maya religion.	<u>In weeks 5 & 6 we are learning to:</u> Week 5 Understand Maya inventions and why they are significant. Week 6 Know how the Maya civilisation ended and what it looks like today. <u>Be the end of each week, we will know how to:</u> Week 5 - Know the Maya invented the number zero. - Name achievements still relevant today and explain why these mattered. Week 6 - Explain why many Maya cities were abandoned - Describe different theories about the decline of the Maya civilisation - Understand that the Maya did not disappear and that Maya people still live today <u>We will do this by:</u> <u>Week 5</u> Writing numbers using Maya dots and bars. Make a mini book on Maya achievements (maths, writing, architecture, astronomy) and discuss how these inventions impact us today. <u>Week 6</u> Working in groups to critically explore the challenges faced and creating news reports to explain the decline of their city.
	RE	How can Brahman be everywhere and in everything? - Hinduism <u>In Weeks 1 & 2, we're learning to:</u> - find out who we are and what we mean to different people. <u>By the end of each week, we will know how to:</u> Week 1 – know what it is that makes us the person we are Week 2 – explain what Brahman is <u>We will do this by:</u> Week 1 – Thinking and recording about our roles to different people Week 2 – Record 3 things that represent our essence (e.g: kindness, creativity, courage, humour) and one thing that never changes about us.	<u>In Weeks 3 & 4, we're learning to:</u> - understand the three main Hindu deities and what Hindus teach their children about God <u>By the end of each week, we will know how to:</u> Week 1 – explain the three main Hindu deities Week 2 – explain the Hindu belief that God is present in all things <u>We will do this by:</u> Week 1 - matching the correct deities to their role Week 2 - creating a fact file about what the Hindus believe about God	In Weeks 5 & 6, we're learning to: - understand how can Brahman be everywhere and in everything <u>By the end of each week, we will know how to:</u> Week 1 – explain why Brahman is in everything or not Week 2 – understand what the Aum signifies <u>We will do this by:</u> Week 1 - practicing a guided meditation using Aum sound Week 2 - creating a collage of how God is present in all of creation
	Art & Design	<u>In weeks 1 & 2 we will be focusing on:</u> -Learning about Frida Kahlo and self-expression in art. -To develop a printed design inspired by Mexican tile or textile patterns. <u>By the end of each week, we will know how to:</u> Week 1: -Analyse objects in Frida Kahlo portraits to understand their meaning. Week 2: -Create a repeated pattern. <u>We will do this by:</u> -Group discussions -Researching Frida Kahlo -Creating a double page spread -Use keywords to critique and analyse art.	<u>In weeks 3 & 4 we will be focusing on:</u> -Learning about Alebrijes (brightly coloured fantastical animals). - Developing imaginative drawing using line, shape and detail. <u>By the end of each week, we will know how to :</u> Week 3 : - Sketch basic creature forms using simple shapes. Week 4: - Incorporate a Mexican printed design to our creatures. <u>We will do this by :</u> - Looking at work by Pedro Linares , creator of Alebrijes.	<u>In weeks 5 & 6 we will be focusing on:</u> - Incorporate our prior knowledge to design Mayan masks. - Make a Myan mask using inspiration of Frida Kahlo, textile patterns and Alebrijes. <u>By the end of each week, we will know how to:</u> Week 5: - Incorporate and decide on our patterns, selected creature and Mexican colour scheme for our masks. Week 6: - Make a Mask inspired by the Mexican art we have looked at throughout the term incorporating our own culture. <u>We will do this by:</u> - Sharing ideas, - Practicing technique, - And physically making a mask out of cardboard.

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Music	<p><u>In weeks 1 & 2 we are learning to:</u></p> <p>Week 1- identify a piece of music as a ballad and learn to sing this style</p> <p>Week 2- Learn an accompaniment to the ballad on glockenspiel and recorder.</p> <p><u>By the end of each week we will know:</u></p> <p>Week 1- the style indicators of a ballad and be able to perform a song.</p> <p>Week 2- the notes C and D on glockenspiel and notes C, B, A and G on recorder.</p> <p><u>We will do this by:</u></p> <p>Listening to Make You Feel My Love by Adele and discuss what makes it a ballad. We will also learn to sing the song.</p> <p>Practicing a short accompaniment on the glockenspiel and recorder that incorporates these notes.</p>	<p><u>In weeks 3 & 4 we are learning to:</u></p> <p>Week 3- improvise a short piece using the notes C, D and E on the glockenspiel.</p> <p>Week 4- compose a short piece of music using notes C, D and E on the glockenspiel.</p> <p><u>By the end of each week we will know:</u></p> <p>Week 3- what improvising is and be able to demonstrate this on the glockenspiel.</p> <p>Week 4- how to create our own composition.</p> <p><u>We will do this by:</u></p> <p>Completing different exercises, using the glockenspiel. These exercises focus on coping back rhythms and using different notes before we improvise a solo.</p> <p>Working in groups of four and using the Ipads to compose our tune on Charanga.</p>	<p><u>In weeks 5&6 we are learning to:</u></p> <p>Week 5- perform our composition to the class</p> <p>Week 6- compose our own lyrics to the song.</p> <p><u>By the end of each week we will know:</u></p> <p>Week 5- how to work as a team to perform together as a group.</p> <p>Week 6- how to write a four line verse to match the style of a ballad.</p> <p><u>We will do this by:</u></p> <p>Rehearsing our compositions together before performing.</p> <p>Discussing what a ballad should include and using key words, such as the hook 'make you feel me love'.</p>
Languages	<p><u>Learning Objectives</u></p> <p><u>Key Knowledge</u></p> <p><u>Teaching and Learning Ideas</u></p>	<p><u>Learning Objectives</u></p> <p><u>Key Knowledge</u></p> <p><u>Teaching and Learning Ideas</u></p>	<p><u>Learning Objectives</u></p> <p><u>Key Knowledge</u></p> <p><u>Teaching and Learning Ideas</u></p>
PE	<p><u>In weeks 1 & 2 we will be focusing on :</u></p> <p>Warmups and why they are important to prepare out bodies for movement. Understand what cardio-vascular means and how our body performs differently.</p> <p><u>By the end of the weeks:</u></p> <p>Week 1: We will be able to design a suitable warm up.</p> <p>Week 2: Explain how the cardiovascular system works and can choose activities to help improve my own cardiovascular endurance.</p> <p><u>We will do this by:</u></p> <p>Week 1- Physically practicing movements which boost our heart rates. Working in groups to plan and teach our own warmups.</p> <p>Week 2- Focus on changing intensity of movements and its effect on our heart rate. Work in pairs and threes.</p>	<p><u>In weeks 3 & 4 we will be focusing on:</u></p> <p>Understanding how to develop flexibility in our muscles. Show the ability to work on building strength in different parts of the body.</p> <p><u>By the end of the weeks:</u></p> <p>Week 1: -We will be able to show movements to increase the flexibility of specific muscles. -Know how muscle flexibility has a wide range of benefits.</p> <p>Week 2: -Complete strengthening exercises safely. -Know why it is important to strengthen muscles.</p> <p><u>We will do this by:</u></p> <p>Week 1: -Focusing on key yoga movements.</p> <p>Week 2: - Perform explosive power and endurance. -collaborate with others to perform movements safely.</p>	<p><u>In weeks 5 & 6 we will be focusing on.</u></p> <p>How to be active and support others around us. Show perseverance to reach a personal best.</p> <p><u>By the end of the weeks:</u></p> <p>Week 1 – <ul style="list-style-type: none"> - Be able to move our bodies in different ways, focusing on different components of fitness. - Know our own strengths and how to self-motivate. </p> <p>Week 2- <ul style="list-style-type: none"> - recognising my own success and achievement helps my mental health and wellbeing. </p> <p><u>We will do this by:</u></p> <p>Week 1 – Encouraging and helping others Physically demonstrating and leading others.</p> <p>Week 2: <ul style="list-style-type: none"> - Reflect - Return to exercises and self-evaluate our own achievements through completing challenges. </p>
PSHE	<p><u>Jigsaw</u></p> <p>Week 1 – money in relation to achieving dreams and goals Week 2 – different jobs and earning potential</p> <p><u>In weeks 1 and 2 we are learning to:</u></p> <p>Week 1 -understand that money may be needed to achieve some of our dreams.</p> <p>Week 2 -know about a range of jobs carried out by people we know and explore how much people earn in different jobs</p>	<p><u>Jigsaw</u></p> <p>Week 3 – future jobs Week 4 – dreams and goals of children in different culture</p> <p><u>In weeks 3 and 4 we are learning to:</u></p> <p>Week 3 <ul style="list-style-type: none"> - identify a job we would like to do when we grow up and understand what motivates us and what we need to do to achieve it </p> <p>Week 4 <ul style="list-style-type: none"> - describe the dreams and goals of young people in a culture different to ours </p> <p><u>By the end of week 3 and 4, we will know:</u></p>	<p><u>Jigsaw</u></p> <p>Week 5 – learning from different cultures Week 6 – how to support each other</p> <p><u>In weeks 5 and 6 we are learning to:</u></p> <p>Week 5 <ul style="list-style-type: none"> - understand that communicating with someone in a different culture means we can learn from each other </p> <p>Week 6 <ul style="list-style-type: none"> - identify a range of ways that we could support each other </p> <p><u>By the end of week 5 and 6, we will know:</u></p>

MEDIUM TERM PLANNER (SINGLE TERM)

Cell Content: NC Objectives, key knowledge mapped out informed by schemes if used Grey fill = not taught this term

Grey fill = not taught

	<p><u>By the end of week 1 and 2, we will know:</u></p> <p>Week 1 -our hopes and dreams for the future and how we may achieve these dreams.</p> <p>Week 2</p> <ul style="list-style-type: none">- A list of certain occupations and their salaries <p><u>We will do this by:</u></p> <p>Week 1</p> <ul style="list-style-type: none">- Writing out our dreams for future and how we will get there <p>Week 2 – Playing a game matching correct salary to job</p>	<p>Week 3</p> <ul style="list-style-type: none">- about our ideal job and the qualifications needed to get there <p>Week 4</p> <ul style="list-style-type: none">- to be able to compare this with children in a different culture. <p><u>We will do this by:</u></p> <p>Week 3 – researching ideal job and the qualifications needed to enter this job</p> <p>Week 4 – choose a child from the fact sheet and write about what you think their goal or dream may be</p>	<p>Week 5 - how to raise money for charity. Week 6 – about hopes and dreams</p> <p><u>We will do this by:</u></p> <p>Week 5 – plan a fundraising event Week 6 – discussion of unit 1</p>
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