

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			
Subject	Week 1 & 2	Week 3 & 4	Week 5 & 6
World/ National Events	▪ Week 1 - 5/1/26 - Teacher Training Day	▪ Week 3 – 19/1/26 – Martin Luther King Day	▪ Week 5 - 4/2/26 – PSHE Join Your Child
School Events	▪ Safety	▪ Focus	▪ 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	<p>Writing genre. -Diary- Inform</p> <p>In week 1 & 2 we are learning:</p> <p>Week 1- -Features of a diary. -How to convey emotion through language -Use varied sentence starters and grammatical features.</p> <p>Week 2- -Apply language and grammar appropriate for a diary entry.</p> <p>By the end of both weeks, we will know:</p> <p>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.</p> <p>Week 2: -Write a diary entry about the arrival at 'Camp Lake' -Continue to embed conveying emotion through language and varied sentences independently.</p> <p>We will do this by:</p> <p>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.</p> <p>Week 2: -Write a diary as Stanley arriving at 'Camp Lake' -Brainstorm emotions and feelings. -Write an example of each of the features of a diary.</p>	<p>Writing genre Instructions -Explanation text</p> <p>In week 3 & 4</p> <p>Week 3- -Be able to identify the audience with our instructions. -Look at presentational devices.</p> <p>Week 4 – -Research the process of making chocolate. -Write instructions about 'How chocolate is made?' -Write using presentational devices.</p> <p>By the end of both weeks, we will know how to :</p> <p>Week 3 – - Be able to sequence in chronological order -Use clear and concise language.</p> <p>Week 4- -Select relevant information from research. -Write instructions efficiently and suitable for selected audience.</p> <p>We will do this by:</p> <p>Week 3: -Researching and learning about the making of chocolate. -Order steps of the process. -Writing clear steps to explain an event.</p> <p>Week 4: -Focusing on writing steps for each section of the chocolate making process.</p>	<p>Writing genre Story- TIME TRAVEL</p> <p>In week 5 & 6 we are learning:</p> <p>Week 5- -Use senses to convey settings. -Understand how dialogue advances character actions.</p> <p>Week 6 – -Research to make our stories historically accurate, -Use dialogue to convey characters actions, Implement conveying settings in a story</p> <p>By the end of both weeks, we will know how to:</p> <p>Week 5- -Structure a story appropriately (Opening, build up, problem, resolution, ending) -Analyses characters in stories. -Create a modern child character.</p> <p>Week 6- -Write a story about traveling back in time to Mayan civilization. Embedding skills developed from week 5.</p> <p>We will do this by:</p> <p>Week 5: -Experience a range of texts. -Use images to inspire vocabulary. -Role-play scenarios</p> <p>Week 6: Week 1- -Experiencing a range of texts. -Role – play</p> <p>Week 2 – -Storyboarding -Using images for inspiration.</p>
Vocabulary, Grammar & Punctuation	<p>In week 1 & 2 we are learning:</p> <p>Wek 1 - -To use Commas, brackets and dashes appropriately. (Parenthesis) -Focus on expanded noun phrases</p> <p>Week 2 - - Develop Noun phrases with addition of fronted adverbials</p>	<p>In week 3 & 4 we are learning:</p> <p>Week 3 -To clearly use conjunctions in writing. -Understand adverbials and when to use them.</p> <p>Week 4 - -Use vocabulary suitable for purpose.</p>	<p>In weeks 5 & 6 we are learning:</p> <p>Week 5 -To use relative clauses in all writing. - Be able to use a variety of sentences and paragraph starters.</p> <p>Week 6 - Understand pronouns. - Use adverbials.</p>

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	<p>-Use past tense and first person.</p> <p>By the end of both weeks, we will know:</p> <ul style="list-style-type: none"> -When to use parenthesis. -How to use the correct parenthesis for the genre of writing. -Be able to show the use of fronted adverbials in our writing. <p>We will do this by:</p> <ul style="list-style-type: none"> -Exploring examples of texts. -Write our own examples of first person. -Correcting and edit work featuring parenthesis, noun phrases, fronted adverbials and tenses. 	<p>By the end of both weeks, we will know:</p> <ul style="list-style-type: none"> -A range of conjunctions to use in our writing. -When in a sentence we should use conjunctions. -Know what an adverbial is. -Use vocabulary appropriate for the purpose of explaining. <p>We will do this by:</p> <ul style="list-style-type: none"> -Describing physical motions. -Verbal discussions. 	<p>By the end of both weeks, we will know:</p> <ul style="list-style-type: none"> -How to use complex and simple sentences to describe characters and settings. -Use a range of vocabulary to engage a reader in our writing. <p>We will do this by:</p> <ul style="list-style-type: none"> -Role playing characters, -Using images and historical artifacts to inspire and inform our writing.
Reading	<p>Holes - Louis Sachar</p> <p>In weeks 1 & 2 we are learning:</p> <p>Weeks 1 :</p> <ul style="list-style-type: none"> -Retrieve information -Inference. -Define language used. <p>Weeks 2:</p> <ul style="list-style-type: none"> - Retrieve information from text in order to summaries - Summaries longer passages into key points. - Explore phrases and their effect. -Retrieve information about characters actions and descriptions. <p>By the end of both weeks, we will:</p> <ul style="list-style-type: none"> -We will be able to collect evidence from text to respond to questions about characters and settings. - Able to summarise events and sections of the book in order to inform others what has happened. <p>We will do this by:</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>In weeks 3 & 4 we are learning:</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> <ul style="list-style-type: none"> -Be able to use words in context and know their definitions. - Compare our class book to others we have read in and outside of school. <p>By the end of both weeks we will:</p> <ul style="list-style-type: none"> -Be able to use P.E.E confidently. -Continue to justify using evidence. <p>Make relations between events throughout the book.</p> <p>We will do this by:</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>In weeks 5 & 6 we are learning:</p> <p>Week 5-</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> <ul style="list-style-type: none"> -Show understanding of new words and their definitions. - Answer questions relating to new events and old events in the text. - Review using our personal opinions and knowledge built using evidence from the text. <p>By the end of both weeks we will:</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>We will do this by:</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>Learning Objectives</p> <p>This term, we are learning :</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>By the end of each week-</p> <ul style="list-style-type: none"> -We will be able to show improved confidence in spelling the selected words. -Use each word in a sentence and understand what they mean. <p>We will do this by:</p> <ul style="list-style-type: none"> -Daily independent spelling activities -Teacher led spelling lessons And small group activities. Each week will end in a weekly spelling test. 	<p>Year 6</p> <p>This term, we are learning:</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>By the end of each week-</p> <ul style="list-style-type: none"> -We will be able to show improved confidence in spelling the selected words. -Use each word in a sentence and understand what they mean. <p>We will do this by:</p> <ul style="list-style-type: none"> -Daily independent spelling activities -Teacher led spelling lessons And small group activities. Each week will end in a weekly spelling test.
STEM	<p>Maths</p> <p>Year 5</p> <p>In this term, we're learning to:</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>Year 6</p> <p>In this term, we're learning to:</p> <ul style="list-style-type: none"> Use the four operations. 	<p>Week 1</p> <ul style="list-style-type: none"> Multiply a 2-digit number by a 3-digit number with regrouping In all columns <p>Week 2</p> <ul style="list-style-type: none"> Multiply a 2-digit number by a 4-digit number with regrouping In all columns Solve problems using square and cube number Identify common factor, common multiples and prime numbers.

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Mathematics	<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 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 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 The order of operations (BODMAS) Use formal methods of addition and subtraction solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>Week 6 Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. perform mental calculations, including with mixed operations and large numbers. use their knowledge of the order of operations to carry out calculations involving the 4 operations</p>	
Working Scientifically	<p>-</p>		
Science Knowledge	<p>In Weeks 1 & 2, we're learning to:</p> <ul style="list-style-type: none"> - describe changes in humans as they develop as babies and through childhood. <p>By the end of each week, we will know how to:</p> <p>Week 1 – describe some important changes in humans as they develop as babies up to 1 year old Week 2 – describe some changes humans go through during childhood including important milestones of the children's own.</p> <p>We will do this by:</p> <p>Week 1 & 2 – Creating timelines of baby and child development.</p>	<p>In Weeks 3 & 4, we're learning to:</p> <ul style="list-style-type: none"> - describe changes in humans as they develop through adolescence and adulthood <p>By the end of each week, we will know how to:</p> <p>Week 1 – describe the changes that happen to boys and girls during adolescence Week 2 – describe the changes that take place in adulthood and old age</p> <p>We will do this by:</p> <p>Week 1 & 2 – sequencing important changes in chronological order</p>	<p>In Weeks 5 & 6, we're learning to:</p> <ul style="list-style-type: none"> - take accurate measurements and compare human height - record our heights on a line graph <p>By the end of each week, we will know how to:</p> <p>Week 1 – describe differences in growth rate and height Week 2 – create a line graph showing the mean average heights of different aged children.</p> <p>We will do this by:</p> <p>Week 1 & 2 – measuring heights of children in the class and recording them on a line graph.</p>
Design Technology	<p>Learning Objectives</p> <p>Knowledge Organiser</p> <p>Teaching and Learning Ideas</p>	<p>Learning Objectives</p> <p>Knowledge Organiser</p> <p>Teaching and Learning Ideas</p>	<p>Learning Objectives</p> <p>Knowledge Organiser</p> <p>Teaching and Learning Ideas</p> <p>-</p>
Computing	<p>In weeks 1 & 2 we are learning to:</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>By the end of each week:</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>We will do this by:</p>	<p>In weeks 3 & 4</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>By the end of each week:</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>We will do this by:</p>	<p>In weeks 5 & 6</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>By the end of each week:</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>We will do this by:</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 <ul style="list-style-type: none"> - Know who the Maya were and where and when they lived. Week 2 <ul style="list-style-type: none"> - Understand that the Maya lived in independent city-states. <u>By the end of each week, we will know how to:</u> Week 1 <ul style="list-style-type: none"> - Locate the Maya civilisation on a map. - Place the Maya on a timeline. - Describe who the Maya were. Week 2 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Understand the hierarchy of Maya society. Week 4 <ul style="list-style-type: none"> - Understand Maya gods, beliefs, and rituals. <u>Be the end of each week, we will know how to:</u> Week 3 <ul style="list-style-type: none"> - Describe different social groups. - Know who was powerful and why. - Explain roles in Maya society. Week 4 <ul style="list-style-type: none"> - 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: "A day in the life of a Maya child". <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 <ul style="list-style-type: none"> - Know the Maya invented the number zero. - Name achievements still relevant today and explain why these mattered. Week 6 <ul style="list-style-type: none"> - 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> <ul style="list-style-type: none"> - 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> <u>Week 1</u> <ul style="list-style-type: none"> - Thinking and recording about our roles to different people <u>Week 2</u> <ul style="list-style-type: none"> - 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> <ul style="list-style-type: none"> - 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> <u>Week 1</u> <ul style="list-style-type: none"> - matching the correct deities to their role <u>Week 2</u> <ul style="list-style-type: none"> - creating a fact file about what the Hindus believe about God 	In Weeks 5 & 6, we're learning to: <ul style="list-style-type: none"> - 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> <u>Week 1</u> <ul style="list-style-type: none"> - practicing a guided meditation using Aum sound <u>Week 2</u> <ul style="list-style-type: none"> - 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> <ul style="list-style-type: none"> -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> <ul style="list-style-type: none"> -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 : <ul style="list-style-type: none"> - Sketch basic creature forms using simple shapes. Week 4: <ul style="list-style-type: none"> - Incorporate a Mexican printed design to our creatures. <u>We will do this by :</u> <ul style="list-style-type: none"> - Looking at work by Pedro Linares, creator of Alebrijes. 	<u>In weeks 5 & 6 we will be focusing on:</u> <ul style="list-style-type: none"> - Incorporate our prior knowledge to design Mayan masks. - Make a Mayan 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: <ul style="list-style-type: none"> - Incorporate and decide on our patterns, selected creature and Mexican colour scheme for our masks. Week 6: <ul style="list-style-type: none"> - 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> <ul style="list-style-type: none"> - Sharing ideas, - Practicing technique, - And physically making a mask out of cardboard.

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Music	<p>In weeks 1 & 2 we are learning to:</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>By the end of each week we will know:</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>We will do this by:</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>In weeks 3 & 4 we are learning to:</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>By the end of each week we will know:</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>We will do this by:</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>In weeks 5&6 we are learning to:</p> <p>Week 5- perform our composition to the class</p> <p>Week 6- compose our own lyrics to the song.</p> <p>By the end of each week we will know:</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>We will do this by:</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>Learning Objectives</p> <p>Key Knowledge</p> <p>Teaching and Learning Ideas</p>	<p>Learning Objectives</p> <p>Key Knowledge</p> <p>Teaching and Learning Ideas</p>	<p>Learning Objectives</p> <p>Key Knowledge</p> <p>Teaching and Learning Ideas</p>
PE	<p>In weeks 1 & 2 we will be focusing on :</p> <p>Warmups and why they are important to prepare our bodies for movement.</p> <p>Understand what cardio-vascular means and how our body performs differently.</p> <p>By the end of the weeks:</p> <p>Week 1:</p> <p>We will be able to design a suitable warm up.</p> <p>Week 2:</p> <p>Explain how the cardiovascular system works and can choose activities to help improve my own cardiovascular endurance.</p> <p>We will do this by:</p> <p>Week 1-</p> <p>Physically practicing movements which boost our heart rates.</p> <p>Working in groups to plan and teach our own warmups.</p> <p>Week 2-</p> <p>Focus on changing intensity of movements and its effect on our heart rate.</p> <p>Work in pairs and threes.</p>	<p>In weeks 3 & 4 we will be focusing on:</p> <p>Understanding how to develop flexibility in our muscles.</p> <p>Show the ability to work on building strength in different parts of the body.</p> <p>By the end of the weeks:</p> <p>Week 1:</p> <p>-We will be able to show movements to increase the flexibility of specific muscles.</p> <p>-Know how muscle flexibility has a wide range of benefits.</p> <p>Week 2:</p> <p>-Complete strengthening exercises safely.</p> <p>-Know why it is important to strengthen muscles.</p> <p>We will do this by:</p> <p>Week 1:</p> <p>-Focusing on key yoga movements.</p> <p>Week 2:</p> <p>- Perform explosive power and endurance.</p> <p>-collaborate with others to perform movements safely.</p>	<p>In weeks 5 & 6 we will be focusing on.</p> <p>How to be active and support others around us.</p> <p>Show perseverance to reach a personal best.</p> <p>By the end of the weeks:</p> <p>Week 1 –</p> <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>Week 2-</p> <ul style="list-style-type: none"> - recognising my own success and achievement helps my mental health and wellbeing. <p>We will do this by:</p> <p>Week 1 –</p> <p>Encouraging and helping others</p> <p>Physically demonstrating and leading others.</p> <p>Week 2:</p> <ul style="list-style-type: none"> - Reflect - Return to exercises and self-evaluate our own achievements through completing challenges.
PSHE	<p>Jigsaw</p> <p>Week 1 – money in relation to achieving dreams and goals</p> <p>Week 2 – different jobs and earning potential</p> <p>In weeks 1 and 2 we are learning to:</p> <p>Week 1</p> <ul style="list-style-type: none"> -understand that money may be needed to achieve some of our dreams. <p>Week 2</p> <ul style="list-style-type: none"> -know about a range of jobs carried out by people we know and explore how much people earn in different jobs 	<p>Jigsaw</p> <p>Week 3 – future jobs</p> <p>Week 4 – dreams and goals of children in different culture</p> <p>In weeks 3 and 4 we are learning to:</p> <p>Week 3</p> <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>Week 4</p> <ul style="list-style-type: none"> - describe the dreams and goals of young people in a culture different to ours <p>By the end of week 3 and 4, we will know:</p>	<p>Jigsaw</p> <p>Week 5 – learning from different cultures</p> <p>Week 6 – how to support each other</p> <p>In weeks 5 and 6 we are learning to:</p> <p>Week 5</p> <ul style="list-style-type: none"> - understand that communicating with someone in a different culture means we can learn from each other <p>Week 6</p> <ul style="list-style-type: none"> - identify a range of ways that we could support each other <p>By the end of week 5 and 6, we will know:</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.</p> <p>Week 6 – about hopes and dreams</p> <p><u>We will do this by:</u></p> <p>Week 5 – plan a fundraising event</p> <p>Week 6 – discussion of unit 1</p>
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