



Medium Term Plan: Siege and Storm

Term: Spring 2

Intended Outcome of Topic: Children will have a solid knowledge of castles appropriate for the key stage. They will understand what castles are, why they were built and how they changed over time.

Memorable experience:

Making a 3D model of a Motte and Bailey castle – linking to Summer term trip to Mountfitchet Castle

SMSC Links:

English:

- represent, explore and reflect on their own and others' inner life in {story, poetry,} drama and the discussion of texts and ideas
- give expression to personal thoughts, beliefs and feelings through speaking and writing
- connect and empathise with characters in stories and plays
- experience and come to an appreciation of the beauty and musicality of language and words, as expressed in poetry, literature and the spoken word
- give expression to personal views and opinions through speaking and writing
- recognise and discuss 'good' and 'bad' characters in stories and plays - and characters with both 'good' and 'bad' characteristics
- collaborate with others to write stories or poems
- hear/read/write stories or plays about a wide range of relationships (e.g. friendships, families, gangs)
- use factual texts which reflect the multicultural nature of Britain

Maths:

- engage in increasingly challenging problem solving activities, persevere to overcome difficulties and experience the pleasure and satisfaction in reaching a solution (arriving at the 'Eureka!' moment!)
- develop understanding of ways in which statistics can be used to misrepresent or mislead
- see that by working [co-operatively] on complex mathematical tasks, the result is often better than any of them could achieve separately
- solve mathematical problems in collaboration with others
- explore practical applications of maths for social purposes (e.g. conducting and analysing surveys)
- recognise that mathematicians from many cultures have contributed to the development of modern day mathematics

Science:

- See the need to draw conclusions using observation and evidence rather than preconception or prejudice.
- Reflect on and wonder at the order, regularity and pattern in the natural and physical world, the incomprehensible.
- vastness of the universe and the variety of life forms within
- Recognise how the formation of opinion and the justification of decisions can be informed by experimental evidence.

HISTORY

- appreciate the achievements of past societies (e.g. the pyramids, cathedrals, illuminated manuscripts)
- consider the lives, writings and influence of inspirational figures from the past
- appreciate the tremendous influence of religion on human societies past and present
- recognise that actions have consequences by considering the results of events and decisions
- consider different political structures (e.g. democratic, autocratic, hierarchical)
- learn how our present society has been shaped by the past.

RELIGIOUS EDUCATION

- learn about the beliefs and practices of Christianity and other major world religions
- learn from religion and evaluate the truth claims made by Christians and other religious believers
- learn about the moral teachings of Christianity and other religions (e.g. the teaching of Jesus, the Ten Commandments)
- learn about similarities and differences regarding the moral stances of different religions
- explore moral issues through a range of religious stories, including the parables of Jesus
- develop understanding and respect for those holding views, beliefs and values different from their own
- appreciate how our society is enriched by a variety of religions and cultures
- explore Christian and other religious teachings on relationships and the family
- develop their understanding of the multifaith, multicultural nature of contemporary Britain
- appreciate how people's religious beliefs affect the way they live their lives, in matters such as food and dress as well as their outlook and what they believe

PHYSICAL EDUCATION

- understand that human beings are a unity comprising body, mind and spirit, and that these are intimately connected
- enjoy and know the quality of stillness
- gain a sense of fair play based on rules and the conventions of activities
- develop positive sporting behaviour
- develop social skills in activities involving co-operation and collaboration

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	
English	Genre: Fiction Text: Tell Me a Dragon by Jackie Morris Phase: : Talk for Writing, notes making write, proof read Focus: • discuss the purpose of note-taking and look at simple examples · discuss different purposes and methods of making notes • Compose individual sentences orally and write them down. • Imitate familiar stories by borrowing and adapting structures;	Genre: Fiction Text: Tell Me a Dragon by Jackie Morris Phase: : Talk for Writing, notes making write, proof read Focus: • discuss the purpose of note-taking and look at simple examples · discuss different purposes and methods of making notes • Compose individual sentences orally and write them down. Imitate familiar stories by borrowing and adapting structures;	Assessment Week	Genre: Non-Fiction – non chronological reports Text: See inside castles Katie Daynes Phase: reading as a writer: Research skills – using the layout of the text to find the answers to literal questions using the theme of castles. Note making Focus: • ,ask simple questions about what we have read and summarising discuss the purpose of note-taking and look at simple examples · • discuss different purposes and methods of making notes • independently choose what to write about and plan independently	Genre: Non-Fiction – non chronological reports Text: See inside castles Katie Daynes Phase: writing and redrafting Outcome Create own non-chronological report on castles based on cross curricular theme independently choose what to write about, plan and follow it through •write at least three simple sentences, accurately punctuated•write a non-chronological report independently based on a model •write a simple non-chronological report by writing sentences to describe aspects of the subject	

Spelling	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	Why do I swap the 'y' for an 'i' when I add the suffix -es	Why do some words have the spelling 'ey' for the sound /ee/?	Why do some words end -le, -al, -il or -el?	
Reading	Little Wandle Guided Groups – Children to be split into groups based on their phonic knowledge. Focus on decoding, prosody and comprehension.	Little Wandle Guided Groups – Children to be split into groups based on their phonic knowledge. Focus on decoding, prosody and comprehension.	Little Wandle Guided Groups – Children to be split into groups based on their phonic knowledge. Focus on decoding, prosody and comprehension.	Little Wandle Guided Groups – Children to be split into groups based on their phonic knowledge. Focus on decoding, prosody and comprehension.	Little Wandle Guided Groups – Children to be split into groups based on their phonic knowledge. Focus on decoding, prosody and comprehension.	
Maths	Unit: Time Scheme: Ark Maths	Unit: Time Scheme: Ark Maths	Assessment Week	Unit: Fractions Scheme: Ark Maths	Unit: Fractions Scheme: Ark Maths	
Science	We are learning to understand the difference between a bulb and a seed * I can identify a bulb from a seed ** I can describe what bulbs and seeds look like *** I can explain how bulbs and seeds grow	We are learning to understand that plants make their own food * I know that plants make their food ** I can describe the process of plants making their own food *** I can explain how the process gives plants energy to grow.	We are learning to understand plants need water, light, and a suitable temperature to grow * I can identify what plants need in order to grow healthily ** I can describe what a healthy plant would grow like. *** I can explain what conditions can affect plant growth	We are learning to recognise the importance of flowers and seeds * I know what flowers and seeds are. ** I can identify some fruit and vegetables that come from seeds *** I can observe flowers and seeds carefully.	We are learning to know how plants grow from a seed to a plant * I know the early stages of a seed growing into a plant. ** I can explain the role of pollen when explaining how new plants are formed. *** I can demonstrate the conditions need for successful plant growth in the activity.	
Computing						
Geography						
History	What are some famous castles from across the United Kingdom? Identify some ways in which the past is represented e.g. paintings, maps.	How have castles changed over time? - Show an awareness of the past, using common words and phrases relating to the passing of time. - Identify some ways in which the past is represented e.g. paintings, maps.	What was the structure like of a Motte and Bailey castle? Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.	What types of people lived in Motte and Bailey castles, and what was life like for them? Know that there are different opinions about events in the past.	What features did castles have that allowed them to defend themselves? Use a wide vocabulary of everyday historical terms	
Art & Design	Be an architect What is architecture?	Be an architect Exploring the work of Hundertwasser.	Be an architect Designing architecture.	Be an architect Creating a 3D model	Be an architect Creating a 3D model	
Design Technology						
Religious Education	How do Jewish people celebrate Passover (Pesach)?		How do Jewish people celebrate Passover (Pesach)?		How do Jewish people celebrate Passover (Pesach)?	
PE	Tennis Cricket	Tennis Cricket	Tennis Cricket	Tennis Cricket	Tennis Cricket	
CPHSE	Unit: Healthy Me I know what I need to keep my body healthy	Unit: Healthy Me I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed	Unit: Healthy Me I understand how medicines work in my body and how important it is to use them safely	Unit: Healthy Me I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy	Unit: Healthy Me I can make some healthy snacks and explain why they are good for my body	

Music	Singing To learn to sing a British folk song.	Singing To practise and perform a song relating to the countryside.	Singing To practise and perform a song relating to the city.	Singing To create symbols to represent sounds.	Singing To develop and perform a musical composition.	
Other Details e.g. visits						