



Medium Term Plan – Scrumdiddlyumptious – Spring 1

Intended Outcome of Topic Throughout this topic, children will compare two different locations. They will explore physical and human features of two destinations. Pupils will explore the development of fairtrade. Pupils learn about the positive impact that people buying fairtrade has on communities of farmers and manufacturers in less developed countries, for example through better working conditions and a fair working wage. The final lesson will be a visit to the local Coop to explore what fairtrade products are stocked locally.	SMSC Links SCIENCE – Plants • 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 GEOGRAPHY • appreciate how the subject of Geography embodies aspects of the human spirit: our drive to find out about and learn from people and places both near and far • find out about contrasting localities in Britain and the wider world P.E. • gain a sense of achievement and develop positive attitudes towards themselves • gain a sense of fair play based on rules and the conventions of activities • develop social skills in activities involving co-operation and collaboration PSHE: JIGSAW
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Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	Genre: Play scripts Text: Charlie and the chocolate factory by Roald Dahl Objectives: • reads play-script with some intonation • understand the conventions of scripting (e.g. stage directions, asides) • understand how character can be communicated	Genre: Play scripts Text: Charlie and the chocolate factory by Roald Dahl Objectives: • Identify techniques used by the author to persuade the audience to feel sympathy or dislike. • analyse dialogue and make judgements about the extent to which characters reveal their true feelings or motives • plan by discussing plays similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Evaluate the script and the performance for their dramatic interest and impact	Genre: Recount Text: Charlie and the chocolate factory by Roald Dahl Objectives: • listen to others and comment and what they have said • ask questions to clarify understanding • use the word 'because' when justifying • present points to others in a clear and concise manner • consider effective ways	Genre: Recount Text: Charlie and the chocolate factory by Roald Dahl Objectives: • listen to others and comment and what they have said • ask questions to clarify understanding • use the word 'because' when justifying • present points to others in a clear and concise manner • consider effective ways of planning a recount	Genre: Newspaper reports Text: Charlie and the chocolate factory by Roald Dahl Objectives: • listen to others and comment and what they have said • ask questions to clarify understanding • use the word 'because' when justifying • present points to others in a clear and concise manner • consider why we need report writing and	Genre: Newspaper reports Text: Charlie and the chocolate factory by Roald Dahl Objectives: • summarise materials from sources • use knowledge of different organisational features of texts to find information effectively • notice and investigate a range of devices for presenting texts, e.g. enlarged or italicised print, captions and headings, inset text • use knowledge of different organisational features of texts to find information effectively • consider effective ways of planning a report

	in words and gesture - compare organisation of scripts with stories - Recognise the stages in a play and identify the introduction, build-up, climax or conflict and resolution. Notice how the passing of time is conveyed and key words and phrases are used to introduce scenes. - Review the structure and features of play-scripts. - make predictions about how characters will behave in such a setting		of planning a recount		reports you have used and found useful	
Spelling Support for Spelling	Rule: To know what happens to the spelling of nouns when 's' is added.	Rule: To know what happens to the spelling of nouns when 's' is added.	Rule: To know what happens to the spelling of nouns when 's' is added.	Rule: To know what happens to the spelling of nouns when 's' is added.	Rule: To know what happens to the spelling of nouns when 's' is added.	Rule: To know what happens to the spelling of nouns when 's' is added.
Handwriting Pen Pals	Unit 16: Introducing joining from f to an ascender: fl, ft.	Unit 17: Introducing joining from f, no ascender: fe, fi, fu, fr and fy	Unit 18: Introducing joining from f to an anticlockwise letter: fo and fa	Unit 19: Introducing ff	Unit 20: Introducing rr	Unit 21: Introducing ss

Reading Charlie and the chocolate factory	Vocabulary Fluency Retrieval questions	Vocabulary Fluency Visualising Prediction Explaining	Vocabulary Fluency Summarise and making connections	Vocabulary Fluency Inference skills	Vocabulary Fluency Inference skills	Vocabulary Fluency Making connections
Maths Ark Maths	<u>Length and perimeter</u>	<u>Length and perimeter</u>	<u>Multiplication and division</u>	<u>Multiplication and division</u>	<u>Multiplication and division</u>	<u>Multiplication and division</u>
Science Developing Experts	Plants Compare the effect of different factors on plant growth	Plants Describe the functions of different parts of a flowering plant and how they are used on photosynthesis.	Plants Investigate the way in which water is transported within plants.	Plants Explore the part that flowers play in the lifecycle of flowering plants.	Plants Understand the pollination process and the ways in which seeds are dispersed.	Plants Compare the effect of different factors on plant growth.
Geography	Use maps, globes and atlases to locate countries and key features	We are learning to analyse evidence and draw conclusions using maps, aerial photographs and pictures.	Analyse evidence and draw conclusions using maps, aerial photographs and pictures.	Recognise there are similarities and differences between places	Recognise that different people hold different views about an issue (fairtrade).	Trip to the Coop
Art Collage	Experiment with cut collage. I can collage with my cut elements, choosing colour, shape and composition to make my own creative response to the artwork.	Create cupcakes using collage I can cut shapes directly into paper, using scissors, inspired by the artwork.	Fine line drawings to add to collage I can share my work with my class. I can reflect and share what I like, and what I would like to try again. I can look at the work of my classmates and give useful feedback through class or small group discussion.	Range of mediums as a base I can build up imagery through layering shapes.	Create collage of cakes I can experiment with a range of media e.g. overlapping, layering etc.	Create collage of cakes
PE	Swimming Tennis					

PSHE Jigsaw and Amazing Me	Jigsaw - Dreams and Goals • tell you about a person who has faced difficult challenges and achieved success • respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)	Jigsaw - Dreams and Goals • identify a dream/ambition that is important to me • imagine how I will feel when I achieve my dream/ambition	Jigsaw - Dreams and Goals • tell you about a person who has faced difficult challenges and achieved success • respect and admire people who overcome obstacles and achieve their dreams and goals (e.g., through disability)	Jigsaw - Dreams and Goals • be motivated and enthusiastic about achieving our new challenge • know that I am responsible for my own learning and that I can use my strengths as a learner to achieve the challenge	Jigsaw - Dreams and Goals • recognise obstacles which might hinder my achievement and take steps to overcome them • manage the feelings of frustration that may arise when obstacles occur	Jigsaw - Dreams and Goals • evaluate my own learning process and identify how it can be better next time • be confident in sharing my success with others and store my feelings in my internal treasure chest
RE	Enquiry 3 What is Philosophy? - How do people make moral decisions? • Talk about the difference between knowing and believing.	Enquiry 3 What is Philosophy? - How do people make moral decisions? • Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, analyse arguments and how they work.	Enquiry 3 What is Philosophy? - How do people make moral decisions? • Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.	Enquiry 4 What do Muslims believe about God? - Show awareness of the Qur'an as the supreme source of authority for Muslims and begin to explore its authorship and organisation. - Identify ways in which the Muslim view of Allah is similar to and different from the Christian view of God. - Begin to understand this in the context of the three Abrahamic religions. - Recognise ways in which the Muslim view of Allah influences the way Muslims live their lives and view other people. - Recognise that there are many different answers to the question, 'What is God like?'	Enquiry 4 What do Muslims believe about God? - Show awareness of the Qur'an as the supreme source of authority for Muslims and begin to explore its authorship and organisation. - Identify ways in which the Muslim view of Allah is similar to and different from the Christian view of God. - Begin to understand this in the context of the three Abrahamic religions. - Recognise ways in which the Muslim view of Allah influences the way Muslims live their lives and view other people. - Recognise that there are many different answers to the question, 'What is God like?'	Enquiry 4 What do Muslims believe about God? - Show awareness of the Qur'an as the supreme source of authority for Muslims and begin to explore its authorship and organisation. - Identify ways in which the Muslim view of Allah is similar to and different from the Christian view of God. - Begin to understand this in the context of the three Abrahamic religions. - Recognise ways in which the Muslim view of Allah influences the way Muslims live their lives and view other people. - Recognise that there are many different answers to the question, 'What is God like?'
Computing	1 Online safety lesson					

Enrichment	Coop visit
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