



Medium Term Plan – Predators – Summer 1

Design and Technology focus

Intended Outcome of Topic: To develop children's knowledge of predatory animals and develop scientific enquiry.	SMSC Links: • 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. • Recognise how the formation of opinion and the justification of decisions can be informed by experimental evidence. • Find out about contrasting localities in Britain and the wider world. • DT – Explore pneumatics. • ART AND DESIGN appreciate how the same work of art can be interpreted in different ways by different people. • 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.
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Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	Genre : Adventure story Text: Visual literacy - The Lion King Focus: Describing settings and characters and speech. Objectives: • To select words and phrases that describe scenes and characters. • To understand the function of adjectives within sentences, • To use the term verbs and adverbs • To write a description in the style of a familiar story. • To consider how paragraphing is used to organise dialogue. • To use paragraphing in presentation of dialogues in stories. • To use speech marks/inverted	Genre : Adventure story Text: Visual literacy - The Lion King Focus: Describing settings and characters and speech. Objectives: • Re-tell main points of story in sequence; to compare different stories • Refer to significant aspects of the text, e.g. opening, build-up, atmosphere, and to know language is used to create these, e.g. use of specific adjectives, nouns and verbs for description. • Identify the theme and conventions of the story	Genre : Poetry (star poems) Text: Visual literacy - The Lion King Focus: Describing settings and characters and speech. Objectives: Focus: Poetry • To generate ideas relevant to a topic by brainstorming, word association, etc. k 1 • Identify and use different word classes (nouns, adjectives, verbs)	Genre : Non-chronological report Text: Various websites and videos – endangered animals Focus: Analysing the structure and planning a report. Objectives: • Ask questions to clarify understanding. • Present points to others in a clear and concise manner • Discuss different ways of presenting information • Discuss and justify selection of points	Genre: Non-chronological report Text: Various websites and videos – endangered animals Focus: Writing non-chronological report Objectives: Phase: • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] • Expressing time, place and cause using adverbs [for example, then, next, soon, therefore], e.g. note the lack of use of 'adverbs of time' in this text type, drawing attention to the difference between recounts (which are	Genre: Non-chronological report Text: Various websites and videos – endangered animals Focus: Writing non-chronological report Objectives: Phase: • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] • Expressing time, place and cause using adverbs [for example, then, next, soon, therefore], e.g. note the lack of use of 'adverbs of time' in this text type, drawing attention to the difference between recounts (which are

	commas in own writing. Summarise the main events of a story			included in a report as the most important - Use the word 'because' when justifying - Introduction to paragraphs as a way to group related material e.g. organise information about a topic into obvious groupings, for example, appearance, feeding habits etc - Headings and sub-headings to aid presentation - Organise words or information alphabetically, using the first two letters - Consider effective ways of planning a report	structured chronologically) and non-chronological reports - Write for intended audience, i.e. self or others - Move from the general e.g. Dragons to the specific e.g. The Lesser Spotted Blue - Provide detail as appropriate - Use description to add detail rather than to elicit an emotional response - Use questions to interest the reader - Organise texts into paragraphs to distinguish between different themes. - Develop awareness of how tense relates to purpose and structure of text.	structured chronologically) and non-chronological reports - Write for intended audience, i.e. self or others - Move from the general e.g. Dragons to the specific e.g. The Lesser Spotted Blue - Provide detail as appropriate - Use description to add detail rather than to elicit an emotional response - Use questions to interest the reader - Organise texts into paragraphs to distinguish between different themes. Develop awareness of how tense relates to purpose and structure of text.
Spelling/Handwriting	We are learning to revisit joins.	We are learning to use parallel ascenders.	We are learning to use parallel ascenders and descenders.	We are learning to join r to an anticlockwise letter.	We are learning to revisit break letters.	

Reading	Whole Class Reading: The Sheep Pig, Dick King-Smith <u>Objectives:</u> • To articulate and justify opinions when making inferences • To discuss significant aspects of the text, finding extracts to support reaction • To describe characters, evaluating their behaviour • To infer feelings and opinions of a character from other characters' view points • Use the language of possibility to reflect on feelings, behaviour and relationships <u>Key skills:</u> • Generalising • Inferring • Activating prior knowledge • Making comparisons • Understanding vocabulary • Reading for meaning • Dictionary use	Whole Class Reading: The Sheep Pig, Dick King-Smith <u>Objectives:</u> • To articulate and justify opinions when making inferences • To discuss significant aspects of the text, finding extracts to support reaction • To describe characters, evaluating their behaviour • To infer feelings and opinions of a character from other characters' view points • Use the language of possibility to reflect on feelings, behaviour and relationships <u>Key skills:</u> • Generalising • Inferring • Activating prior knowledge • Making comparisons • Understanding vocabulary • Reading for meaning • Dictionary use	Whole Class Reading: The Sheep Pig, Dick King-Smith <u>Objectives:</u> • To discuss how language is used to create effect • To refer to significant aspects of the text, e.g. opening, build-up, atmosphere, and to know language is used to create these, e.g. use of adjectives for description • To identify and discuss main and recurring characters, evaluate their behaviour and justify views <u>Key skills:</u> • Inferring • Activating prior knowledge • Making comparisons • Scanning • Skimming • Justifying opinions • Dictionary use • Understanding vocabulary	Whole Class Reading: The Sheep Pig, Dick King-Smith <u>Objectives:</u> • To infer feelings and opinions of a character from other characters' view points • To identify and discuss main and recurring characters, evaluate their behaviour and justify views <u>Key skills:</u> • Activating prior knowledge • Inferring • Dictionary use Task: • Drama to show inferred information. • Using a dictionary.	Whole Class Reading: The Sheep Pig, Dick King-Smith <u>Objectives:</u> • To summarise events of the story • To identify and discuss story themes. e.g. trials and forfeits, good over evil, weak over strong, wise over foolish • To discuss (i) characters' feelings; (ii) behaviour, e.g. fair or unreasonable, brave or foolish; (iii) relationships, referring to the text and making judgements • To discuss relationship between character's feelings and actions • To express their views about a story, identifying specific words and phrases to support their viewpoin <u>Key skills:</u> • Activating prior knowledge • Inferring • Summarising • Paraphrasing	Whole Class Reading: The Sheep Pig, Dick King-Smith <u>Objectives:</u> • To summarise events of the story • To identify and discuss story themes. e.g. trials and forfeits, good over evil, weak over strong, wise over foolish • To discuss (i) characters' feelings; (ii) behaviour, e.g. fair or unreasonable, brave or foolish; (iii) relationships, referring to the text and making judgements • To discuss relationship between character's feelings and actions • To express their views about a story, identifying specific words and phrases to support their viewpoin <u>Key skills:</u> • Activating prior knowledge • Inferring • Summarising • Paraphrasing
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Maths White Rose	Fractions	Fractions	Fractions	Angles and shape	Angles and shape	Angles and shape
Science Developing Experts	School trip – Call of the wild	We are learning to describe the functions of tendons and ligaments. I can recall that tendons join bones to muscles and ligaments join bones to bones. I can explain how tendons and ligaments aid movement. I can discuss how tendons and ligaments work with our joints to aid movement.	We are learning to discuss the function of the skeleton. I can recall the three functions of a skeleton. I can give examples of bones, different bones and where they are found. I can explain the function of some bones in our body.	Enquiry <u>We are learning to write a method and carry out a practical test.</u> I can write a method for a practical investigation. I can write a comprehensive method for a scientific investigation and use it to carry out practical work. I can evaluate the effectiveness of the method after the practical investigation has been completed.	Enquiry We are learning to write a conclusion. I can explain what happened during an investigation and give scientific evidence to support findings. I can explain what happened during an investigation and give scientific evidence to support findings. I can explain scientifically the results of an investigation and suggest further lines of enquiry that could be tested.	Enquiry We are learning to conduct a fair test. I can explain what a controlled test is, I can suggest variables to compare. I can carry out a fair test.

Computing	1 Online Safety lesson					
RE	To know what differences being a Muslim makes to daily life.	To know what differences being a Muslim makes to daily life.	To know what differences being a Muslim makes to daily life.	To know what differences being a Muslim makes to daily life.	To know what differences being a Muslim makes to daily life.	To know what differences being a Muslim makes to daily life.
Art and Design	<u>Skills :</u> - To use visual notes in a sketch book. - I can use my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials.	<u>Skills :</u> - To use visual notes in a sketch book. - I can use my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials.	<u>Skills:</u> I can make a sculpture using materials to model or construct which is inspired by a character in a book or film.	<u>Skills:</u> I can make a sculpture using materials to model or construct which is inspired by a character in a book or film.	<u>Skills:</u> - I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character. - I can take photographs of my work thinking about focus, background and lighting. - I can reflect and share how the way I made my sculpture helps capture my feelings about the original character. - I can share my feedback about my classmates work.	<u>Skills:</u> - I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character. - I can take photographs of my work thinking about focus, background and lighting. - I can reflect and share how the way I made my sculpture helps capture my feelings about the original character. - I can share my feedback about my classmates work.

History						
Geography						
Design and Technology	- To understand what pneumatics are - To know some uses of pneumatics - To explore pneumatic materials	- To design a pneumatic - To select suitable resources for a pneumatic	- To create a pneumatic - To develop problem solving - To learn different ways to create corners - To select suitable resources	- To create a pneumatic - To develop problem solving - To learn different ways to create corners - To select suitable resources	- To create a pneumatic - To develop problem solving - To learn different ways to create corners - To select suitable resources	- To evaluate our pneumatic - To explain how our pneumatic works
PE	- Indoor PE – Dodgeball - Outdoor PE- Sports Coach - Athletics	- Indoor PE – Dodgeball - Outdoor PE- Sports Coach - Athletics	- Indoor PE – Dodgeball - Outdoor PE- Sports Coach - Athletics	- Indoor PE – Dodgeball - Outdoor PE- Sports Coach - Athletics	- Indoor PE – Dodgeball - Outdoor PE- Sports Coach - Athletics	- Indoor PE – Dodgeball - Outdoor PE- Sports Coach - Athletics
PSHE Relationships	<u>Relationships</u> - Jobs - Responsibilities - Stereotyping	<u>Relationships</u> Conflict	<u>Relationships</u> Online safety	<u>Relationships</u> Where things come from across the world	<u>Relationships</u> Rights across the world	<u>Relationships</u> Appreciation
Music						