



Medium Term Plan – It's Show Time!

Intended Outcome of Topic:

For children to produce a showcase performance based on The Jungle Book. The children will be part of the whole showcase including: creating props and set pieces, the sound management, creating costumes and performing.

SMSC Links:

Spiritual

- To develop a sense of awe and wonder about the world around them.
- Use imagination and creativity in their learning
- Reflect willingly on their experiences

Social

- Cooperate well with others and be able to resolve conflicts effectively
- Use a range of social skills in different contexts.

Cultural

- Understand and appreciate the wide range of cultural influences that have shaped our heritage.
- Participate positively to artistic, musical, sporting and cultural opportunities.

Moral

- Understand legal boundaries and is so doing respect the civil and criminal law of England.
- Understand the consequences of behaviour and actions.

Subject	Week 1	Week 2	Week 3	Week 4 Residential/activities week	Week 5	Week 6 Production week and final week of Kings Road
Engage/ Develop/ Innovate/ Express	Engage/ Develop/ Innovate/ Express	Engage/ Develop/ Innovate/ Express	Engage/ Develop/ Innovate/ Express	Engage/ Develop/ Innovate/ Express	Engage/ Develop/ Innovate/ Express	Engage/ Develop/ Innovate/ Express
English	<u>Genre: Setting Description</u> <u>Stimulus:</u> Henri Rousseau 'Surprised' Painting and book, Katie's Picture Show <u>Phase of writing:</u> speaking, listening and writing <u>Focus:</u> Children will look at the painting Surprised to produce descriptive writing. Then, they will read the story, Katie's Picture Show and write a short narrative where a person enters a painting. <u>Objectives:</u> -I can describe settings and characters -I can use expanded noun phrases and prepositional phrases - I can sue figurative language -I can use adverbial phrases -I can use cohesive devices	<u>Genre: Biographies (Charles Dickens)</u> <u>Text:</u> Oliver! <u>Phase of writing:</u> analysing features,planning, writing, editing <u>Focus:</u> after reading and watching Oliver!, children will learn about Charles dickens and write a biography of his life. <u>Objectives:</u> -I can use cohesive devices -I can use a range of high level punctuation -I can use the passive voice to increase the level of formality of my writing -I can skim and scan for key information -I can use a range of clause structures when researching	<u>Genre: Biographies (Charles Dickens)</u> <u>Text:</u> Oliver! <u>Phase of writing:</u> analysing features,planning, writing, editing <u>Focus:</u> after reading and watching Oliver!, children will learn about Charles dickens and write a biography of his life. <u>Objectives:</u> -I can use cohesive devices -I can use a range of high level punctuation -I can use the passive voice to increase the level of formality of my writing -I can skim and scan for key information -I can use a range of clause structures when researching		<u>Genre: Discussion Texts</u> <u>Stimulus:</u> topic to be chosen by students <u>Phase of writing:</u> writing, editing and publishing <u>Focus:</u> Children will write a discussion text about a topic of their choosing e.g. should mobile phones be banned in school? They will then edit and publish this. <u>Objectives:</u> -I can use cohesive devices to link sentences and paragraphs -I can use coordinating and subordinating conjunctions -I can organise my ideas into paragraphs -I can use high level punctuation -I can change formality through the use of the passive voice	

	-I can use high level punctuation	-I can present my work using paragraphs, subheadings and headings	-I can present my work using paragraphs, subheadings and headings			
Reading	Text: Holes by Louis Sachar Objectives: -To understand key vocabulary in context -To skim and scan the text for evidence -To justify answers with evidence from the text -To analyse the author's viewpoint -To develop reading pace -To empathise with characters -To understand the context of a novel and make comparisons to historical novels	Text: Holes by Louis Sachar Objectives: -To understand key vocabulary in context -To skim and scan the text for evidence -To justify answers with evidence from the text -To analyse the author's viewpoint -To develop reading pace -To empathise with characters -To understand the context of a novel and make comparisons to historical novels	Text: Holes by Louis Sachar Objectives: -To understand key vocabulary in context -To skim and scan the text for evidence -To justify answers with evidence from the text -To analyse the author's viewpoint -To develop reading pace -To empathise with characters -To understand the context of a novel and make comparisons to historical novels		Text: Holes by Louis Sachar Objectives: -To understand key vocabulary in context -To skim and scan the text for evidence -To justify answers with evidence from the text -To analyse the author's viewpoint -To develop reading pace -To empathise with characters -To understand the context of a novel and make comparisons to historical novels	
Maths White Rose Scheme of work	<u>Maths in Art</u>	<u>Maths in Art</u>	<u>Problem Solving Investigations</u>		<u>Problem Solving Investigations</u>	
Science Developing Experts: Animals including humans - Blood and transportation	We are learning to: explore the heart's functions and the functions of different blood cells and blood vessels	We are learning to: Explain how oxygen is drawn into the body	We are learning to: understand the role of the liver and spleen.		We are learning to: describe how diabetes is managed.	
Art	Modelling with Clay- creating a model star for the Hollywood Walk of Fame Week 1: practising skills	Modelling with Clay- creating a model star for the Hollywood Walk of Fame Week 1: practising skills	Modelling with Clay- creating a model star for the Hollywood Walk of Fame Week 1: planning final design		Modelling with Clay- creating a model star for the Hollywood Walk of Fame Week 1: creating and evaluating final design	
Outdoor PE Athletics	Athletics 1. Choose the appropriate speed to run at for the distance to be covered 2. Choose the appropriate throwing technique to meet the demands of the task 3. Choose the appropriate jumping technique to meet the demands of the task	Athletics 1. Communicate, collaborate and compete with others 2. Develop control whilst performing skills at speed 3. Understand the importance of being physically fit	Athletics 1. Perform skills with accuracy, confidence and control 2. Learn how to evaluate and recognise their own success	Athletics 1. Run, jump, catch and throw in isolation and in combination 2. Compare their performance with previous ones and demonstrate improvement to achieve their personal best	Athletics 1. Compete with others 2. Work effectively as part of a team 3. Explain how their body reacts and feels when taking part in different activities and undertaking different roles	Athletics 1. Choose skills that meet the needs of the situation 2. Combine and perform skills with control 3. Develop an understanding of how to improve in different physical activities and sports

CPHSE Jigsaw Changing Me	-To be aware of my own self-image and how my body image fits into that. -To know how to develop my own self esteem	Boys and girls to be taught separately: -To be able to explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after yourself physically and emotionally -To express how I feel about the changes that will happen to me during puberty	-To describe how a baby develops from conception through the nine months of pregnancy, and how it is born -To recognise how I feel when I reflect on the development and birth of a baby	-To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. -To understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don’t want to.	-To be aware of the importance of a positive self-esteem and what I can do to develop it -To express how I feel about my self-image and know how to challenge negative ‘body-talk’	-To identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. -To know how to prepare myself emotionally for the changes next year.