



## Medium Term Plan – It's A Disaster!

**Intended Outcome of Topic:** The children will understand some of the world's disasters that are linked to global warming. They will create a range of written outcomes that demonstrate their understanding.

**Memorable experience:** Immersion Day- create a model volcano and using either coke and mentos, or vinegar and bicarbonate soda, the children will create a model of a volcanic eruption.

| Subject  | Week beginning: 23/2/26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Week beginning: 2/3/26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Week beginning: 9/3/26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Week beginning: 16/3/26                                                                                                                                                                                                                                                                                                                                                                                                                                          | Week beginning: 23/3/26<br>Assessment week                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Week beginning: 30/3/26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| English  | <p><b>Genre: Instructions</b></p> <p><b>Overview:</b> How to prepare in the eventuality of a flood</p> <p><b>Phase of writing:</b> reading, researching, note-taking</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>- To skim and scan the text</li><li>- To retrieve information</li><li>- To define key vocabulary</li><li>- To make concise notes</li><li>- To empathise with a character (opportunity for drama lesson)</li><li>- To explore the features of an instruction text</li></ul> | <p><b>Genre: Instructions</b></p> <p><b>Overview:</b> How to prepare in the eventuality of a flood</p> <p><b>Phase of writing:</b> planning, writing, editing, performing</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>- To plan an instructional text, including instructional and language features</li><li>- To write in a formal tone</li><li>- To use powerful imperative and modal verbs</li><li>- To use semi colons and colons for lists</li><li>- To use the passive voice</li><li>- To engage an audience using the correct tone, pitch and volume of voice</li></ul> | <p><b>Genre: Explanations</b></p> <p><b>Overview:</b> How are volcanoes formed?</p> <p><b>Phase of writing:</b> reading, researching, note-taking, planning</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>- To understand the difference between an instructional and explanation text</li><li>- To skim and scan the text</li><li>- To retrieve information</li><li>- To define key vocabulary</li><li>- To make concise notes</li><li>- To plan an explanation text, including instructional and language features</li></ul> | <p><b>Genre: Explanations</b></p> <p><b>Overview:</b> How are volcanoes formed?</p> <p><b>Phase of writing:</b> writing, editing, publishing</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>- To write in a formal tone</li><li>- To use range of high-level punctuation</li><li>- To use the passive voice</li><li>- To edit and proof-read work</li><li>- To use legible and joined handwriting when publishing a piece of work</li></ul> | <p><b>Genre: Narrative Writing</b></p> <p><b>Overview:</b> First person narrative writing using accounts of people effected by storms and hurricanes Eye of the Storm clip (Literacy Shed)- use as a stimulus for own adventure story</p> <p><b>Phase of writing:</b> reading, planning, writing</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>- To plan an adventure story text, including cohesive devices</li><li>- To empathise with a character</li><li>- To write in the first person</li><li>- To use figurative and emotive language</li><li>- To use a range of high-level punctuation</li><li>- To use a balance of speech, action and description</li><li>- To use powerful vocabulary</li><li>- To use cohesive devices</li></ul> | <p><b>Genre: Narrative Writing</b></p> <p><b>Overview:</b> First person narrative writing using accounts of people effected by storms and hurricanes Eye of the Storm clip (Literacy Shed)- use as a stimulus for own adventure story</p> <p><b>Phase of writing:</b> reading, planning, writing</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>- To empathise with a character</li><li>- To write in the first person</li><li>- To use figurative and emotive language</li><li>- To use a range of high-level punctuation</li><li>- To use a balance of speech, action and description</li><li>- To use powerful vocabulary</li><li>- To use cohesive devices</li></ul> |
| Spelling | <p><b>To use what is known about prefixes and suffixes to transform words</b></p> <p>Revisit previous knowledge</p>                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>To use what is known about prefixes and suffixes to transform words</b></p> <p>Teach, model and define</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>To use what is known about prefixes and suffixes to transform words</b></p> <p>Teach, model and define</p>                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>To use what is known about prefixes and suffixes to transform words</b></p> <p>Practise, explore and investigate</p>                                                                                                                                                                                                                                                                                                                                       | <p><b>To use what is known about prefixes and suffixes to transform words</b></p> <p>Practise, explore and investigate</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>To use what is known about prefixes and suffixes to transform words</b></p> <p>Practise, explore and investigate</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Reading  | <p><b><u>A range of comprehension texts, including different styles and genres</u></b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions</li></ul>                                                                                                                                                                                                                                           | <p><b><u>A range of comprehension texts, including different styles and genres</u></b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>• Distinguish between statements of fact and opinion</li></ul>                                                                                                                                                                                                                                                                                                                                                                              | <p><b><u>A range of comprehension texts, including different styles and genres</u></b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>• Skim and scan the text to retrieve information</li></ul>                                                                                                                                                                                                                                                                                                                                | <p><b><u>A range of comprehension texts, including different styles and genres</u></b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>• Define and discuss key vocabulary</li></ul>                                                                                                                                                                                                                                                         | <p><b><u>A range of comprehension texts, including different styles and genres</u></b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>• Justify predilections</li><li>• Summarise a text</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b><u>A range of comprehension texts, including different styles and genres</u></b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>• Explain answers, with evidence from the text</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| Maths                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                    | <b>Assessment week</b><br>Arithmetic paper and 2 reasoning papers.                                                                                                                                                                                                                                                                                    |                                                      |
| Science                      | <b>We are learning to:</b> Explain how light travels in a straight line.                                                                                                                                                                                                                                                                                                                                                                                  | <b>We are learning to:</b> compare the transparency of different materials.                                                                                                                                                                                            | <b>We are learning to:</b> explain how lenses is used.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>We are learning to:</b> explain that white light is a spectrum of colours.                                                                                                                                      | <b>We are learning to:</b> explain how water can behave like a lens.                                                                                                                                                                                                                                                                                  |                                                      |
| Music                        | <b>Baroque</b><br>To understand the importance of Monteverdi in the history of opera                                                                                                                                                                                                                                                                                                                                                                      | <b>Baroque</b><br>To read and play a canon from staff notation.                                                                                                                                                                                                        | <b>Baroque</b><br>To demonstrate an understanding of Baroque music features when composing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Baroque</b><br>To combine knowledge of staff notation and aural awareness to play a fugue.                                                                                                                      | <b>Baroque</b><br>To apply their understanding of fugue structure when performing with others.                                                                                                                                                                                                                                                        |                                                      |
| Geography                    | Flooding<br><b>We are learning to:</b> identify and understand the effects of flooding in the UK.<br>Extended writing linked with English.<br><br>Describe and understand key aspects of physical geography: climate zones, volcanoes and earthquakes.<br><br>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. | Flooding<br><b>We are learning to:</b> explain how flood defences are used in the UK.<br><br>Describe and understand key aspects of physical geography: climate zones, volcanoes and earthquakes.                                                                      | <b>Volcanoes</b><br><b>We are learning to:</b> explain what a volcano is and how it erupts.<br>Extended writing linked with English.<br><br>Describe and understand key aspects of physical geography: climate zones, volcanoes and earthquakes.<br><br>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe the features studied.<br><br>Understand geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom, a region in a European country and a region within north or South America. | <b>Volcanoes</b><br><b>We are learning to:</b> present information about the world's famous volcanoes.<br><br>Describe and understand key aspects of physical geography: climate zones, volcanoes and earthquakes. | <b>We are learning to:</b> analyse local land use.<br><br>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.<br><br>Use maps, charts etc. To support decision making about the location of places - |                                                      |
| PE                           | <b>Indoor:</b> Dance<br><br><b>Outdoor:</b> Rounders                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Indoor:</b> Dance<br><br><b>Outdoor:</b> Rounders                                                                                                                                                                                                                   | <b>Indoor:</b> Dance<br><br><b>Outdoor:</b> Rounders                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Indoor:</b> Dance<br><br><b>Outdoor:</b> Rounders                                                                                                                                                               | <b>Indoor:</b> Dance<br><br><b>Outdoor:</b> Rounders                                                                                                                                                                                                                                                                                                  | <b>Indoor:</b> Dance<br><br><b>Outdoor:</b> Rounders |
| PSHE<br><br>JIGSAW           | <ul style="list-style-type: none"><li>Take responsibility for my health and make choices that benefit my health and well-being be motivated</li><li>To care for my physical and emotional health</li></ul>                                                                                                                                                                                                                                                | <ul style="list-style-type: none"><li>To know about different types of drugs and their uses and their effects on the body particularly the liver and heart be motivated</li><li>To find ways to be happy and cope with life's situations without using drugs</li></ul> | <ul style="list-style-type: none"><li>Understand that some people can be exploited and made</li><li>To do things that are against the law suggest ways that someone who is being exploited can help themselves</li></ul>                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"><li>To know why some people join gangs and the risks this involves</li><li>To know some strategies I could use to avoid being pressurised</li></ul>                              | <ul style="list-style-type: none"><li>Understand what it means to be emotionally well and explore people's attitudes towards mental health/illness</li><li>To know how to help myself feel emotionally healthy and recognise when I need help with this</li></ul>                                                                                     |                                                      |
| Other Details<br>e.g. visits |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                    | <b>Assessment week</b>                                                                                                                                                                                                                                                                                                                                |                                                      |