



Summer 1 Medium Term Plan – We Are Inventors

Subject	Week beginning: 13/4/26	Week beginning: 20/4/26	Week beginning: 27/5/26	Week beginning: 4/5/26	Week beginning: 11/5/26 SATS WEEK	Week beginning: 18/5/26
English	Genre: Narrative Writing Text: Visual Literacy Phase of writing: reading, speaking and listening, planning Focus: 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 Objectives: - To plan an adventure story text, including cohesive devices - To empathise with a character - To write in the first person - To use figurative and emotive language - To use a range of high-level punctuation - To use powerful vocabulary - To use cohesive devices - To use a balance of speech, action and description	Genre: Setting and Character Description Text: Oliver! Phase of writing: reading, speaking and listening Focus: children will first write a report about a Victorian workhouse, focusing on using the passive voice and will then look at character archetypes and think about how their writing can reflect these Objectives: -I can use passive verbs in my writing -I can compare character archetypes and dialogue -I can use dialogue to advance action and describe characters -I can use a balance of speech and description -I can change formality, using speech	Genre: Recounts (Diary Writing) Text: Oliver! Phase of writing: writing and editing Focus: children will write a series of dairy entries as Oliver to show the relationships he develops in the story. Objectives: -I can describe characters and settings -I can use expanded noun phrases and prepositional phrases -I can use cohesive devices -I can use a balance of speech an description -I can change formality, using speech and carefully selected verbs -I can use a range of high-level punctuation	Genre: Newspaper Reports Text: Oliver! Phase of writing: planning, writing, editing Focus: children will write a newspaper report for when Oliver is caught pick-pocketing. Then will then watch the end of the film, describing characters and how they have changed. Objectives: -I can describe characters and settings -I can use expanded noun phrases and prepositional phrases -I can use cohesive devices -I can change formality, using speech and carefully selected verbs -I can use a range of high-level punctuation -I can use synonyms to avoid repetition -I can use the passive voice		Genre: Assessment writing piece Text: The Tale of 3 Brothers - THE LITERACY SHED Phase of writing: planning, writing, editing Focus: children will write a newspaper report for when Oliver is caught pick-pocketing. Then will then watch the end of the film, describing characters and how they have changed. Objectives: -I can describe characters and settings -I can use expanded noun phrases and prepositional phrases -I can use cohesive devices -I can change formality, using speech and carefully selected verbs -I can use a range of high-level punctuation -I can use synonyms to avoid repetition -I can use the passive voice
Spelling	To spell unfamiliar words by using what is known of spelling patterns and word families Revisit	To spell unfamiliar words by using what is known of spelling patterns and word families Teach	To spell unfamiliar words by using what is known of spelling patterns and word families Teach	To spell unfamiliar words by using what is known of spelling patterns and word families Practise	To spell unfamiliar words by using what is known of spelling patterns and word families Practise	To spell unfamiliar words by using what is known of spelling patterns and word families Apply

CPHSE Jigsaw Relationships	I know that it is important to take care of my mental health I understand that people can get problems with their mental health and that it is nothing to be ashamed of a mental health problem	I know how to take care of my mental health I can help myself and others when worried about	I understand that there are different stages of grief and that there are different types of loss that cause people to grieve I can recognise when I am feeling those emotions and have strategies to manage them	I can recognise when people are trying to gain power or control I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control	I can judge whether something online is safe and helpful for me I can resist pressure to do something online that might hurt myself or others	I can use technology positively and safely to communicate with my friends and family I can take responsibility for my own safety and well-being
Other Details e.g. visits				Bank holiday Monday	SATs week	