

Class 4 Medium Term Plan - Term 3 2024

Week	1 w/b 3/1/24	2 w/b 8/1/24	3 w/b 15/1/24	4 w/b 22/1/24	5 w/b 29/1/24	6 w/b 5/2/24
Literacy The Explorer	Free write To make predictions about the book. What do you need to survive?	To identify techniques that the writer has used to evoke emotion. To explore characters in the story. To understand characters thoughts and feelings. To identify features of a diary entry. To write a diary entry.	To write a diary entry To look at an example of a non-chronological report. To explore different tenses. To understand the difference between description , opinions and fact. To use headings and subheadings accurately.	To understand the features of a non-chronological report. To make clear notes on a topic. To research and make notes on a chosen topic. To plan non chronological report.	To write non chronological report. To recap similes and metaphors. To use personification. To use imagery in poetry.	To analyse a poem. To write a poem. To publish a poem.
Whole class reading A Midsummer Night's Dream	Page 7-15 To understand the characters	Page 15-23 To use retrieval skills	Page 23-31 To use inference skills	Page 31-39 To use vocabulary skills	Page 39-47 To use sequencing skills	Page 47-58 To use summarising skills
Spelling Year 5		Prefix il or ir Adverbs of possibility and frequency	Prefix auto Suffix -ness	Prefix anti Suffix -ship	Suffix ous Modal verbs	Suffix ous Homophones and near homophones
Maths Fractions Year 5	What is a fraction? Unit and non-unit fractions	Equivalent fractions Count in fractions	Fractions greater than 1 Mixed and improper fractions Mixed and improper fractions Compare and order fractions	Compare and order fractions Add fractions Add 2 or more fractions Subtract fractions Subtract 2 or more fractions	Subtract from whole amounts Fractions of amounts Multiply fractions	Revision Using fractions as operators
Science- Solid liquid gases - states of matter, water cycle (year 4)	What are solids, liquids and gases?	How do materials change state?	To complete experiment - melting.	What is the water cycle? (recap from Geography)	To plan an experiment	To complete experiment - evaporation
Geography Rivers	What is the water cycle?	What are the key features of river	What are the characteristics of the	Need: Features of a river assessment -	Can we identify the features on the river	How do we use water?

		systems?	three stages of a river?	journey of a raindrop.	Thames?	
Art Pointillism (painting)	To learn about the style of art known as Pointillism and the artist (George Seurat) who created it		To experiment with different pointillist techniques.		To create own version of "Sunday Afternoon on the Island of La Grande Jatte" in a modern setting.	To finish own version of "Sunday Afternoon on the Island of La Grande Jatte" in a modern setting and create a border
Computing Concept mapping		To understand and use the correct vocabulary when creating a concept map. • To create a concept map.		To understand how a concept map can be used to retell stories and information.		To create a collaborative concept map and present this to an audience.
RE Why is the Torah so important to Jewish people?	What do Jewish people believe about God?	What is the Torah?	What rules do Jewish people live by?	Do all Jewish people live in the same way?	What happens during Jewish worship?	Why is the Torah so important to Jewish people?
PE Dance	To use respond to stimuli, creating movement phrases using specific skills	To design own movement phrases to represent rivers and seas	To link and combine movement phrases and patterns.	To perform a short dance phrase with expression.	To respond to a changing stimulus.	To use range of dance techniques to create a movement sequence.
PSHE	I understand that I will need money to help me achieve some of my dreams. I can identify what I would like my life to be like when I am grown up.	I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs. I appreciate the contributions made by people in different jobs	I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it. I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future	I can describe the dreams and goals of young people in a culture different to mine. I can reflect on how these relate to my own.	I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other. I appreciate the similarities and differences in aspirations between myself and young people in a different culture.	I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship. I understand why I am motivated to make a positive contribution to supporting others.
Music https://www.tes.com/teaching-resource/music-notation-11196252		What is musical notation?	What are crotchets and quavers and semi quavers?	What is a minim and a semibreve?	Create your own rhythm using body percussion and instruments	Create your own rhythm using body percussion and instruments

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