

Spring 1 202	<b>Week 1</b> <b>(07/09/20)</b>	<b>Week 2</b> <b>(14/09/20)</b>	<b>Week 3</b> <b>(21/09/20)</b>	<b>Week 4</b> <b>(28/09/20)</b>	<b>Week 5</b> <b>(05/10/20)</b>	<b>Week 6</b> <b>(12/10/20)</b>	<b>Week 7</b> n/a
<b>English</b>	First day back writing → using Google Classroom  <b>Book of Hopes – Babcock</b>  Y4 – Daphne and the doughnuts Y5 – the Murskateer Introduction to stories through pictures and opening paragraphs → feelings and likes/dislike  4- what do we know about Daphne grid 5 – discussion of different story ideas and themes  4 – creating story ideas grid 5 – how does a story move on? Grammatical tools	4 – grammatical tools for character description 5 – story map to mirror timeline  4 – direct speech, dialogue between characters 5- story plot timeline  4 – similes for character description 5- character profile – adding depth and background  4- story opening – repetition 5- setting mind map to increase atmosphere and mood of setting  4 – boxing up plan 5 – setting description using prepositions	4 – Story draft 5 – 5 min plan and introduction modelling  4 – story draft 5 – story draft  4 – story edit 5 – story draft  4 – typed copy of story 5 – story edit  4 – grammar lesson on speech for consolidation 5 – typed copy of story	<b>My Secret War Diary &amp; Anne Frank</b>  <b>Elicitation task</b> – enormous turnip diary  What is a diary? Examples of different types and styles of diary to read and discuss  Using the first person  Past tense lessons – focus on the simple past for Year 4 and the perfect for Year 5	Continuation of past tense – Year 4 to secure understanding of the simple past and look at progressive. Year 5 to look at modal verbs to add a degree of possibility to their verb choices.  Contrasting the present. Look at simple present for writing thoughts and feelings in the diary.  Tone – role playing work on conversational tone, contrasted to the formality or non-fiction or story writing.  Conjunctions of time (adverbials) to denote the time and order events happen in a diary.	Writing of diary  To write a diary of a Jewish child escaping the Nazis with their family  Plan diary using boxing up template  Draft diary  Edit diary  Final copy of diary edited with images and notes	
<b>Cross-curricular English</b>				Making links with Anne Frank and other evacuees/survivors of Nazi threat			
<b>Whole Class Reading Enrichment</b>	Guided Reading – Badger books (differentiated based on reading attainment)  Class book – Boy in the Striped Pyjamas  <b>Star Reader Assessment</b>	Guided Reading – Badger books (differentiated based on reading attainment)  Class book – Boy in the Striped Pyjamas	Guided Reading – Badger books (differentiated based on reading attainment)  Class book – Boy in the Striped Pyjamas	Guided Reading – Badger books (differentiated based on reading attainment)  Class book – Boy in the Striped Pyjamas	Guided Reading – Badger books (differentiated based on reading attainment)  Class book – Boy in the Striped Pyjamas	Guided Reading – Badger books (differentiated based on reading attainment)  Class book – Boy in the Striped Pyjamas  <b>Star Reader Assessment</b>	
<b>Maths</b>	<b>Place Value</b>  Recap of previous year  Kahoot quizzing  Whiteboard assessment for AFL  Education City refresh and previous year’s activity on place value  <b>Start of Unit White Rose</b>	4- Represent numbers to 1,000 5 – recap of numbers to 10,000 and 1000s, 100s, 10s  4- Number line to 1,000 5 – rounding to 10, 100, 1000  4 -Round to the nearest 10, 100 5- numbers to 100,000/1 million  4- Count in 1000s 5- round numbers within 100,000  4 - 1,000s, 100s, 10s, 1s	4- Partitioning 5 – Round numbers to 1 million  4 - Number line to 10,000 5 – Negative numbers  4 - Find 10, 100, 1,000 more or less than a number 5 – Roman Numerals  4 - Compare numbers 5 – Revision Lesson  4 - Order Numbers <b>5 – End of Unit</b>	4- Roman Numerals <b>Addition and Subtraction (Year 5)</b> <b>5 – Start of unit</b>  4 - Negative numbers 5 – recap adding 4-digit numbers with exchange  4 - Count in 25s 5 – adding numbers with more than 4 digits  4 - Round to the nearest 1,000 5 – recap subtract 4-digit numbers with exchange  <b>4 - End of unit (Year 4)</b>	<b>Addition and Subtraction (Year 4)</b> <b>4 - Start of Unit</b> 5 – round to estimate  4- recap adding 3-digit numbers with exchange 5 – inverse operations  4- adding 4-digit numbers with exchange 5 – multi-step problems  4 – recap subtracting 3-digit numbers with exchange 5 – revision lesson	4 – efficient subtraction Year 5 – consolidation week → interventions if needed.  4 – estimate answers  4 – checking strategies  4 – revision lesson  4 – end of unit  <b>Times tables Rockstar assessment</b>	

		5 - Compare and order numbers to 100,000		5 – subtracting numbers with more than 4 digits	4 – subtract 4-digit numbers with exchange 5 – End of unit		
<b>Cross-curricular Maths</b>		Comparing and ordering numbers of casualties, army sizes and population of the major combatants of WW2					
<b>Science</b>							
<b>History</b>	<p><b>How could Hitler have convinced a nation like Germany to follow him?</b></p> <p><b>Start of unit assessment</b> And What do you know grid?</p> <p>Timeline – placing WW2 in history and then in detail, looking at major events throughout the war.</p>	<p>Who was involved in WW2 – fact-file creating for the 7 main combatants of WW2 using a range of sources and resources to gather information, linked to a map of allied and axis powers</p> <p>The march toward war – looking at the inevitability of war and the events that led up to it on a timeline</p>	<p>Social Experiment for discrimination – linked to Jewish discrimination in WW2</p> <p>Follow-on lesson discussing the comparison between discrimination in WW2 and current discrimination – looking at concentration camps also</p> <p>Anne Frank – who was she and why was she so famous/informative?</p>	<p>The Battle of Britain – how significant was it and why is it so well documented?</p> <p>Weaponry of war – a look at the increased technology and advances in warfare that led to WW2 being the deadliest in History (<b>Winston Churchill and Hitler also being key 'weapons'</b>)</p>	<p>Art in War – a look at different WW2 artists and their take on events.</p> <p>Children to create their own blitz pictures</p>	<p>Recap lesson – what have we learned?</p> <p><b>End of unit assessment</b></p>	
<b>Geography</b>							
<b>Art</b>							
<b>DT</b>							
<b>RE</b>	Hinduism – Taught by T Sutcliffe	Hinduism – Taught by T Sutcliffe	Hinduism – Taught by T Sutcliffe	Hinduism – Taught by T Sutcliffe	Hinduism – Taught by T Sutcliffe	Hinduism – Taught by T Sutcliffe	
<b>PSHE Rights Respecting</b>	<b>Back to school worries</b>	<b>Problem resolving</b>		<b>Mental Health Awareness week - activities for kindness</b>			
<b>PE</b>	<p><b>Netball</b></p> <p>X1 with SL</p> <p>X1 follow-on with TS</p>	<p><b>Netball</b></p> <p>X1 with SL</p> <p>X1 follow-on with TS</p>	<p><b>Netball</b></p> <p>X1 with SL</p> <p>X1 follow-on with TS</p>	<p><b>Netball</b></p> <p>X1 with SL</p> <p>X1 follow-on with TS</p>	<p><b>Netball</b></p> <p>X1 with SL</p> <p>X1 follow-on with TS</p>	<p><b>Netball</b></p> <p>X1 with SL</p> <p>X1 follow-on with TS</p>	
<b>Music</b>	Charanga and glockenspiel – Taught by T Sutcliffe	Charanga and glockenspiel – Taught by T Sutcliffe	Charanga and glockenspiel – Taught by T Sutcliffe	Charanga and glockenspiel – Taught by T Sutcliffe	Charanga and glockenspiel – Taught by T Sutcliffe	Charanga and glockenspiel – Taught by T Sutcliffe	
<b>Cross Curricular Music</b>							
<b>Computing E-Safety</b>	Being safe online Interland (Google)	Being safe online Interland (Google)	Being safe online Interland (Google)	Basic Coding – Code.org	Basic Coding – Code.org	Basic Coding – Code.org	
<b>British Values</b>							

Medium Term Planning **YEAR A**

Year Group:

Teacher:

Autumn 2 2019	Week 1 (Date)	Week 2 (Date)	Week 3 (Date)	Week 4 (Date)	Week 5 (Date)	Week 6 (Date)	Week 7 (Date)
English							
Cross-curricular English							
Whole Class Reading Enrichment							
Maths							
Cross-curricular Maths							
Science							
History							
Geography							
Art							
DT							
RE							
PSHE							
PE							

<b>Music</b>							
<b>Cross Curricular Music</b>							
<b>Computing</b>							
<b>E-Safety</b>							
<b>Rights Respecting</b>							
<b>British Values</b>							