

Medium Term Planning Overview- Cycle 1-Term 4. Team: 5&6

MTP clear end goals, progression of skills, what does that look like in a task/lesson, key vocabulary, and a key focus (artist, composer etc)



Subject: Geography/History – What happened where I live in Victorian times/How has my local area changed over time?	
Prior learning: Knowledge of historical events taken place in Sussex, examples of human and physical geographical features, understanding of OS map symbols, ability to read and draw maps.	
Concept: Changes over time and the reasons behind these, human and physical geographical features, mapping skills (reading and drawing).	
Vocabulary: County, significant features, similarities, differences, erosion, weathering, eastings, northings, human, physical, contour lines.	
1	LO: Let's learn about our local area – East Sussex. Task: Make an informative leaflet for visiting tourists all about East Sussex.
2	LO: Let's learn how and why landscapes change over time. Task: Comparing local area over time through photos and explore reasons for changes over time. Extension: create a line graph based on parish records from 1750-1950.
3	LO: Let's learn how erosion and weathering can change the landscape. Task: Detail the effect of weather on the local landscape over time.
4	LO: Let's learn how physical features are represented on an OS map. Task: Create a 3D model of contour lines.
5	LO: Let's learn how to read and create on OS map that show human and physical features. Task: Comparing local area over time through maps and create own OS-style map of the local area.
End point:	
<ul style="list-style-type: none"> ● Know significant features of East Sussex. ● Know a range of reasons for how their local area has changed over time. ● Be able to detail human and physical features on a map of the local area. 	

Subject: Science – Earth and Space	
Prior learning: To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies. To recognise that light from the sun can be dangerous and that there are ways to protect their eyes.	
Concepts: Pattern Seeking, Observation over time, Grouping and classifying, Using equipment and fair testing, Research , Seeking answers to problems through questioning, Seeking answers to questions through collecting and presenting data.	
Vocabulary: Day and night - Earth, axis, rotate. Solar system – Star = Sun, Planets = Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune (Pluto was classified as Dwarf planet in 2006). Phases of the Moon - full moon, gibbous moon, half moon, crescent moon, new moon, waxing ,waning Moon's orbit: 29.5 days, lunar month. Orbit, planets, revolve, sphere.	
1	LO To describe the Sun, Earth and Moon as approximately spherical bodies. Task: To sort historical/scientific findings and justify ideas.
2	LO :To know the names and positions of planets in the solar system. Task:To create a mnemonic/poster with facts about the planets in the solar system.
3	LO: To know how the sun and moon and Earth move relative to each other and the sun in the solar system. Task: To research different scientists from the past/ hot seating activity/ biographical writing.
4	LO: To know night and day is a result of rotations of the Earth- moon phases Task: To be able to name and order the moon phases using different types of exploration/recording.
5	LO: To understand the Earth's rotation gives day and night and the apparent movement of the sun across the sky. Task:To discuss and explain how the earth's rotation gives day and night. Opportunity to make sundials and learn about the movement of the earth practically- weather dependent.
6	LO: To learn about famous individuals in science Task: To write a fact file/biography about famous astronauts. Opportunity for reading comprehensions for research regarding jobs linked to space.

End point: Pupils will have been taught to:

- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Subject: MfL – Where I Live

Prior learning: Yr 3 4 To know the French words to describe where I live. To know the French words to describe what can be found in my town. Masculine/feminine, verb agreement

Concept: To be able to speak, read and write about key features found where the pupils live.

Vocabulary: une boulangerie une école, un cinéma, un stade une école, un parc, une boulangerie une patinoire ,un cinéma un café, un stade un parc un café une école

1	LO: To know French words to give information about the place that I live Task: To match where people live in France
2	LO: To know French words to give information about the place I live Task: To learn key features and describe where I live.
3	LO: To know French words to give geographical information about the place I live Task: To listen, speak, read and write about where you live, adding extra information what there's to do/ see there..
4	LO: To know French words to give geographical information about the place I live Task: To listen, speak, read and write about where you live, adding extra information describing rooms/ outside spaces, do and do not have
5	LO: To know French words to give geographical information about the place I live Task: To listen, speak, read and write about where you live, adding extra information extra information describing rooms/ outside spaces

End point:

To be able to read, speak and write about where the pupils live.

Subject: Music – Old Music Hall songs

Prior learning: Appraising music using key musical vocabulary, singing techniques

Concept: appraisal, listening and performing

Vocabulary: appraise, pitch, tempo, dynamics, texture, duration, song, melody, lyrics, verse, chorus,

Key Music: 'By the seaside', 'Let's all go down the Strand!', 'She was one of the early birds', 'Any old iron?', 'Ten green bottles' and 'Green' Glass'

1	LO: Let's learn to appraise music. Task: Appraise a range of Old Music Hall songs in writing. Describe how the music makes you feel and also use musical vocabulary to describe the songs.
2	LO: Let's learn to sing Old Music Hall songs. Task: Appraise, learn and perform 'By the seaside' and 'Let's all go down the Strand!'
3	LO: Let's learn to sing Old Music Hall songs. Task: Appraise, learn and perform 'She was one of the early birds' Extension: work either individually or in a group to prepare something appropriate for a class 'Music hall' performance
4	LO: Let's learn to sing Old Music Hall songs. Task: Appraise, learn and perform 'Any old iron?' Extension: work either individually or in a group to prepare something appropriate for a class 'Music hall' performance
5	LO: Let's learn to sing Old Music Hall songs. Task: Appraise, learn and perform 'Ten green bottles' and 'Green' Glass' in two parts. Extension: work either individually or in a group to prepare something appropriate for a class 'Music hall' performance

End point:

- Have a knowledge of Old Music Hall songs
- Perform with confidence, building to sustaining two-part singing

- Put on a class 'Music hall' performance (recorded or live).

Subject: Art – William Morris

Prior learning: Different artists from around the world and from different times.

Concept: learn about the artist William Morris from the Victorian times then compare his work to Hokusai.

Vocabulary: Print Designer, Mono Printing, Relief printing, Layering , Mixed-media and Irregular pattern

1	LO Let's learn about William Morris and cultural context of the Victorians times. Task Create reflections of different William Morris images.
2	LO Let's learn to design my own image based on William Morris designs. Task re-create images based on the works of William Morris, then evaluate their images.
3	LO Let's learn to use a printing method to recreate my images. Task use string and cardboard to create a printing block and then create a repeating pattern wallpaper inspired by William Morris.
4	LO Let's learn to evaluate and improve my designs ready for a new print. Task Creating a layered piece of artwork and then evaluate their work.
5	LO Let's learn about Katsushika Hokusai. Task Make a two page spread about the artist Katsuhika Hokusai

End point:

- To know Victorian patterns that could be recreated.
- To know about the life and work of William Morris.
- To know which colours will mix effectively to create a desired effect or shade.
- To know what perspective means when discussing art.

Subject: RE – Christians and how to live: What would Jesus do?

Prior learning: What Christians believe about God, 'arrival of Jesus as the Messiah'

Concept: To be able to reflect on what and Christianity teaches Christians to choose to live

Vocabulary: Gospel, sermon, teachings, narrative, 'Good News'

1	LO: Let's explore different Gospel texts and identify their message Task: Create a bible stand, experimenting with different foundations; pupil voice; reflect on the parable of The Wise and Foolish builders
2	LO: Let's explore different Gospel texts and identify their message Task: Explore the 15 messages from the Sermon on the mount, summarising activity, reflect on which are important and hard; interpret and dramatise The Centurion's Servant; interpret and apply how Christians respond to gospels
3	LO: Let's answer 'What would Jesus do?' about foundations for living and prayer Task: Compare foundations of living for everyone with Christians; four common components of Christian prayer; how Christians use prayer
4	LO: Let's learn how Jesus' teachings impact on Christians today Task: Study an example of a Christian mission for healing (The Leprosy Mission); answer the question can enemies become friends, comparing two modern stories (Desmond Tutu; Corrie Ten Boom; Forgiveness project)
5	LO: Let's answer 'How do Jesus' teachings and example inspire Christians?' Task: Writing task using learning from the term to answer the question above.

End point:

- To know what impact living in the light of 'What would Jesus do?' has on Christians
- To know how Jesus taught Christians how to live (Sermon on the Mount; Wise and Foolish builders)
- To know Christians foundations for living
- To know how Christians use prayer

Subject: English Wk 1

Prior learning: Looked at direct and indirect speech when writing a newspaper report.

Concept: To develop understanding of characters, Holmes and Watson, then write dialogue between characters.

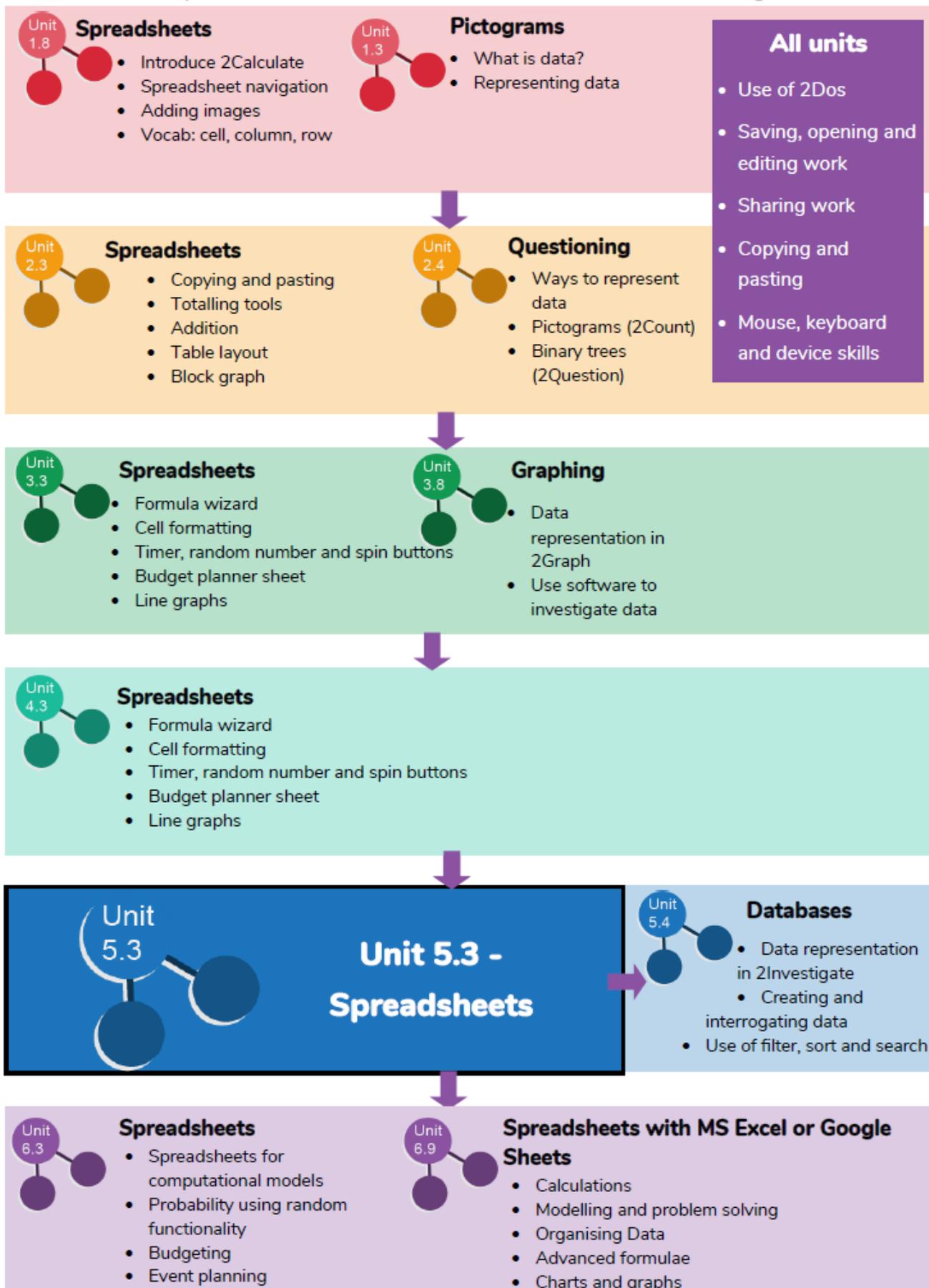
Vocabulary: Description, expended noun phrase, adjective, senses, punctuation, parenthesis

1	LO Let's understand what makes mystery and suspense in detective writing. Task Look at an example Arthur Conan Doyle- The Hound of the Baskervilles, further explore the features of the text e.g dialogue, description, senses and punctuation, use a dictionary to find the meaning of words from the Hound of the baskervilles.
2	LO Let's learn to describe mystery objects. Task use dictionary to look up meanings of words using during the Victorian times, write item description as a class to model how to write one and then pupil to write their descriptions of object independently.
3	LO Let's learn to identify the differences between phrases and clauses. Task identify the differences between clauses and phrases, identify clauses and phrases in the Sherlock Holmes extract, have a go at clauses and phrases activity to identify.
4	LO Let's learn to identify and use indirect speech. Task Look at examples of direct and indirect speech, edit examples then write their own direct and indirect speech.
5	LO Let's learn to write and accurately use indirect and direct speech Task Write dialogue between two characters.
End point: To write dialogue between two characters, developing the story and emotions of characters within this.	

Subject: English – Week 2	
Prior learning: Looking at the characters and how they might communicate, also looking at an example introduction to a Sherlock.	
Concept: Write a story introduction to a Sherlock and Watson mystery.	
Vocabulary: Hyphens, Tenses, Past. Present, Perfect, Progressive	
1	LO Let's learn to understand what and when hyphens are used. Task understanding the different types of hyphens, write their own hyphenated words and identify where they would need to be used in words.
2	LO Let's learn to understand and use different types of tenses. Task understanding the different types of past and present tenses and apply understanding to questions.
3	LO let's learn to plan our own writing. Task Planning their own introduction to a Sherlock Holmes story.
4	LO let's learn to write our own story introduction. Task writing their story introduction.
5	LO Let's learn to edit our own writing. Task editing their story introduction.
End point: To have written an introduction to a Holmes and Sherlock story, editing this and could include their dialogue they created in the first week.	

Subject: English	
Prior learning: Poetry- devices, features, rhyme, imagery, nonsense poetry, word play, puns.	
Concept: To innovate a nonsense poem in the style of the Jabberwocky by Lewis Carroll	
Vocabulary: portmanteau, nonsense, stanzas, innovate, shape, syllables, structure, vocabulary, audience, word class, verbs, adjectives, prepositions, adverbs	
1	LO: Let's learn to develop our understanding of a poem. Task: To sort word classes/familiarisation of the text/ new vocabulary/ comprehension.
2	LO: Let's learn about nonsense poetry Task: Develop understanding of poetic conventions, explore portmanteau, make own nonsense words.
3	LO: Plan a nonsense poem- innovate using the Jabberwocky. Task: Plan using a cartoon strip/ boxing up stanzas of the original poem to plan own version.
4	LO: Let's learn to write a nonsense poem. Task: Final write of innovation of the Jabberwocky/ setting /enemy.
5	LO: Let's learn to review and edit my nonsense poem. Task: Review, edit, peer assess using checklist.
6	LO: Let's perform a nonsense poem. Task: To rehearse, use music and peer review poems.
End point: To individually perform a nonsense poem written in the style of the Jabberwocky.	

Unit 5.3 - Spreadsheets: Prior and Future Learning Links



PSHE:

Subject: PHSE	
Concept: Healthy me	
Vocabulary: Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted Over-the-counter, Restricted, Illegal, Volatile substances, Synthetic highs, New psychoactive substances, Exploited Vulnerable, Drugs, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Stress, Triggers Strategies, Managing stress, Pressure	
1	LO I can take responsibility for my health and make choices that benefit my health and well-being Task Give advice to Agony Aunt scenarios
2	LO I know about different types of drugs and their uses and their effects on the body particularly the liver and heart Task Classify and name variety of drugs
3	LO I understand that some people can be exploited and made to do things that are against the law Task Class discussion and advice giving task around scenarios where children are being exploited
4	LO – I know why some people join gangs and the risks this involves TASK – Match up reasons why someone might join a gang based on their home life or upbringing environment
5	LO – I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse. TASK – Create a dice of ideas to do when feeling stressed
End point: Consider the effect of stress on emotional wellbeing. Consider healthy living advice and the damage addictive substances can have on physical and emotional health. Consider how to help others who are suffering by living unhealthy lifestyles.	