Stratford upon Avon Primary Planning – Medium Term

Year group:

Spring Term 2021 – 2nd half

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| Lesson/Date | Week 1tunnels | Week 2tunnels | Week 3towers | Week 4towersShakespeare week | Week 5castles | Week 6castles |
| Visits/Visitors/Other Info | 3rd = world book day | 8th/9th parent consultation10th Topic sharing | 17th science deep dive | 22nd – synagogue Birmingham visit25th Shakespeare trail |  | Holy trinity service pm |
| Spellings and GPS |
| **Spelling rule**: The long vowel ‘i’ spelled with a y at the end of words. | **Spelling rule:**Adding ‘-es’ to nouns and verbs ending in ‘y.’ | **Spelling rule:**Adding ‘-ed’ to words ending in y. The y is changed to an i. | **Spelling rule:**Adding ‘-er’ to words ending in y. The y is changed to an i. | **Spelling rule:**Adding ‘ing’ to words ending in ‘e’ with a consonant before it. | **Spelling rule:**Challenge words |
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| **GPS:**Tenses – present and past tense -progressive form | **GPS:** Tenses - Correct present and past tenses in writing | **GPS:**Suffixes – formation of nouns using suffixes such as ness, er and by compounding | **GPS:**Suffixes – formation of adjectives using suffixes such as ful, less, ly | **GPS:**Suffixes – use of er and est in adjectives | **GPS:**Assessment / recap |
| English **Text title: The tunnel** | **Writing focus/ purpose:** narrative tunnel(VIPERS) Read ‘The Tunnel’ Pages 1 to 6. Collect nouns, adjectives, verbs, adverbs. (Challenge think of better ones)What is Rose’s dilemma? Hot seat Rose. Conscious alley go or not to go. What would you do? Write out what you think she should do and give reasons why. (Challenge – give alternative view too.)Prediction – what could be in the tunnel? What could happen next?(Dr Sues workshop) (VIPERS) Read ‘The Tunnel’ Pages 7 to 12. Comprehension sheet Sequence the story ‘The Tunnel’ through pictures/ key words.  | **Writing focus/ purpose:** narrative tunnelChoose what their tunnel is going to be like and where it takes them. Think of descriptive words for each (5 senses). Write a description for them.Create a story map of stepping inside their tunnel. Add notes/ captions to explain what happens at each stage of the adventure. Write their adventure story – (recap sentence starters) going into the tunnel and arriving in the new place. Write their adventure story – (think of new sentence starters) the dilemma and solving it. Edit their adventure story and read it aloud. (Improve layout/ opening sentences/ dictionary/thesaurus) | **Writing focus/ purpose:** fairy tales: Rapunzel(VIPERS) Read ‘Rapunzel’ Pages 7 to 16. Comprehension questions(VIPERS) Read Rapunzel. Pages 17 – 29. Act out the story.Sequence the story. (Story map/ comic strip style with captions).Write the story of Rapunzel. Write a diary entry for day the prince meets Rapunzel. Either as the Prince or as Rapunzel.  | **Writing focus/ purpose:**what is recount. Write a checklist and make list of adverbials to use (next, later, meanwhile, minutes later, afterwards) N/A Synagogue tripWrite a recount of synagogue trip. Include best bit SATS Paper 1 reading SATS Paper 2 reading | **Writing focus/ purpose:** SATS SPAG paper 1 and 2Read ‘The fairy tale times’ newspaper article. Highlight and label features of a newspaper report, reported speech. Challenge make a list of words instead of said. Pick a character from Rapunzel. Discuss their role in the story. Write their point of view of the story and a description how felt and why.Write in speech bubbles what their character would say about the stories events if interviewed by newspaper.Interview each other – One as the character, one reporter and one as camera man (Use iPads.) | **Writing focus/ purpose:**Read non- fiction books about castlesWrite out facts learnt about castles.. Compare with others who has most amazing fact?Write a non- chronological report on castles (fact file)(VIPERS) - Easter story. Comprehension sheet. Poem on the Easter story (acrostic on Easter or shape in cross) |
| MathsUnit: Shape  | Recognise 2D shapes and make 2D shapesCount sides on 2D shapesCount vertices on 2D shapesDraw 2D shapesLines of symmetry | Lines of symmetry draw the whole shapeSort 2D shapesMake patterns with 2 D shapes2D shape problem solvingRecognise 3D shape and make 3D shapes | Count faces on 3D shapesCount edges on 3D shapesCount vertices on 3D shapesSort 3D shapesMake patterns with 3D shapes | SATS Arithmetic paperN/A Synagogue trip3D shape problem solving Make equal partsRecognise a half | Find a half SATS reasoning paper Recognise a quarterFind a quarter Find three quarters  | Equivalence of a half and 2 quarter Half and Quarter problem solving Recognise a thirdFind a third Third problem solving |
| Science**Science focus:** **Everyday materials** | Identify, sort and classify everyday materials. Write down various uses of each material. Go on a material hunt around school – See what materials we can find and what they are used for. | Investigation – Perform a simple test and make predictions and use to answer simple questionsMake a **biscuit** bridge. Plan fair test and make prediction to find the strongest biscuit by balancing between wooden blocks and putting weights on. **(Crispbread, sponge finger, shortbread, arrowroot finger, chocolate finer** etc.)Record results and present biscuits from worst to best.  | Investigation- observe and use simple equipment to take measurementsMake s**ugar cube** towers. Record height of each in a table.Who can build tallest tower? Try different approach to build even taller – start with a wider base. (glue with royal icing)Report on findings – tallest and best strategy to use.Maths link |  Describe the properties of a variety of everyday materials – hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, not bendy, waterproof, absorbent, not absorbent, opaque, transparent (COMPLETED WEEK 1, EXTENSION TO THAT LESSON DUE TO SHAKESPEARE WEEK) | Identify the materials used on castles.Discuss and write why used for set bits.Compare materials used in past to now and why materials used have changed. | Experiment – Work scientifically to test the effect of different amounts of sand and water on the strength of a sandcastle. Test through observation (look for cracks, falling over, stress testing – card/container/ marbles in containers on top until falls)(buckets, margarine containers, yogurt pots/ similar to measure amount of **sand**/ water) |
| Topic | Geography – human and physical featuresWorld famous tunnels – Uk/ Europe (channel tunnel, Thames tunnel, tunnel of love in Ukraine, Large Hadron Collider near Geneva Switzerland laerdal tunnel in Norway,) and Non-European country (Virginia’s Natural Tunnel state park in USA, Bund sightseeing tunnel in Shanghai, Cu Chi Tunnel in Vietnam, Guoliag Tunnel in China)Discuss tunnels are human feature. Compare each tunnel , what made from, how used , describe and compare from each country and why needed and why built.Locate countries on class map | Geography – Similarities and differences through studying human features in Uk to contrasting non-European country.World famous sructures UK (Stonehenge) (statue of liberty/ empire state/ Millau Viaduct/ pyramids of Giza/ great wall of China/ Sydney Opera house/ Petronas twin towers)Choose one European and one non European. Find location and compare locations – hemispheres, distance from equator, continent. Pretend visiting it on holiday and write a postcard home. | Geography – aerial photos/ maps to find and recognise human and physical features through drawing/ reading symbols on a keyWorld famous towers – Uk (Big ben, Shard) Europe (Eiffel tower, leaning tower of Pisa) Non European (CN tower in Toronto, Tokyo Skytree in Tokoyo)Put picture of tower around map and match to country. Use a key to show the location of towers on the map. Order from tallest to shortest | History – Learn about events beyond living memory. Sequence significant information in chronological order. Look at pictures of castles through the ages from Ironage hillforts, Saxon ditch and rampart castles to Norman motte and bailey, concentric circle and courtyard castle, medieval fortified manor house and stone castles. Order from oldest to newest in a timeline | History Significant individual – William the Conqueror<https://www.bbc.co.uk/teach/class-clips-video/history-ks1-castles-and-knights-william-the-conqueror/zmj9g7h>  | History – significant places in their own localityResearch Warwick castle. Make leaflet on Warwick castle. Type of castle, location, time built, use, people lived there |
| PETurning, spinning twisting | Indoor – Rolls on the floorOutdoor – pass the braid + Ball pass + keep ball | Indoor – spin on the floor/ air/ moving Outdoor – couple tag + bat and ball pat + channel volleyball | Indoor – moving weight feet to hands/ hands to feet. Outdoor – touch tag + roll/throwing hoops + the moving tunnel + hit and run | Indoor – jump/leaps + fixed turns/twistsOutdoor –Paired follow leader move and stretch + dribble freeze tag + football squash | Indoor – twisting pathways + twisting from balance positionsOutdoor – bean-picking + ball tunnel + dodgeball / hoop roll | Indoor – sequnce of all movementsOutdoor – train chase + hoop game + ball hoop game + keep it up |
| Design and Technology | Explore and evaluate a range of existing products. Explain why a designer or inventor is important.Isambard Kingdom Brunel – Research. Look at structures created and evaluate. Make poster Significant info on Brunel and his impact and draw his designs and evaluate – Do in sketch book then copy into topic books<https://www.bbc.co.uk/bitesize/topics/zd4dy9q/articles/znj32sg> <https://www.bbc.co.uk/teach/class-clips-video/history-ks1-ks2-isambard-kingdom-brunel/zjrtvk7>  | Build structures, exploring how they can be made stronger, stiffer and more stable.Make a spaghetti and marshmallow bridge. Explore ways of connecting using same amount of **spaghetti and marshmallows**Record height and number of pennies each can hold on class table (maths link)TOPIC SHARING EVENT WITH PARENTS  | Shakespeare art project - draw / paint pictures of Shakespeare characters in frames with lift the flaps. | Mothers day – origami tulip flowers/ vase –**pretty card/ paper** | Design purposeful, functional and appealing products for themselves and others based on a design criteria. Generate, develop and communicate ideas through drawings. Plan a design for a castle, write materials will use – think shape, features | Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics and suggest ways of manipulating them to achieve the desired effect.. Build a castle using construction materials, lego / recycled materials.  |
| Music | Zoo time – learn the song | Compare kingston town by UB40 to Zoo time Zoo time - Sing and instruments to song | Compare Shine by ASWAD to zoo timeZoo time – Sing and improvise with voices | N/A for synoguge | Compare I.G.Y by Donald Fagen to zoo time Zoo time sing and perform composition within the song | N/A due to early school finish for Easter |
| RETaken from the Warwickshire SACREWho is Jewish and wha do they believe | What is Judaism – Use resources. Make a mind map posterWhere and when it is from, beliefs, language, books, different types of jews, where they live, Jewish leaders, jewish symbols and artefacts | Jewish place of worshipFind out about synagogues, how they are used, artefacts insideThink of and write down questions want to ask when go.  | Rosh Hashanah – Make links between the Jewish teaching of the ‘mitzvah’ and how they live.Find out how and why Jews celebrate it. Discuss if its easy to forgive or not.Discuss how Jewish people celebrate when they feel forgiven by God or have asked for forgiveness by eating sweet food.What is Rosh Hashanah comprehension activityRosh Hashanah – Slice apples and dip in honey and pomegranates. <https://www.bbc.co.uk/newsround/29363650> | Jewish places of worship - SYNOGUE VISITWrite things that we find out and see. Do a drawing of the outsideDo a drawing of the inside. | Rosh Hahanaha-Recap and discuss main reason is the forgivenessThink of things want to be forgiven for.Write a prayer asking for forgiveness. <https://www.bbc.co.uk/newsround/29363650> | Easter story – Learn ready to write in English lesson. Make Easter cards |
| Computing | n/a due to times table rockstars timetable | (Friday slot) Type out story from English (all afternoon/ move to next week if needed) | (Friday slot) Use puppet pals/ shadow puppet/ to retell ‘Rapunzel’ or  |  (Move to Friday slot due to Synagogue visit)Spreadsheets Copy, cut, paste and totals | SpreadsheetsUse a spreadsheet to add amounts | SpreadsheetsCreate a table and block graph |
| PSHE | Healthy me - Being healthy | Healthy me -Being relaxed | Healthy me -Medicine safety | Healthy me -Healthy eating | Healthy me -Healthy eating | Healthy me -Healthy, happy me |