



Stratford upon Avon Primary Planning – Medium Term

Year group:

Spring Term 2022 – 1st half

Lesson/Date	Week 1 5 th Jan	Week 2 10 th Jan	Week 3 17 th Jan	Week 4 24 th Jan	Week 5 31 st Jan	Week 6 7 th Feb	Week 7 14 th Feb
Visits/Visitors/ Other Info		13 th Jan peer review deep dive – reading, maths, science	18 TH PE cluster meeting 4pm 19 th Art day CP out				
Spellings and GPS	SPELLINGS FOCUS Spellings taken from The Spelling Shed – 1 Spelling pattern per week Some pupils will have specific spellings taken from their books for an area of focus:						
	Spelling rule: The 'r' spelled 'wr' at the beginning of words	Spelling rule: The 'l' or 'ul' sound spelled 'le' at the end of words	Spelling rule: The 'l' or 'ul' sound spelled 'el' at the end of words. Used after 'm, n, r, s, v, w and commonly s	Spelling rule: The 'l' or 'ul' sound spelled 'al' at the end of words	Spelling rule: Words ending in 'il'	Spelling rule: First 10 CEW. Activities from challenge week pack	Spelling rule: Second 10 CEW. Activities from challenge week pack
	GPS FOCUS						
	Word classes verbs	Word classes adverbs	Apostrophes Contractions	Apostrophes Possessive	Apostrophes Plural or possessive	Sentence types Exclamation	Sentence types Statement

<p>English Text title:</p> <p>Writing focus/ purpose: Macbeth</p> <p>A midsummers night dream</p>	<p>N/A –School holiday N/A - Inset Shakespeare guided reading too make significant individual poster - (History link) <i>Identify meaning of vocab in context by discussing and clarifying new words and linking to known vocabulary.</i> VIPER read Macbeth to page 17 – Create a Shakespeare glossary retrieving and defining words from text <i>Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.</i> Create a setting description word map – nouns, verbs, adverbs, adjectives for senses.</p>	<p>Writing focus/ purpose: Use word mat created for descriptive writing piece on the Heath. As Macbeth stood on the...</p> <p><i>Ask relevant questions to extend understanding and understand how to use sentences with different forms : questions</i> Create interview questions to ask Macbeth <i>Participate in role play and use spoken language to develop understanding through speculating, imagining and exploring ideas</i> Hot seat Macbeth using questions from yesterday. Write responses as direct quote.</p> <p>Write a diary entry as Macbeth for the day of the fight and meeting the witches. <i>Express ideas of characters using expanded noun phrases and evidence from the text to justify our ideas.</i> Create a role on the wall for the three witches using similes and expanded noun phrases.</p>	<p>Writing focus/ purpose: Plan narrative: Thane of Cawdor’s encounter with the witches.</p> <p>Write the beginning</p> <p>Write the middle</p> <p>Write the end</p> <p><i>Edit and improve – purple pencils / flap strips.</i></p>	<p>Writing focus/ purpose: VIPER read MSND Page 22. Write out the characters web link at the beginning. VIPER read MSND page 39. Write the new character web link VIPER read MSND to page 51. Answer VIPER comprehension questions. VIPER read MSND to the end (page 60.) Final character web. Write a book review of the story. Include a summary of the story.</p>	<p>Writing focus/ purpose: Freeze frame a moment from each scene. Discuss what’s happening, emotions and what might be said. Pick one of the freeze frames and draw it in book with speech bubble/ thought bubble for each character. Look at and read a variety of play scripts – sort into play script or not. Write a check list of what is included in a play script. Use freeze frame picture and check list to create a play script – write the character list and short setting description. Use freeze frame picture and check list to create a play script for this scene - write the dialogue of the scene. Challenge: add stage directions.</p>	<p>Writing focus/ purpose: Research Nick Bottom and create a mind map of everything we know about him Sequence the events that happened to Nick Bottom and write a short story of ‘Bottom’s dream’. Innovate ‘Bottoms dream’ and create a plan of the magic Puck could have given Bottom and the effect it had on him. Use prior short story written of ‘Bottoms dream’ but use plan to innovate to create own magical story. <i>Finish/ improve and edit with purple pencils ‘flap strips.</i></p>	<p>Writing focus/ purpose: Listen to, read, learn and perform a range of bakery songs. (I am the baker man, muffin man pat a cake, sing a song of sixpence, five currant buns in a baker shop etc.) Write favourite bakery nursery rhyme. Use rhyming structure of the one wrote yesterday to create your own. <i>Use rhyming structure of a different bakery nursery rhyme to create your own.</i> Perform own poems and pick a favourite,.</p>
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<p style="text-align: center;">Maths Unit</p>	<p>N/A – School holiday</p> <p>N/A - Inset</p> <p>Recognise and make equal groups (combine 2 lessons)</p> <p>Add equal groups</p> <p>Multiplication sentences using the x symbol</p>	<p>Problem solving lesson on using x symbol</p> <p>Multiplication form pictures</p> <p>Problem solving using pictures</p> <p>Use arrays</p> <p>Problem solving using arrays</p>	<p>Make doubles</p> <p>2 times table</p> <p>5 times table</p> <p>10 times table</p> <p>Make equal groups – sharing</p>	<p>Make equal groups – sharing</p> <p>Make equal groups- grouping</p> <p>Make equal groups –grouping</p> <p>Sharing and grouping activity</p> <p>Sharing and grouping problem solving</p>	<p>Divide by 2</p> <p>Odd and even numbers</p> <p>Divide by 5</p> <p>Divide by 10</p> <p>Make tally charts activity</p>	<p>Make tally chart</p> <p>Problem solving with tally charts</p> <p>Draw pictogram 1-1</p> <p>Interpret pictograms 1-1</p> <p>Draw pictograms – 2,5,10 activity</p>	<p>Draw pictogram 2,5,10</p> <p>Interpret pictograms 2,5,10</p> <p>Problem solving with pictograms</p> <p>Block diagrams</p> <p>Problem solve block diagrams</p>
<p style="text-align: center;">Science Science focus: Plants</p>	<p>Plant a bulb</p> <p>Discuss how to look after bulb.</p> <p>Explain need to monitor bulb and set a piece of paper behind so can mark the height growth.</p> <p>Write predictions... what will happen to your bulb?</p> <p>Will it grow?</p> <p>Will it grow the same amount each week?</p> <p>Will your bulb flower?</p>	<p>Research lesson on bulbs –</p> <p>What is a bulb?</p> <p>What do bulbs look like?</p> <p>Why do plants have bulbs?</p> <p>What is the purpose of a bulb?</p> <p>Chop a bulb in half and discuss different parts and label.</p> <p>Observe plant discuss what is happening</p>	<p>Compare a range of bulbs – hyacinth, shallot, garlic, tulip, daffodil, onion</p> <p>Draw favourite bulb and write description.</p> <p>Compare the different bulbs.</p> <p>Observe plant, record any changes.</p>	<p>Make a poster on how to look after our bulb.</p> <p>Observe plant.</p> <p>Record any growth</p>	<p>Draw a picture of what the plant will look like when it grows and label</p> <p>Write underneath purpose of each section.</p> <p>Observe plant and record changes.</p>	<p>Go on a spring potters walk – identify and write down flowers see and signs of spring</p> <p>Observe plant growth and record changes</p>	<p>Draw a graph to record the growth of our plant</p> <p>Identify if bulb grew at a constant rate or sporadically.</p>

Art	N/A – School holiday	<p>Sketch old houses from pictures taken of Tudor / Elizabethan houses in Stratford from walk last week.</p> <p>History link – compare the old and new houses.</p> <p>Science link – look at materials old and new houses made out of.</p> <p>Label picture and caption</p>	<p>Research Avi Lehrer</p> <p>Look at their painting of Stratford Upon Avon</p> <p>Sketch and pastels picture of Stratford Upon Avon</p>	<p>Look at urban landscape pictures</p> <p>Watercolour paint Stratford Upon Avon</p>	<p>Make a model of a house, shop or other building in the community. Use small boxes and draw on features. Create a Stratford upon Avon table with roads, park, river and put buildings on.</p> <p>(maths link- make nets)</p>	<p>Make signs for local community to put up in the big spring clean up use card and paint</p>	<p>Old fashioned bakery</p> <p>Bake fairy cakes and biscuits</p> <p>Sell? Maths link</p>
Topic	<p>Be a street detective. – Trip into town following map and take photos</p> <p>Collect data of human features in a tally chart. Identify most common feature.</p> <p>Look at features and draw on map. Record interesting points on map.</p> <p>(Think about people needed to work/look after local community. Think how change over years.)</p> <p>Write captions ‘What we found on our expedition...’ for display.</p>	<p>Geography</p> <p>Look at aerial map of Stratford.</p> <p>Make a map of route taken for expedition.</p> <p>Include features and signs passed on way.</p> <p>Design simple key to show physical features.</p> <p>Spot significant street names/buildings.</p>	<p>Geography</p> <p>Look at old street maps and compare to new street maps.</p> <p>What can see in both? Which has more detail? What’s different?</p>	<p>History</p> <p>Get an elder visitor in to discuss changes they have seen in Stratford (could combine next visit) shops over years – look and compare photos</p> <p>Look at pictures of shops in past and compare to shops now.</p> <p>Make a list of differences between old fashioned baker shops and supermarkets.</p> <p>Discuss negative and positive effects of supermarkets on small retailers.</p>	<p>History</p> <p>Find out about History of school. Family went previously – link to homework? Get families to bring in photos of their school days - compare</p> <p>Invite someone in to talk about their time at Stratford primary school days.</p> <p>Make notes / compare to now in table.</p> <p>Find old school maps / plans from council archives?</p>	<p>Geography</p> <p>Plan a big spring clean.</p> <p>How look after school environment? Write down list of things can do and why.</p> <p>Make posters and invites to parents to help.</p>	<p>Geography</p> <p>Tidy up the school grounds</p> <p>Litter picking</p> <p>Bulb and tree planting</p> <p>Weeding</p> <p>Clearing</p> <p>Repairing</p> <p>BIG SPRING CLEAN UP. Invite parents to help</p>

PE Football Dance - unit 1	Dance – the cat = different levels, speeds and positions and improvise ideas (N/A as out on street detective)	Dance – the cat and the ball Football – dribbling, kicking and hitting lesson 1	Dance – the balloon = create movement ideas and dance using simple actions. Football – dribbling, kicking and hitting lesson 2	Dance – the blowing up balloon Football – dribbling, kicking and hitting lesson 3	Dance – the deflating balloon Football – dribbling, kicking and hitting lesson 4	Dance - reach for the stars	Dance - reach for the stars as a spaceship
Music I wanna play in a band	Use instruments to create music for Macbeth act 1 (on the heath and the fight)	Listen to and discuss song. Learn song and practise singing.	Compare song to we will rock you by queen Practise singing the song. Play the musical instrument part of the song.	Compare song to smoke on the water by deep purple Practise song, singing and instruments Improvise – clap and improvise	Compare song to rockin all over the world by status quo Practise singing song and improvising. Improvise song, play improvise and improvise Compose with the song	Compare song to Johnny B. Goode by Chuck Berry. Practise song, instrument , improve Compose with the song	Compare song I saw her standing there by the Beatles Perform
RE Taken from the Warwickshire syllabus – How should we care for others and why does it matter.	What is special about our world and how are we unique and important.	Benefits of friendship and how we care for others using stories from the bible. What do we learn from religions about what is right and wrong.	Understanding the importance of serving others and supporting the poor through religion.	Understanding how religious people throughout history are inspired to care for others.	Understanding the golden rule through looking at religious scriptures and discussing whether it helps people to be good.	Understand the story of Creation and express it creatively. (display?)	Investigate ways in which people look after the world and why it is important.
Computing	N/A - Inset	Online safety Searching and sharing	Online safety Email using 2respond	Online safety Digital footprint	Spreadsheets Review prior use of spreadsheets	Spreadsheets Copying and pasting totalling tools	Spreadsheets Using a spreadsheets to add amounts
PSHE Dreams and goals	N/A - Inset	Goals to success	My learning strengths	Learning with others	A group challenge	A group challenge	Celebrating our achievement
MFL About me (moi)	My name is...	Age	Colours	My favourite colour is..	Hair	Eyes	I live in..

