



## Stratford upon Avon Primary Planning – Medium Term

Year group:

Spring Term 2022 – 1<sup>st</sup> half

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

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| <p style="text-align: center;"><b>English</b><br/>Text title:<br/><b>Writing focus/ purpose:</b><br/>Macbeth<br/>A midsummers night dream</p> | <p>N/A –School holiday<br/>N/A - Inset<br/>Shakespeare guided reading too make significant individual poster - (History link)<br/><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<br/><i>Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.</i><br/>Create a setting description word map – nouns, verbs, adverbs, adjectives for senses.</p> | <p><b>Writing focus/ purpose:</b><br/><b>Use word mat created for descriptive writing piece on the Heath. As Macbeth stood on the...</b></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<br/><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><b>Write a diary entry as Macbeth for the day of the fight and meeting the witches.</b><br/><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><b>Writing focus/ purpose:</b><br/>Plan narrative:<br/>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><b>Writing focus/ purpose:</b><br/>VIPER read MSND Page 22. Write out the characters web link at the beginning.<br/>VIPER read MSND page 39. Write the new character web link<br/>VIPER read MSND to page 51. Answer VIPER comprehension questions.<br/>VIPER read MSND to the end (page 60.) Final character web.<br/>Write a book review of the story. Include a summary of the story.</p> | <p><b>Writing focus/ purpose:</b><br/>Freeze frame a moment from each scene. Discuss what’s happening, emotions and what might be said.<br/>Pick one of the freeze frames and draw it in book with speech bubble/ thought bubble for each character.<br/>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.<br/>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><b>Writing focus/ purpose:</b><br/>Research Nick Bottom and create a mind map of everything we know about him<br/>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.<br/>Use prior short story written of ‘Bottoms dream’ but use plan to innovate to create own magical story.<br/><i>Finish/ improve and edit with purple pencils ‘ flap strips.</i></p> | <p><b>Writing focus/ purpose:</b><br/>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.<br/>Use rhyming structure of the one wrote yesterday to create your own.<br/><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;"><b>Maths Unit</b></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;"><b>Science science focus:</b><br/>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>   |

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| 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<br/>Look at their painting of Stratford Upon Avon<br/>Sketch and pastels picture of Stratford Upon Avon</p>                 | <p>Look at urban landscape pictures<br/><b>Watercolour paint Stratford Upon Avon</b></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.<br/>(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<br/>Bake fairy cakes and biscuits<br/>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<br/>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.<br/>Spot significant street names/ buildings.</p>                   | <p>Geography<br/>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<br/>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.<br/>Make a list of differences between old fashioned baker shops and supermarkets.<br/>Discuss negative and positive effects of supermarkets on small retailers.</p> | <p>History<br/>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.<br/>Make notes / compare to now in table.<br/>Find old school maps / plans from council archives?</p> | <p>Geography<br/>Plan a big spring clean.</p> <p>How look after school environment?<br/>Write down list of things can do and why.</p> <p>Make posters and invites to parents to help.</p> | <p>Geography<br/>Tidy up the school grounds<br/>Litter picking<br/>Bulb and tree planting<br/>Weeding<br/>Clearing<br/>Repairing<br/>BIG SPRING CLEAN UP. Invite parents to help</p> |

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| PE<br>Football<br>Dance - unit 1  | Dance – the cat = different levels, speeds and positions and improvise ideas<br><br>(N/A as out on street detective) | Dance – the cat and the ball<br><br>Football – dribbling, kicking and hitting lesson 1  | Dance – the balloon = create movement ideas and dance using simple actions.<br>Football – dribbling, kicking and hitting lesson 2 | Dance – the blowing up balloon<br>Football – dribbling, kicking and hitting lesson 3  | Dance – the deflating balloon<br>Football – dribbling, kicking and hitting lesson 4  | Dance - reach for the stars   | Dance - reach for the stars as a spaceship                                     |
| Music<br>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.<br>Learn song and practise singing.   | Compare song to we will rock you by queen<br><br>Practise singing the song.<br><br>Play the musical instrument part of the song.  | Compare song to smoke on the water by deep purple<br><br>Practise song, singing and instruments<br>Improvise – clap and improvise | Compare song to rockin all over the world by status quo<br>Practise singing song and improvising.<br>Improvise song, play improvise and improvise<br>Compose with the song | Compare song to Johnny B. Goode by Chuck Berry.<br><br>Practise song, instrument , improve<br>Compose with the song | Compare song I saw her standing there by the Beatles<br><br>Perform            |
| RE<br>Taken from the Warwickshire syllabus –<br>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.<br><br>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.<br>(display?)   | Investigate ways in which people look after the world and why it is important. |
| Computing   | N/A - Inset  | Online safety<br>Searching and sharing  | Online safety<br>Email using 2respond   | Online safety<br>Digital footprint  | Spreadsheets<br>Review prior use of spreadsheets   | Spreadsheets<br>Copying and pasting totalling tools   | Spreadsheets<br>Using a spreadsheets to add amounts                            |
| PSHE<br>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<br>About me (moi)   | My name is...  | Age   | Colours   | My favourite colour is..  | Hair   | Eyes  | I live in..  |

