**Medium term planning**

<table>
<thead>
<tr>
<th><strong>English</strong></th>
<th><strong>Maths</strong></th>
<th><strong>Science</strong></th>
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</table>
| **Reading** - guided reading sessions in groups will cover AFs, speed reading and pronunciation of new words will be encouraged through the use of the intervention programme *Stride Ahead*. Private Peaceful by Michael Morpurgo - Class reader  
**Comprehension** -  
* drawing inferences and justifying these with evidence  
* predicting what might happen from details stated and implied  
* summarise main ideas drawn from more than one paragraph, identifying key details that support the main ideas (character/ theme development or analysis)  
**Writing genres** -  
* diary entry (Private Peaceful)  
* balanced argument (PP)  
* informal letter (PP)  
* newspaper report (PP)  
**Grammar & Punctuation**  
* identify word classes verb, noun, adjective, adverb, complex sentence, main clause, subordinate clause.  
* use a variety of sentence openers - VCOP  
* commas used to mark end of subordinate clause.  
* extra information in a sentence introduced by who, which and marked out by commas.  
* possessive apostrophe (singular)  
**Spelling**  
* plural endings  
* suffixes /shun/ endings.  
* ous  
* soft c soft g  
| **Number, place value and rounding**  
* Read write, order and compare numbers to 1000000 and determine the value of each digit.  
* Round numbers to the nearest 10, 100, 1000  
**Multiplication and division**  
* Multiply and divide whole numbers and those involving decimals by 10, 100 or 1000.  
* To utilise tables knowledge to derive other facts.  
$3 \times 7 = 21$
$30 \times 7 = 210$, $2100 / 70 = 30$
* To identify factors and multiples  
**Addition and subtraction**  
* Rote learning of number bonds  
* To use efficient written methods confidently for subtraction, addition, multiplication and division.  
**Fractions, percentage and decimals**  
* To compare and order fractions. Use common factors to simplify; use common multiples to express fractions in the same denomination.  
* Find fraction of a number  
* Know equivalent percentages, decimals and fractions.  
* Find simple percentages of amounts  
**Measures**  
* To convert between standard units.  
* To calculate the area and perimeter of rectilinear shapes.  
**Geometry**  
* Compare and classify 2D and 3D shapes based on their properties. Find unknown angles in any triangle.  
* Draw a position of a shape after a reflection, translation or rotation  
**All living things**  
To classify animals into vertebrates and invertebrates through observations.  
To know micro-organisms are too small to be seen by the human eye and it includes fungi, bacteria and viruses.  
To know the seven life processes.  
To describe the life process of reproduction in various animals and plants.  
**Evolution and inheritance**  
To describe the changes as humans develop from birth to old age.  
To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.  
To know Charles Darwin’s theory of evolution.  
To know evolution happens over time (fossil evidence).  
To know how and why human skeletons have changed over time from primates. |
<table>
<thead>
<tr>
<th><strong>History and Geography</strong></th>
<th><strong>Art and Design</strong></th>
<th><strong>P.E and PHSE</strong></th>
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<tbody>
<tr>
<td><strong>Geography</strong></td>
<td><strong>Link to history</strong></td>
<td>To recognise their worth as individuals.</td>
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<tr>
<td><strong>North America</strong></td>
<td>To know about great artists in history (Leonardo da Vinci linked to the Renaissance era)</td>
<td>To face new challenges positively.</td>
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<tr>
<td>Understand geographical similarities and differences through the study of human and physical geography of a region or area in North America.</td>
<td>To use sketchbooks to record observations.</td>
<td>To know why rules and laws are made and enforced.</td>
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<tr>
<td><strong>History</strong></td>
<td>To research, plan, design, make and evaluate embroidered patterns typical of the Renaissance and Tudor era.</td>
<td>To know that their actions affect themselves and others.</td>
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<tr>
<td>The Renaissance</td>
<td>To use the cross stitch method to embroider onto hessian fabric.</td>
<td><strong>P.E - Gymnastics</strong> - To combine and perform actions, shapes and balances.</td>
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<td>What was life like before the Renaissance? How was life improved during this period? Leonardo da Vinci’s art and how it was different to middle ages/classical art.</td>
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<td><strong>P.E - swimming</strong></td>
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<td>To know the significance of the Tudor Monarchs.</td>
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<td><strong>P.E - Dance</strong> - to explore, improvise and combine movement ideas fluently.</td>
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<td>The Reformation and The Golden Age.</td>
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<th><strong>Religious education</strong></th>
<th><strong>Design and Technology</strong></th>
<th><strong>Music</strong></th>
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<tr>
<td>How do followers of Christianity live?</td>
<td><strong>Masks</strong></td>
<td>Improvise and compose music using the inter-related dimensions of music separately and in combination.</td>
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<td>To know what masks represented in different cultures around the world.</td>
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<td>To plan, design, make and evaluate decorative masks, using a range of common materials such as wood, metal, plastic and card.</td>
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