



Medium Term Plan to be completed (every old term) and emailed to Head by the beginning of that term.

Class: 3

Teacher: Miss Mison

Summer: (Land of Hope and Glory)

Subject	Learning Objectives	Activities
Maths	See white rose curriculum attached Abacus	See white rose curriculum planning attached. Abacus Shape, Space and measure.
English	<p>SPaG</p> <p>YEAR 5</p> <ul style="list-style-type: none"> - Commas/brackets/dashes to indicate parenthesis. - Using modal verbs to indicate possibility. - Linking paragraphs using adverbials. <p>YEAR 6</p> <ul style="list-style-type: none"> - Using the passive and the active voice. - Formal and informal writing. - Re-visit different tenses. 	<ul style="list-style-type: none"> - Explore what a modal verb is and look at different ways to group modal verbs. Ranking modal verbs due to possibility. - Using modal verbs within own writing, along with previous SPaG taught. <p>Prior learning (Using commas to separate items on a list. Using commas to indicate direct speech. Using commas after fronted adverbials).</p> <ul style="list-style-type: none"> - Explore the different uses of commas and why they have been used. - Use commas within sentences and look at how the meaning changes if they are not in the correct place. - Exploring the use of brackets, commas and dashes to indicate parentheses and how they are used. Missing punctuation games.



		<p>Children then write a range of sentences using a variety of punctuation to indicate parenthesis.</p> <p>(prior to this lesson recap noun, noun phrases and pronouns). Highlight the need to keep tenses the same.</p> <ul style="list-style-type: none">- Recognise when the sentence is passive or active.- Subject, verbs and objects in an active sentence (children then spot these).- Passive - subject, past participle and preposition phrase. Go through this, then children highlight in sentences.- Changing sentences from active to passive. <p>Different Tense types (from prior learning, progressive tense and perfect tense is an area of focus).</p> <p>Re-visit. Simple tense with verb changes.</p> <ul style="list-style-type: none">- Children to spot different tense use within writing.- -ing for progressive.- Tenses games - snap - move onto writing different sentences in a range of tenses and highlighting what tense it is written in. <p>Formal and informal writing.</p> <ul style="list-style-type: none">- Distinguish between different examples of informal and formal writing. Look at the key elements to both - abbreviations, contractions, chatty language, subjunctive form, full sentences. Children then write their own. Informal (text messages between friends). Formal (letter to Prince Harry for the wedding).
	<p>SPELLINGS:</p> <ul style="list-style-type: none">- Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	<p>All spellings are linked into handwriting practice.</p>



	<ul style="list-style-type: none">- Words ending in -ible.- Words ending in -ibly.- Words with endings which sound like /shuhl/ after a vowel letter- Words with endings which sound like /shuhl/ after a consonant letter- Words with a 'soft c' spelt /ce/- Spelling challenge words. <p>Writing</p> <p>See Literacy Shed Plus attached.</p> <p>Reading</p>	<p>Literacy Shed Plus - see attached.</p> <p>Shared writes - narratives.</p> <p>Big write - diary entry from a soldier of war. Narrative writing.</p> <p>Reading activities - comprehension Friday. Comprehension questions linked to music. Inferring a character through pieces of information shared at different stages of the lesson.</p> <p>Class book - focused questioning within areas of focus (inferring).</p> <p>Guided reading packs.</p> <p>Focussed readers - weekly.</p>
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<p>Science</p> <p>Living things and their habitats.</p>	<p>To describe the life process of reproduction in some plants and animals.</p> <p>To describe the life cycle of a mammal.</p> <p>To describe the process of reproduction and the life cycle of a mammal by exploring Jane Goodall's work with chimpanzees.</p> <p>To explain the differences in the life cycles of an amphibian and an insect by exploring complete and incomplete metamorphosis.</p> <p>To explore and describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>To be able to carry out a field study to observe living things within the school environment.</p>	<p>To name parts of a plant - use this information and dissect a plant into the different parts of a plant.</p> <p>Explore how plants reproduce and what helps them to do this.</p> <p>Explore asexual reproduction - follow instructions to take cuttings from a plant to try and produced a new genetically identical plant - children then explain what they have done in writing.</p> <p>Describe sexual reproduction and compare this to asexual reproduction from previous lesson. https://www.bbc.co.uk/education/clips/zpmqxnbn share clip - discuss any questions. Also, explain monotreme - mammals that give birth to eggs. Ordering activity of reproduction.</p> <p>Explore different mammals (placentals, marsupials and monotremes) Children create a fact file on a mammal of their choice showcasing their life cycle.</p> <p>Investigate Jane Goodall and her work with chimpanzees, discuss how chimps are endangered (what does this mean).</p> <p>Children create an advert for donations towards The Jane Goodall Institute (poster, leaflet, radio advert etc).</p> <p>Discover the meaning behind metamorphosis - discussions about animals they already know that do this. Scavenger hunt activity for information to complete the life cycles of amphibians/ insects. (butterflies in the classroom to observe).</p> <p>Explain the role of eggs and crack open an egg to observe different parts.</p> <p>Order the life cycle for a bird.</p> <p>Compare life cycles by watching a clip https://www.bbc.co.uk/education/clips/zwrn2p3</p> <p>Children create a script and drama piece as wildlife presenters. Explaining and comparing different animal life cycles.</p> <p>Children plan a field study to collect data about the living things found in the school environment. Looking at how the will collect the information, what is their overarching question, how will they make their test reliable. Children carry out the field study and present their data in a PowerPoint presentation.</p>
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<p>R.E</p> <p>Kingdom of God. - What kind of king was Jesus?</p>	<p>We are learning to explain connections between biblical texts and the concept of the Kingdom of God.</p> <p>We are learning to consider different possible meanings for biblical texts studied and be respectful of interpretations.</p> <p>To be able to make clear connections between belief in the Kingdom of god and how Christians put their beliefs into practice.</p> <p>To be able to relate Christian teachings and beliefs to the issues and problems in our own lives and our community.</p>	<p>Through using the 'Lord's Prayer' we will reword it into simpler language and make an illustrated book of the prayer, with discussions over meaning and interpretation of meaning. What do you think is on earth, but you wouldn't find in heaven?</p> <p>Through telling stories - interpreting their meaning through class discussion. Then exploring the meanings carefully.</p> <p>Sharing 'The Feast: Luke 14:12 - 24'.</p> <p>Use drama to share their interpretations of what was read. Followed by big book questions to answer. Use commentaries to compare their ideas with other ideas. Share 'The Tenants in the Vineyard: Matthew 21: 33-46'. With clues children work out what it means. With the clue they have been given write a paragraph to explain the meaning.</p> <p>Use body language to share emotions from 'The parable of the unforgiving servant'.</p>
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