# Medium Term Planning
# Eagles Class. Spring Term - Second Half 2021-2022

| | Week 1<br>21/2/22 | Week 2<br>28/2/22 | Week 3<br>7/3/22 | Week 4<br>14/3/22 | Week 5<br>21/3/22 | Week 6<br>28/3/22 | | |
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| **Theme** | Local Study - Where in the World are we? | | | | | | | |
| **PSHE**<br>**Digital Citizenship** | Consider the impact of electronic communication content | Understand the terms, copyright, plagiarism and fair dealing. | Understand the hidden costs of app usage. | Understand the importance of keeping passwords safe. | Understand what is meant by cyber-bullying and explore similarities and differences between types of bullying. | Role-play the consequences and outcomes. | | |
| **English**<br>**Reading Text**<br><br>**Writing** | Home Sweet Home<br>Film Unit<br><br>Narrative | Book Week<br>Where the Wellies Take Me | Home Sweet Home<br>Film Unit<br><br>Narrative | Pandora<br>Film Unit<br><br>Non Chronological Reports | Pandora<br>Film Unit<br><br>Non Chronological Reports | Revise all grammatical elements from this year. | | |
| **Maths (unit)** | Fractions | Fractions | Fractions | Decimals and Percentages | Decimals and Percentages | Decimals and Percentages | | |
| **Science**<br>**Classification of living things / Changing Materials** | Describe the key characteristics of unusual living things from around the world. | Design, describe and name a new creature that characteristically sits within the Animalia classification. | Investigate which materials are effective at conducting and insulating heat. | Explore ways to increase the rate of dissolving. | Choose methods of separation for a range of mixed substances. | Understand the difference between physical and chemical changes. | | |
| **R.E. (L&M time)**<br>**Kingdom of God** | Begin to understand what Jesus meant when He talked about 'The Kingdom of God'. | Reflect on the meaning of 'The Parable of The Great Feast'. | Reflect on the meaning of 'The Parable of The Tenants in the Vineyard'. | Reflect upon what Christians believe Jesus' Kingdom would be like. | Begin to understand the concept of forgiveness for Christians in The Kingdom of God. | Reflect upon our learning about The Kingdom of God: are there any lessons we can learn from Christian ideas about God's Kingdom of justice and love? | | |
| **ICT**<br>**3D Modelling** | Use a computer to create and manipulate three-dimensional (3D) digital objects. | Compare working digitally with 2D and 3D graphics. | Construct a digital 3D model of a physical object. | Identify that physical objects can be broken down into a collection of 3D shapes. | Design a 3D model by combining 3D objects. | Develop and improve a digital 3D model. | | |
| **History/ Geography**<br>**Where on Earth are we?** | Learn how to use clues from building design to establish the date of build. | Consider how changes in heating homes affected their design over time. | Use knowledge gained so far to predict the age of different buildings. | Visit the local church to study architecture and history behind the design. | Study the oldest buildings in the village and use clues to establish the original use of the buildings. | Create a large village map with annotations showing our findings. | | |

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| **MUSIC**<br>**Ukulele** | Play a strummed rhythmic accompaniment to single chord songs including "Row Row" and "London's Burning" | Change between chords in time with other students, demonstrating an awareness of beat and tempo. | With the support of slow tempos, modelling and rests, play chord changes between C and F in line with a given beat. | With the support of slow tempos, modelling and rests, play chord changes between four different chords - C, F, G and Am - in line with a given beat | Play the Am, G, F and C chords with clarity, in time with a steady beat, changing chords in line with visuals, using rests if needed to maintain timing. | Accompany class singing of songs with a D chord, using rests if needed to allow for chord changes. | | |
| **Art and Design**<br>**Design a Home** | Study award- winning buildings designed by British Architects | Choose an image which is inspiring and replicate the drawing. | Design a house from scratch to fit into the local area using a perspective view. | Adapt the plan to show the plan view and front elevation. | Design the interior of the building | Write a report to analyse the effectiveness of the design. | | |
| **MFL (French)**<br>**PPA**<br>**Quel temps fait-it?** | Investigate links between "il y a du vent" and other weather description sentences with grammar structure from the previous unit (chez moi, il y a une chambre" etc. | Learn the beginning of a weather song in French. | Listen to the vocabulary and complete a grid incorporating days of the week. | Learn how to read a weather map and describe locations in French. | Use vocabulary from the unit to become weather presenters. | Revise all language from the unit and complete an assessment. | | |
| **PE - Dance**<br>**Country Dancing**<br>**Wednesdays** | Spot the repeating patterns in examples of country dancing music. | Learn the steps of the Caerphilly March as a couples dance. | Use a concentric circle formation to dance the Patacake Polka. | Increase numbers to four couples longways to learn the Witch's Reel. | Revisit the four couple longways formation to dance the Farmer's Jig. | Explore the square set formation to dance the Goathland Square Eight. | | |
| **PE Handball**<br>**Monday**<br>**outdoors - no hall** | Shoot at a target with increasing accuracy of shooting. | Develop the knowledge of how to defend for a small game. | Improve skills of attack and defence in a full size game. | Understand the rules of a full size game. | Explain the strategies needed to block goals from the opposing team. | Combine all skills together and take part in a competitive game. | | |
| **Extended Writing Opportunities** | | <u>Science</u><br>Design, describe and name a new creature that characteristically sits within the Animalia classification. | <u>Local Study.</u><br>Use knowledge gained so far to predict the age of different buildings. | <u>Science Investigation</u><br>Explore ways to increase the rate of dissolving. | <u>Art and Design.</u><br>Write a report to analyse the effectiveness of the design. | <u>R.E</u><br>Reflect upon our learning about The Kingdom of God: are there any lessons we can learn from Christian ideas about God's Kingdom of justice and love? | | |