

Medium term overview plan – Spring 1st half (Please note that some subjects may be blocked this half term (DT, computing etc.)

Class: Discovery

Enquiry question	How can we embrace different cultures from where we live?					
Week beginning	6.01.20	13.01.20	20.01.20	27.01.20	03.02.20	10.02.20
Wow moments					Trip to Bristol Zoo Gardens TBC	Bake off- cooking our bread
Thinking and learning skills	<i>Questioning</i>	<i>Making links</i>	<i>Creating and developing ideas</i>	<i>Analysing</i>	<i>Planning how to communicate</i>	<i>Communicating and Evaluating</i>
Outdoor learning opportunities	Forces at work around the school	Role play of class story/ conscience alley	Paper parachute/ plane investigation (Weather permitting)	Fractions on the playground	Science investigation: Wings	Children record parts of their advert for “Visit Brazil” around school site
PSHE	Hopes and Dreams	Broken dreams	Overcoming disappointment	Creating new dreams	Achieving dreams	We did it!

<p>English</p> <p>GF: Grammar focus</p> <p>PF: Punctuation focus</p> <p>SF: Spelling focus</p>	<p>Book Talk: Exploring 3 books set in the Amazon rainforest and comparing them (Linked to Brazil unit)</p> <p>GF: Fronted adverbials</p> <p>PF: Recapping apostrophes</p> <p>SF: Year 3,4 and 5 spellings (From list)</p>	<p>Talk 4 Writing: Learning a story off by heart (imitating, innovating, inventing)</p> <p>GF: Conjunctions to extend sentences</p> <p>PF: Inverted commas</p> <p>SF: Unit 8 (sh sound spelt ch/ s sound spelt sc/ ee sound spelt ei)</p>	<p>Writing a version of a story from another culture: The Great Kapok Tree (Yr 3 and 4) or The Vanishing Rainforest (Yr 5)</p> <p>GF: Using a range of cohesive devices</p> <p>PF: Question and exclamation marks</p> <p>SF: Year 3,4 and 5 spellings (From list)</p>	<p>Non chronological reports: Identifying and learning the features</p> <p>GF/PF: Relative clauses</p> <p>PF: Brackets for parenthesis</p> <p>SF: Unit 9 (Suffix -ion/ -sion/-ant, -ance, -ancy)</p>	<p>Non chronological reports: Designing and writing a brochure for "Visit Brazil"</p> <p>GF: Third person</p> <p>PF: Bullet points</p> <p>SF: Year 3,4 and 5 spellings (From list)</p>	<p>Instructions and explanations: Linked to DT project</p> <p>GF: Imperative verbs and causal conjunctions</p> <p>PF: Commas for lists</p> <p>SF: Unit 10 (-ian/ prefix -il/ words ending in shus spelt -cious)</p>
<p>Maths</p> <p>4 a day: Chn will complete 4 calculations (+, -, x and ÷) every day</p>	<p>Number revision- In preparation for fractions unit</p> <p>Rapid recall: 4 operations presented in various ways</p>	<p>Familiarizing with fractions: What are fractions? How do they relate to life?</p> <p>Rapid recall: Properties of 2D shapes/ Triangles</p>	<p>Playing with fractions: Equivalent fractions/ comparing and ordering/ fractions if amounts etc</p> <p>Rapid recall: Number lines</p>	<p>Learning techniques to problem solve and reason with fractions</p> <p>Rapid recall: Missing number problems</p>	<p>Increasing independence when problem solving and reasoning with fractions</p> <p>Rapid recall: Rounding</p>	<p>Closing the gaps/ assessment</p> <p>Rapid recall: Sequences</p>

Science Key Skill: I can plan the main steps of an enquiry.	Forces: Identifying forces at work (pushes and pulls)	Magnets investigation: How can we test if something is magnetic?	Exploring different forces (water and air resistance/ levers and pulleys/ friction etc)	Paper parachute investigation: Building knowledge/ skills in preparation for own investigation	Planning for air resistance investigation	Investigation: wings/ Year 5 investigation
Computing Key Skill: I can check who the owner is before copying photos, clipart or text.	Active Bytes E-safety: What do we share online? (Certificate)	Technology in our Lives: My safe searching	Choosing and editing pictures from the internet	Researching a topic using a search engine	My safe searching: What is real on the internet?	What is plagiarism? How can we responsibly use pictures online?
History	Spring 2					
Geography Key skill: I can observe, measure and record human and physical features using some geographical methods	Where is Brazil? Human and physical features	The Brazilian climate: How does it compare?	The Urbanization: The great tug of war	A City of two halves: Bristol Vs a Brazilian city	The indigenous people of the Amazon Rainforest	What is it like to live in Brazil and how is it different to life in the UK?
RE <i>What do Christians believe about salvation?</i> Key Skill: I can reflect on feelings, experience, attitudes, beliefs, values,	Salvation: What does it mean to be a Christian? What does salvation mean? Why is it important to Christians?	Why is Good Friday good?	Why is the cross important?	The Christian Salvation story	What do Christians do during lent?	Holy week and Easter

relationships, practices and ultimate questions						
DT Brief: To produce our own twist on a Brazilian cheese bread (Pao de Queijo) for a new Brazilian restaurant/ Brazilian night at a local cafe	Research: Introduce project: What do we already know about Brazilian cuisine? Taste some different breads.	Nutrition: Nutritional content of bread and how it is part of a healthy balanced diet.	Design: Adapt and design their recipes for their Pao de Queijo (cheesy bread).	Plan: Analyze recipes and choose a final one. Write a method/ instructions for how to make it.	Skills: Practise the skills required for the project (kneading/ stirring etc)	Make/ Evaluate: Make breads and evaluate them.
Art	Spring 2					
Music: rhythm patterns, improvised, notated and performed / animal songs.	Understanding rhythm and pulse in African music.	Improvising and repeating rhythm patterns (Ostinato)	Using syncopation in composing rhythm patterns. The Brazilian Samba.	Reading and writing rhythm patterns.	Practice playing rhythmic patterns to African songs.	Review of theme and performance practice - record extracts for advert to 'Visit Brazil'.
French (KS2) Key Skill: Understand a range of familiar spoken phrases	Recapping months, days and birthdays	Speaking: Animal names	Speaking and writing: Describing animals	Speaking and writing: Animal habitats	Writing sentences about animals	Revision of all language taught so far
PE	Recapping shapes, get into a wide shape (Star), get into a small shape (Tuck), get into a narrow shape (Pencil).	Speak about balance, how can we be balanced. Look at straddle shape. Explore the differences in the shapes.	Using the shapes on different apparatus. Looking to link different shapes together in a smooth sequence.	Exploring jumping technique. Trying to perform different shapes in the jump. Start to bring this into a sequence.	Explore rolling. Log, Egg, Rock ect. Looking to make a sequence using the rolls and shapes learnt.	Incorporate shapes, balance, travel, jumping and rolling into a sequence. Perform to class.