



Writing	Fiction: Meeting Stories Secondary Unit: Discussion Texts Model Text: The Meeting Handwriting: <ul style="list-style-type: none">• Maintain legibility in joined handwriting when writing at speed. Composition: <ul style="list-style-type: none">• Openings and endings – explore the critical role of openings and endings in stories, and common pitfalls in our own stories.• Explore how more dramatic openings or endings might be achieved through restructuring: use a flashback, flashforward or 'memory' of the two characters parting ways.• Explore the types and styles of conflict that might suit in a meeting plot pattern.
Reading	Class Text: Midnight Fox Comprehension focus(es): <ul style="list-style-type: none">• Focus 1 (weeks 1 & 2) plot/structure: using initial clues from opening chapters, consider onward trajectory of the plot, linking to other known narratives with similar openings. Consider how initial questions & predictions are based on balancing consideration of known facts.• Focus 2 (weeks 3 & 4) role of character: signpost the core characters that have been introduced throughout the story so far. What role do each play on our overall understanding of the text? What is the role of the fox? What is the role of the uncle? What is the role of Petie throughout the narrative?• Focus 3 (weeks 5 & 6) viewpoints/perspectives, leading into themes/ideas. Deep dive on Tom; Consider his viewpoint relative to the viewpoints of Uncle Fred/Aunt Millie. Draw in supplementary characters as appropriate. Link to themes/arguments: what points might Betty Byars be making, if any? Picture Book: Varmints <ul style="list-style-type: none">• Link particularly to themes & ideas from above: what is Varmints 'about'? What similarities and differences between this and Midnight Fox? What point is that author trying to make?
SPAG	Spelling <ul style="list-style-type: none">• The 'i before e except after c' rule where the sound spelt by ei is /i:/ including specifically: deceive, conceive, receive, perceive, ceiling, conceive, receive, perceive, receipt, ceiling
Mathematics	Problem Solving <ul style="list-style-type: none">• Looking for patterns. Statistics <ul style="list-style-type: none">• Solve comparison, sum and difference problems using information presented in a line graph. Geometry: Properties of Shape <ul style="list-style-type: none">• Identify 3D shapes, including cubes and other cuboids, from 2D representations.• Use the properties of rectangles to deduce related facts and find missing lengths and angles.• Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.• Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.• Draw given angles, and measure them in degrees.



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Science	<p>Living things and their habitats</p> <ul style="list-style-type: none">• That scientists identify scientific evidence to support or refute ideas or arguments.• To compare the life cycles of mammals, amphibians, insects and birds and ask questions. What is similar about their life cycles? What is different?• Use secondary sources and, where possible, first-hand observations to find out about the life cycle of a range of animals.• To observe the changes that occur over time: Some young undergo a further change before becoming adults e.g. caterpillars to butterflies. This is called a metamorphosis. This is when the structure of their bodies changes significantly as they grow (for example, from tadpole to frog or caterpillar to butterfly).• To record the changes in a class log.• To compare the lifecycle of mammals, amphibians and birds, as well as their gestation periods.• To draw conclusions from pattern seeking (creating graphs and/or tables) with a degree of trust in the results (Look for patterns between the size of an animal and its expected life span).• To know that as part of their life cycle, plants and animals reproduce. Most animals reproduce sexually. This involves two parents where the sperm from the male fertilises the female egg. Animals, including humans, have offspring which grow into adults. The offspring are similar to but not identical to the parent. • To compare the offspring of humans and other animals (e.g. born live, such as babies or kittens, and then grow into adults. Whereas in other animals, such as chickens or snakes, there may be eggs laid that hatch to young which then grow to adults.• To identify and label different parts of the plant (anther, bulb, flower, petal, seed, stigma, ovary, receptacle, filament).• To know that plants reproduce both sexually and asexually. Bulbs, tubers, runners and plantlets are examples of asexual plant reproduction which involves only one parent. Asexual reproduction will produce offspring that is identical to the parent.• To know that sexual reproduction in plants, occurs through pollination, usually involving wind or insects. Gardeners may force plants to reproduce asexually by taking cuttings. <p>How plants reproduce</p> <ul style="list-style-type: none">• Male gametes can be found in the pollen.• Female gametes can be found in the ovary (they are called ovules).• Pollination occurs when pollen from the anther is transferred to the stigma by bees and other insects.• The pollen then travels down and meets the ovule. When this happens, seeds are formed - this is called fertilisation.• Seeds are then dispersed so that germination can begin again.• Some plants, such as daffodils and potatoes, can also produce offspring using asexual reproduction.
Religious Education	<p>If God is everywhere why go to a place of worship?</p> <ul style="list-style-type: none">• Why some places (specifically a church, mosque and synagogue) are sacred and what are their key features. To appreciate that there are readings, prayers, an altar and quiet reflection.• What makes some places special and the positive effect it has on their lives and religious beliefs. (Community is the Body of Christ).• That religious believers will visit places of worship to feel closer to their God.• About the duty of pilgrimage in Hinduism, which is seen as a wider part of worship. This concerns the need for Hindus to be seen by the deity worshipping at a particular shrine.• About the destruction of the Jewish Temple 'the house of God' and the 'wailing wall' as affirmation that religious buildings are important. In the absence of the 'house of god', Jews visit synagogues in modern times.• To be able to reason why we could sell religious buildings to feed the poor and form their own opinions on whether this is right or wrong.• That forming personal opinions is an important aspect of religious education• To be able to appreciate and explain why going to a Church or Mosque or community centre has a positive effect on people's beliefs e.g. community is the 'body of Christ.'



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	<p>Otherwise it is just a building. In a Church, people have the images of God which makes them feel he is more present. They can pray and sing together and encourage each other.</p> <ul style="list-style-type: none"> • That for some people a Church represents an institution with rules and they don't like those constraints. Christians do not have to go to Church to be a believer. • That worshipping in a home or outside can help with meditation; allow for silence; be a simpler way and can be calming. • That religious academics ask questions to religious and non-religious groups about the importance and meaning of a place of worship to develop their understanding. • To consider the following: Can you be a religious follower such as a Christian, Hindu or Jew if you do not visit a place of worship?
<p>Physical Education</p>	<p>Krav Magra</p> <ul style="list-style-type: none"> • To develop self-defence techniques and tactics (basic). • To develop dealing with conflict skills (basic). • To develop situational awareness (basic). • To understand what is right and wrong in a self-defense scenario. • To focus. • To develop discipline. • To develop self confidence. • To develop fitness, flexibility, and motor skills (fine & gross). • To develop perseverance. • To develop dedication. • To develop secondary school preparation. <p>To empower children with mutual respect and a sense of camaraderie.</p> <p>Tennis</p> <ul style="list-style-type: none"> • To develop returning the ball using a forehand groundstroke. • To develop returning the ball using a backhand groundstroke. • To work cooperatively with a partner to keep a continuous rally. • To develop the underarm serve and understand the rules of serving. • To develop the volley and understand when to use it. • To use a variety of strokes to outwit an opponent. • To work cooperatively with others and show honesty and fair play.
<p>Geography</p>	<p>Sustainability</p> <ul style="list-style-type: none"> • That natural resources are materials or substances that are produced by the environment. Humans use natural resources to survive. • That human activity has an impact on the environment. • That sustainability means a process, resource or state can be maintained at a certain level for as long as is needed. • That non-renewable energy sources include oil, natural gas and coal. • That non-renewable energy sources cannot be easily replaced, because they have taken millions of years to form. • Some renewable energy resources are wind power, wave power, solar power, geothermal power and biofuel. • That renewable energy sources do not run out or can be easily replaced. • Some of the different ways we get our energy, including wind and solar farms. • That there are advantages and disadvantages to each energy source. • That some geographical knowledge is open to debate, challenge and discussion. • That land use is often determined by the climate and physical Geography of a location. • That Romney Marsh has a wind farm with 26 turbines. • That there is a non-operational nuclear power station located at Dungeness. • That your carbon footprint is the amount of carbon dioxide released into the air because of your own energy needs. • Ways to reduce carbon footprint. • That food miles is the distance food has travelled to get to your plate. • The pros and cons of importing our food.
<p>PSHE</p>	<p>Communities</p> <ul style="list-style-type: none"> • That everyone has human rights and that children have their own special rights set out in the UN Declaration of the Rights of the Child.



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	<ul style="list-style-type: none"> • About the relationship between rights and responsibilities and there are different kinds of responsibilities, rights and duties at home, at school, and in the community. • That we have shared responsibilities for caring for other people and living things. • To think about the lives of people living in other places, and people with different values and customs. • To appreciate the range of national, regional, religious and ethnic identities in the UK specifically diversity and the benefits of living within a diverse community. • That everyone is entitled to their own beliefs and values which are important to them and the actions we take now can impact on our lives forever. <p>Economic Well-being: Money & Aspirations, Work and Career</p> <ul style="list-style-type: none"> • About the role money plays in their own and others' lives. • About the concepts of 'interest', 'loan', 'debt' and 'tax', and increase their understanding of how to manage their money and become a critical consumer. • That some jobs are paid more than others and money is one factor which may influence a person's job or career choice. • That some people may choose to do voluntary work which is unpaid. <p>Media literacy & digital resilience</p> <ul style="list-style-type: none"> • That communication happens in a variety of ways when online (including GIFs, emojis, memes). • That there are advantages and disadvantages to communicating online, with disadvantages including privacy issues, such as hacking; lack of physical, face-to-face contact; misinterpretation; possible online abuse. • What a 'digital footprint' is and that information about you online can affect someone's opinion of you.
<p>Art</p>	<p>Cubism and abstraction of still life</p> <ul style="list-style-type: none"> • That cubism was an art movement heralded by Pablo Picasso and Georges Braque which sought to bring different views of subjects (objects or figures) together in the same picture, resulting in paintings that appear fragmented and abstracted. • That a subject in art is the object that is being observed and drawn/painted. • That abstract art still follows 'rules' – reasons for why artistic decisions have been made/applied, such as specific colour palettes or compositional choices. • To express clear preferences of artwork and give some clear reasons for these choices based on aesthetic. • That artists do not have to choose and stick with one art style – this may change throughout their life, e.g. Pablo Picasso's change from traditional to modern. • That abstraction starts with observation, but allows for creative decisions when representing what you can see (e.g. drawing a sticker on a banana that does not actually have one). • This keeps the original idea clear to a viewer, but is not restricted by observational 'copying'. • That effective composition includes balancing the light and shadow across a piece of art. • That negative space means the empty space around the subject of an art piece. • That you can create contrast in many ways, such as using round observed shapes with sharper abstracted shapes and angles, or use warm and cool colours to create contrast between the foreground and the background of a piece of art. • To balance the composition a piece of art by spreading out the use of light and shadow (abstraction upon observation) or contrasting cool and warm colours.
<p>Primary Languages – Spanish</p>	<p>Weather (¿qué tiempo hace?)</p> <ul style="list-style-type: none"> • To repeat and recognise the nine weather expressions in Spanish. • How to describe, verbally and in writing, the weather in Spanish using the vocabulary they have learnt. • How to describe location in Spanish • How to ask what the weather is like today and respond. • To describe the weather in different regions of Spain using a weather map with symbols. • That exclamation marks and question marks are used at the start and end of sentences. • The difference between 'hay' and 'hace' and that often in different languages, structures can be unique and don't always have a word for word translation. • That accents can be placed on some words like 'qué' to indicate a question word.



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Computing	Website design & HTML <ul style="list-style-type: none">• To know that a website is a collection of pages that are all connected usually comprised of a homepage and subpages as well as clickable links to new pages, called hyperlinks.• To know that a website can be altered by identifying the code 'beneath' the site.• To discuss pros and cons to being able to edit webpages.• To understand what copyright is.• To understand that anyone can publish content online and therefore it cannot always be trustworthy.• To be able to design a website for a given purpose using google sites.• To be able to include hyperlinks within a website.• To know the difference between online and offline bullying.• To know what to do if you or someone you know is being bullied (linked to SMART rules) and what organisations and people can help in these situations. To recognise when you should inform others of a e-safety issue.
Music	UKULELE <ul style="list-style-type: none">• To know that a triad is a three-note chord and how they are formed.• To know that a drone is a sustained tone over which a melody is played, often found in Folk music.• To know that a groove is a pattern of repeating rhythms which defines the feel of a song or piece of music.• To improvise freely over a drone, using tuned percussion and melodic instruments.• To improvise over a groove• To experiment with wide range of dynamics.• To perform simple chordal arrangements to form mixed ensembles.• To read and perform pitch notation within an octave.• To understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semi quavers