

SUNNINGWELL CE PRIMARY SCHOOL
MEDIUM TERM PLANS
CLASS



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Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
Science	<p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>Recognise that light travels in straight lines and use the idea to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p>	<p>Week 1 - Can I describe the movements of the Sun, Earth and Moon? Pupils to act out how the three celestial bodies orbit each other. Pupils link scientific vocabulary with definitions and draw a labelled diagram. Pupils create a moving model with split pins.</p> <p>Week 2 - Can I explore how the rotation of Earth creates day and night? Pupils explore the rotation of Earth on its axis through slides and videos and record sentences to explain day and night.</p> <p>Week 3 - Can I learn about how the Earth's tilt creates seasons? Discuss seasons and link to the tilting of the Earth.</p> <p>Week 4 - Can I learn about the phases of the moon? Discuss that we see the part of the moon that is lit up by the sun. Pupils create a spinning model of the moon phases.</p> <p>Week 5 - Can I discover how theories about our solar system have changed? Pupils to research Ptolemy, Aristotle and Copernicus and compare the two models of geo- and helio-centric models of the solar system.</p> <p>Week 6 - Light - Design and make a periscope and use the idea that light</p>

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			<p>appears to travel in straight lines to explain how it works.</p> <p>Week 6 - (In Literacy) Can I investigate the planets in the solar system? Discuss the main objects in our solar system. Learn the mnemonic to remember the order of planets. Create a fact-file on their chosen planet for a class encyclopaedia.</p> <p>Week 3-6: Pupils to plan and create projects to be displayed in Class 4's Interactive Science Museum for parents as the Science exit point.</p>
Art	<p>View of space with chalk pastels</p> <p>Using newspaper for effect</p> <p>DT</p> <p>Design and create a moving Moon buggy</p>	<p>Mix colours effectively ,combine colours tones and tints to enhance the mood of the piece</p> <p>Use a variety of techniques to add interesting effects</p> <p>Combine previously learnt techniques to create pieces</p> <p>Use the qualities of acrylic paints to create visually interesting pieces</p> <p>To make and use simple series circuits</p> <p>To understand and use mechanical systems, e.g. pulleys, wheels, axles and bearings</p> <p>To build and reinforce structures</p> <p>Evaluate</p>	<p>Week 1 Galaxy picture</p> <p>Week 2 Create a space picture on newspaper</p> <p>Week 3-5 Design and make a moving moon buggy</p>
RE		<p>What might a Hindu gain from a pilgrimage to India?</p>	<p>Week 1 - Pilgrimage and Hinduism</p> <p>Week 2 - Pilgrimage and Islam</p> <p>Week 3 - Pilgrimage and Christianity</p> <p>Week 4 - Pilgrimage Brochure</p> <p>Week 5/6 - Easter Story</p>

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<p>Computing</p>	<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Understand computer networks including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>To be familiar with semaphore and Morse code. To understand the need for private information to be encrypted. To encrypt and decrypt messages in simple ciphers. To appreciate the need to use complex passwords and to keep them secure. To have some understanding of how encryption works on the Internet.</p>	<p>Week 1: Can I communicate information using semaphore over shorter and longer distances? Week 2: Can I investigate how Morse code works and communicate messages in Morse code? Week 3: Can I learn about ciphers and decode messages using the Caesar cipher? Week 4: Can I learn how to use frequency analysis and common words to crack codes? Week 5: Can I discuss the importance of passwords for online security? Week 6: Can I learn about how passwords are kept secure on the Internet?</p>
<p>Whole School Music</p>	<p>Listen and identify different groups of instruments. Sing and perform songs with increasing accuracy.</p>	<p>The children will be introduced to Holst's Planet Suite and through it extend their understanding of the concept of dynamics, particularly fortissimo and pianissimo (relate to the pianoforte). They will sing songs related to space for enjoyment and to perform. They will perform rounds and canons to support their ability to listen to others, keep time and respond to a director. Children will listen and respond to rhythms and understand crotchet and quaver notation.</p>	<p>Week 1 Listen to Venus. Intro Crotchet/quaver vocab and rhythms. Sing Planet song. Week 2 Listen to Mars – contrast with Venus. FF/PP. Retrieve info about crotchets/quavers. Planet song and Round.</p>

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	Learn to keep time and know about crotchets and quavers. Learn about dynamics and the associate vocabulary.	Children will be further instructed in how pitch is altered in a range of instruments using the Holst video to support.	Week 3 As Week2 retrieve legato/staccato re Mars/Venus pieces. Try everything song. Week 4 As Week 3 add Sun song. Week 5 Practice and retrieve WK 4 plus How Great Thou Art. Week 6 Add Easter hymns
Spanish	Develop accuracy in pronunciation and intonation. Listen with understanding to simple sentences, speak and write them. Apply word order and grammatical conventions.	At the end of this unit most children will: describe the position of the planets and some of their characteristics; use feminine agreements of adjectives; write short sentences in a presentation or booklet some children will not have made so much progress and will: understand the names of the planets; say single words or need prompting to recall vocabulary and structures; copy short phrases some children will have progressed further and will: retrieve information from extended descriptions about the planets; write in accurate Spanish, showing attention to adjectival agreement; demonstrate creativity and imagination in their use of language	Week 1 Introduce names of planets. Revise days of the week (song) and look at the link between the two. Week 2 Revise colours, introduce size vocab. Build grammatically correct descriptive sentences. Week 3 As Week 2, extend to include positional vocab. Week 4 As Week 3 – consolidate descriptions and children’s ability to identify planets Week 5 – extend sentences using ‘porque’ Week 6 – Children to create a short presentation, in Spanish, about three of the planets
PE	Introduce scoring and positions in Hi-5 netball NFL Catching and throwing of the football and snapping the football. NFL- handoffs, drills, skills and games.	To play effectively in all Hi-5 netball positions. - Understanding the rules of each position. To describe and demonstrate how to grip, throw and catch a football. To demonstrate and describe how to snap a football. To understand the basic concept of the NFL game . - To demonstrate and describe three passing roots, hook, slant and fade. - Demonstrate and describe three football plays	Week 1-6 Netball Week 1-6 NFL Football

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	Football Skills- tactics in attacking and defending. positions of play in football.	. - Consolidate all skills and positions in football, in playing a game both competitively and non-competitively.	Week 1-6 Football
PSHE/RSE	Have made a healthy choice. Have eaten a healthy, balanced diet. Have been physically active. Have tried to keep themselves and others safe. Know how to be a good friend and enjoy healthy friendships. Know how to keep calm and deal with difficult situations.	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. I understand how the media, social media and celebrity culture promotes certain body types. I can describe the different attitudes people have to food and how these can be affected by external influences. I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.	Week 1: I can make an informed decision about whether or not I choose to smoke and know how to resist pressure. Week 2: I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure. Week 3: I know how to keep myself calm in emergencies. Week 4: I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am. Week 5: I respect and value my body. Week 6: I am motivated to keep myself healthy and happy.
Enrichment	Telescopes. A talk by Dr Kieron Leech. Former ESA scientist. Infra-red workshop by Dr Chris Pearson. Class 4 to host an interactive Science Space Museum and Cafe to parents and pupils as an exit point of the topic.		