

Year 5 Summer Term 25-26 Medium Term Planning

(1) History: What was the impact of World War 2 on the people of Britain

(2) Geography: Independent fieldwork enquiry

Weeks	Literacy: Character description, Narrative, Newspaper Key Text: Goodnight Mr Tom By Michelle Magorian	Maths Place Value, Decimals and Fractions, Multiplication and Division	History British History: What was the impact of World War 2 on the people of Britain	Science Animals: Human Timeline	Computing Word Processing	Art Craft and Design: Architecture	PSHE Economic Wellbeing	PE OAA & Athletics	Music Looping and Remixing	MFL In My French House
Key Vocabulary	Inference, Characterisation, Dialogue, Cohesion, Formal register	Negative numbers, Decimal, Place value, Exchange, Division	Advancement, Alliance, Conflict, Evacuation, Propaganda	Foetus, Gestation Period, Anomaly, Evidence, Relationship	Page Margins, Cut, Formatting, Text Alignments, Handles	Architect, Elevation, Futuristic, Legacy, Perspective	Borrow, Expenditure, Income, Loan, Repayment	Communication, Teamwork, Navigation, Pace, Technique	Fragment, Layers, Ostinato, Riff, Structure	une maison, la chambre, à côté de, entre, sous
1.	Genre: Character Description LOS To explore the features and purpose of a character description. To infer a character's personality, thoughts and feelings from clues in a text. To use expanded noun phrases to describe a character precisely. To select vocabulary and details that show rather than tell the reader about a character. Guided Reading: To explore the meaning of new vocabulary in context. SPAG: To use pronouns and possessive pronouns accurately to avoid repetition and add cohesion.	LOS: To Understand Negative Numbers, Count Through zero in 1s, Count through zero in multiples, Compare and order negative numbers	LO: I can identify the causes of World War 2 using a timeline. Sequence key events leading to World War 2 on a timeline and match causes to consequences.	LO: I can describe how humans change from babies through to old age. Order the stages of the human timeline and identify physical and developmental changes at different ages.	LO: To format text in a Word document and save it appropriately. Create a new Word document, practise changing font, size and style, and save the file with a suitable name.	LO: To apply observational drawing skills to interpret forms accurately. Carefully look at a house and use sketching, measuring and drawing techniques to show its shapes and details accurately.	LO: I can prioritise needs over wants. Sort items into needs and wants, then use a set budget to choose purchases that prioritise essential items.	OAA LO: To develop communication and negotiation skills. Work in pairs or small teams to complete simple communication challenges, practising clear instructions and listening to successfully complete each activity. Athletics LO: To understand pace and apply different speeds over varying distances. Practise running at different speeds over set distances, focusing on controlling pace.	LO: I can play a simple looped rhythm from notation. Practise and perform body percussion rhythms in groups, layering loops together to create a piece.	LO: I can describe houses in French. Learn and practise vocabulary for types of houses and rooms, then ask and answer simple questions about where I live in French.
2.	LOS To plan a character description using evidence and ideas from reading. To write a character description using precise vocabulary and description. To use dialogue and action to reveal character. To edit and improve a character description for clarity and effect.	LOS Find the difference in negative numbers, Use known facts to add and subtract decimals within 1, Compliments to 1, Add and subtract decimals across 1	LO: I can explore the impact of the Battle of Britain on the RAF using oral histories. Use oral history sources to find out what it was like for RAF pilots and record key information.	LO: I can use a line graph to identify patterns in growth and make predictions. Analyse a growth graph to identify patterns, find missing values and predict height over time.	LO: To edit text and apply advanced formatting. Children will practise selecting, copying and editing text, and use bullet points and numbering to organise information.	LO: To apply composition skills to develop a drawing into print. Children will make a print based on a small section of their previous house drawing.	LO: I can create a weekly budget. Identify income and spending, then create a simple weekly budget, making choices about needs and wants.	OAA LO: To develop strong communication and negotiation skills to solve challenges. Work collaboratively to solve physical challenges, using effective communication and negotiation to agree on solutions. Athletics LO: To develop fluency and co- ordination when running for speed.	LO: I can explore how sound can be layered using loops. Create and combine musical loops using digital software, experimenting with layering sounds to build a simple composition.	LO: I can write a description of a house in French. Children will use a writing frame to describe a house, the rooms in it and who lives there in French.

	<p>Guided Reading: To retrieve key information from a text.</p> <p>SPAG: To explore word families and use related words to build precise vocabulary choices.</p>							Take part in sprint drills to improve coordination, rhythm and running technique.		
3: Topic Day	<p>Genre: Narrative</p> <p>To explore the features and structure of a narrative.</p> <p>To identify how authors develop setting, character and mood in a narrative.</p> <p>To use prepositions and adverbials to describe setting and movement.</p> <p>To use dialogue to convey character and advance the action.</p> <p>Guided Reading: To make inferences about characters' thoughts, feelings and actions.</p> <p>SPAG: To use subordinate clauses to add detail and develop meaning.</p>	<p>LOS</p> <p>Add decimals with the same number of decimal places, Subtract decimals with the same number of decimal places, Add decimals with different number of decimal places, Subtract numbers with a different number of decimal places</p>	<p>LO:</p> <p>I can make inferences about the Blitz using photographs.</p> <p>Use historical photographs to make deductions about people's experiences during the Blitz.</p>	<p>LO:</p> <p>I can identify the physical and emotional changes that happen during puberty.</p> <p>Identify and label the changes that happen to males and females during puberty, including physical and emotional changes.</p>	<p>LO: To adjust the layout of a Word document.</p> <p>Change page layout settings such as margins and orientation and practise using headings and text alignment to improve presentation.</p>	<p>LO: To apply an understanding of architecture to design a building.</p> <p>Children will draw a picture of their building as an external plan.</p>	<p>LO: I can identify the significance of borrowing and loaning money.</p> <p>Children will explore borrowing and loaning through simple scenarios, discussing reasons, responsibilities and consequences.</p>	<p>OAA LO: To develop planning and problem solving skills.</p> <p>Plan and attempt problem-solving challenges, discussing strategies before testing and improving ideas.</p> <p><b>Athletics LO: To develop technique in relay changeovers.</b></p> <p>Practise baton changeovers in relay races, focusing on timing and communication.</p>	<p>LO:</p> <p>I can play a melody accurately and fluently.</p> <p>Children will learn and practise a melody on tuned instruments, focusing on accurate notes, timing and confident performance.</p>	<p>LO:</p> <p>I can use prepositions to describe the position of items in the bedroom.</p> <p>Learn bedroom vocabulary and use French prepositions to describe where objects are in relation to each other.</p>
4:	<p>LOS</p> <p>To plan a narrative using key events, thoughts and feelings.</p> <p>To draft a narrative in the third person.</p> <p>To use a variety of sentence openers to create cohesion and interest.</p> <p>To edit and improve a narrative by extending description and refining vocabulary.</p> <p>Guided Reading: To make predictions based on evidence from the text.</p> <p>SPAG To write cohesive paragraphs linked by adverbials and repeated themes.</p>	<p>LOS</p> <p>Efficient strategies for adding and subtracting decimals, Decimal sequences, Multiply by 10, 100 and 1000, divide by 10, 100 and 1000</p>	<p>LO: I can investigate evacuation experiences using oral and printed records.</p> <p>Children will use different sources to compare evacuation experiences and consider how reliable they are.</p>	<p>LO:</p> <p>I can suggest ways to manage the changes that happen during puberty.</p> <p>Children will respond to puberty scenarios using scientific vocabulary and suggest ways to manage changes sensitively and appropriately.</p>	<p>LO: To insert and format images in a Word document</p> <p>Insert images into a document and practise resizing, positioning and using text wrapping.</p>	<p>LO: To apply an understanding of architecture to design a building.</p> <p>Children will create an internal plan with annotations for their chosen building.</p>	<p>LO: I can examine the risks associated with handling money online.</p> <p>Explore online money scenarios and identify risks, consequences and ways to stay safe.</p>	<p>OAA LO: To share ideas and work as a team to solve problems.</p> <p>Work as a team to share ideas and solve group challenges, ensuring everyone contributes.</p> <p><b>Athletics LO: To build momentum and power in the triple jump.</b></p> <p>Practise the hop, step and jump sequence to improve distance and control.</p>	<p>LO:</p> <p>I can select a section of a tune and perform it as a loop.</p> <p>Children will choose a fragment of a melody, practise it as a loop and perform it in time with a backbeat.</p>	<p>LO:</p> <p>I can use prepositions to describe the positions of objects in the bedroom.</p> <p>Children will practise prepositions orally and in writing to describe where objects are in a bedroom.</p>
5:	<p>Genre: Newspaper Article</p> <p>LOS</p>	<p>LOS</p> <p>To recap division, Introduce exchanging,</p>	<p>LO:</p> <p>I can investigate the impact of WW2 on women's</p>	<p>LO:</p> <p>I can explore the gestation periods of</p>	<p>LO: To use tables in Word to organise information.</p>	<p>LO: To extend design ideas through research and sketchbook use.</p>	<p>LO: I can identify and challenge stereotyping in the workplace.</p>	<p>OAA LO: To develop navigation skills and map reading.</p>		<p>LO:</p> <p>I can write a letter describing my home in French.</p>

	<p>To explore the features and structure of a newspaper article.</p> <p>To identify how formal language is used in newspaper reports.</p> <p>To retrieve key facts and organise them for a newspaper article.</p> <p>To write in a formal and objective journalistic style.</p> <p>Guided Reading: To explain ideas, language and author choices.</p> <p>SPAG: To use commas for parenthesis to add extra information.</p>	Exchanging multiple tens and hundreds, Dividing 4 digit numbers	<p>lives using visual and written sources.</p> <p>Use posters and written sources to compare women's roles before, during and after WW2.</p>	<p>humans and other animals.</p> <p>Children will compare the gestation periods of different mammals and discuss how human gestation is similar to and different from other animals.</p>	Insert a table and practise adding rows and columns, then format it to present information clearly.	Children create a sketchbook response to what they have learned about Hundertwasser and his work.	Explore workplace scenarios and suggest actions to challenge stereotypes.	<p>Follow simple maps and use directional language to navigate to different points.</p> <p><b>Athletics LO: To develop throwing with force for longer distances.</b></p> <p>Practise throwing using different techniques to increase power and distance.</p>		Read a model text and use a scaffold to write a letter describing a house, bedroom and who lives there using key vocabulary and prepositions.
6:	<p>LOS</p> <p>To plan a newspaper article using notes and paragraph ideas.</p> <p>To write a newspaper article with a headline, introduction and organised paragraphs.</p> <p>To select vocabulary and sentence structures appropriate to a formal report.</p> <p>To edit and improve a newspaper article for accuracy, cohesion and effect.</p> <p>Guided Reading: To summarise key events and characters from a text.</p> <p>SPAG: To identify and use homophones correctly in context.</p>	<p>LOS</p> <p>Introducing long division, Long division with single digit divisors, Long division with double digit divisors, Long division with remainders</p>	<p>LO:</p> <p>I can explore the lives of migrants after WW2.</p> <p>Use different sources to learn about the Windrush generation and create a blog to present findings.</p>	<p>LO:</p> <p>I can plot data on a scatter graph.</p> <p>Use animal mass and gestation data to create and interpret a scatter graph, looking for patterns.</p>	<p>LO: To create and review a factsheet using Word.</p> <p>Combine skills to create a factsheet with headings, images and tables, then edit and check work using spelling and grammar tools.</p>	<p>LO: To explore and evaluate the intention of a design.</p> <p>Children will design and sketch a monument based on a chosen topic.</p>	<p>LO: I can explore how personal interests and skills align with different careers.</p> <p>Match interests and skills to careers, then explore jobs that suit different strengths.</p>	<p>OAA LO: To create and follow a key and route on a map.</p> <p>Create a simple map with a key and design a route for others to follow.</p> <p><b>Athletics LO: To develop throwing with greater control and technique.</b></p> <p>Refine throwing technique to improve accuracy and consistency.</p>	<p>LO:</p> <p>I can combine loops to create a remix.</p> <p>Children will create and perform a structured remix by combining loops and backbeats, deciding on a clear beginning, middle and ending.</p>	<p><b>Assess and Review</b></p> <p>Children will complete the French quiz</p>
Half Term										
Week:	<p><b>Literacy</b></p> <p>Persuasive Writing, Poetry, Informal letter, Key Text: Cloud Bursting by Malorie Blackman</p>	<p><b>Maths</b></p> <p>Addition and subtraction, Measures and data, Fractions and percentages, Multiplication and division</p>	<p><b>Geography</b></p> <p>Independent fieldwork enquiry</p>	<p><b>Science</b></p> <p>Making Connections: Does the size of an asteroid affect the diameter of its impact crater?</p>	<p><b>Computing</b></p> <p>Micro-bits</p>	<p><b>DT</b></p> <p>Textiles: Stuffed toys</p>	<p><b>RE</b></p> <p>Who should get to be in charge?</p>	<p><b>PE</b></p> <p>Tag Rugby &amp; Rounders</p>	<p><b>Music</b></p> <p>Musical Theatre</p>	<p><b>MFL</b></p> <p>Planning a French Holiday</p>

Key Vocabulary	Persuasion, Evidence, Imagery, Tone, Cohesion	Volume, Perimeter, Area, Percentage, Timetables	Analyse, Data Collection, Evidence, Justify, Region	Evaluate, Fair test, Spherical, Reliable, Trustworthy	Data, Pins, Gesture, If statement, Selection, Variable	Annotate, Blanket-stitch, Design Criteria, Fabric, Template	Devotion, Discrimination, Interpretation, Prejudice, Succession	Attack, Defend, Teamwork, Tactics, Accuracy	Backdrop, Choreographer, Ensemble, Operetta, Timbre	je vais aller, les vacances, pourquoi ?, parce que, cette année
7:	<p>Genre: Persuasive Writing</p> <p>LOS</p> <p>To explore the features and purpose of a persuasive speech.</p> <p>To identify how persuasive language influences the reader or listener.</p> <p>To research a key topic and organise ideas using notes.</p> <p>To make a point and explain it using evidence.</p> <p>Guided Reading</p> <p>SPAG: To use a dictionary to check the meaning and spelling of unfamiliar words.</p>	<p>LOS</p> <p>To understand cubic centimetres, Compare Volume, To Estimate Volume with Cuboids, Estimate Capacity</p>	<p>LO: To develop an enquiry question</p> <p>Children will explore local issues, discuss what they already know and what they want to find out, and create a clear enquiry question to investigate through fieldwork.</p>	<p>LO: To identify variables and plan a fair test about asteroid craters</p> <p>Children will explore how asteroid size may affect crater size, identify the independent, dependent and control variables, and sort these ready for the investigation.</p>	<p>LO: To create and use a variable to generate random outcomes in a micro:bit program.</p> <p>Children will create a simple program using Free Code where a variable generates a random number when a button is pressed, testing how the value changes each time.</p>	<p>LO: To design a stuffed toy for a specific purpose and user.</p> <p>Children will create a labelled design for a stuffed toy, considering shape, size and materials, before making a proportional paper template ready for production.</p>	<p>LO: To explore the creation of laws and teachings within communities.</p> <p>Children will compare how religious and secular laws are created by sorting and discussing key steps, then identify similarities and differences between the two processes.</p>	<p>Tag Rugby LO: To apply attacking skills to a game situation</p> <p>Children will take part in small-sided games, applying passing, movement and control to create attacking opportunities.</p> <p>Rounders LO: To develop throwing and catching and apply them relevantly to the situation</p> <p>Children will practise throwing and catching in pairs and small games, applying these skills in game-like situations.</p>	<p>LO: To understand the history of musical theatre.</p> <p>Children will learn about the features, roles and development of musical theatre, listen to examples from different types of musicals, and place musical styles on a timeline.</p>	<p>LO: To say where I am going in French.</p> <p>Children will practise saying a few simple French phrases about going to different countries, using <i>je vais</i> with country, names and matching short sentences to their meanings.</p>
8:	<p>LOS</p> <p>To plan a persuasive speech using a clear structure and key arguments.</p> <p>To draft a persuasive speech using a formal and convincing tone.</p> <p>To use rhetorical questions, emotive language and facts to persuade.</p> <p>To build cohesion across paragraphs in persuasive writing.</p> <p>Guided Reading</p> <p>SPAG: To use adverbials and fronted adverbials to link ideas and emphasise points.</p>	<p>LOS</p> <p>Perimeter of rectangles, Measure perimeter of rectilinear shapes, calculate area of rectangles</p>	<p>LO: To determine the most effective data collection methods for fieldwork</p> <p>Children will decide what data is needed to answer their enquiry question, select appropriate methods</p>	<p>LO: To make a prediction and design a results table for an asteroid crater investigation.</p> <p>Children will use what they know about asteroids and craters to make a prediction, then draw a labelled diagram of the equipment and create a results table to record their measurements.</p>	<p>LO: To use selection (if statements) to control outcomes in a micro:bit storytelling program</p> <p>Children will build a micro:bit story game by combining variables and if statements so that different images or story parts appear depending on the random number generated.</p>	<p>LO: To use a blanket stitch to join fabric accurately.</p> <p>Children will practise threading a needle and sewing a blanket stitch on scrap fabric before beginning to join parts of their stuffed toy, ensuring neat, even stitches.</p>	<p>LO: To recognise why there are different ideas about succession in the Muslim worldview.</p> <p>Children will explore different ideas about how a leader is chosen after Muhammad, compare bloodline and chosen leadership, and discuss why Sunni and Shia Muslims have different views about succession.</p>	<p>Tag Rugby LO: To make decisions and understand when to pass and when to run with the ball</p> <p>Children will practise decision-making in game scenarios, choosing whether to pass or carry the ball based on space and defenders.</p> <p>Rounders LO: To develop bowling accuracy and perform the skill within the rules of the game</p> <p>Children will practise bowling with a focus on accuracy and control, applying the correct technique within small-sided games.</p>	<p>LO: To identify character songs and action songs.</p> <p>Children will listen to songs from different musicals, decide whether they are character or action songs, and explain their choices using evidence from the lyrics, music and story.</p>	<p>LO: To say what I am going to do in French.</p> <p>Children will practise a few simple French phrases about holiday activities, sorting present and future phrases and building short sentences such as <i>je vais nager</i> or <i>je vais jouer</i>.</p>
9:	<p>Genre: Poetry</p> <p>LOS</p> <p>To identify different poetry forms and their features.</p> <p>To share a personal response to a visual stimulus.</p>	<p>LOS</p> <p>Understand percentages, Percentages as fractions and decimals, Fractions as percentages and decimals, Equivalent</p>	<p>LO: To plan a route for a fieldwork trip</p> <p>Children will plot a fieldwork route on a map, mark data collection points and identify possible risks along the way.</p>	<p>LO: To describe how gravity, air resistance and material properties affect asteroid impacts</p> <p>Children will compare model</p>	<p>LO: To use a micro:bit temperature sensor with selection to control outputs</p> <p>Children will program the micro:bit to measure temperature.</p>	<p>LO: To use a blanket stitch to join fabric accurately</p> <p>Children will practise threading a needle and sewing a blanket stitch on scrap fabric before beginning to join parts of their stuffed toy,</p>	<p>LO: To explore how some religious laws are created in the Muslim worldview.</p> <p>Children will sort Muhammad's actions, sayings and stories, link them to teachings from the Hadith, and</p>	<p>Tag Rugby LO: To apply attacking skills effectively within the rules</p> <p>Children will play conditioned games, focusing on using attacking skills correctly, while following the rules of the game.</p>	<p>LO: To plan a musical theatre scene.</p> <p>Children will work in groups to plan a journey-based musical scene, deciding on characters,</p>	<p>LO: To name clothes for a holiday in French.</p> <p>Children will practise saying and matching simple French words for holiday clothes and items, then choose a few things to pack in a</p>

	<p>To identify poetic devices that create mood and impact.</p> <p>To plan a sequence of narrative poems based on key events.</p> <p>Guided Reading</p> <p>SPAG:</p> <p>To use relative clauses to add extra detail and description.</p>	Fractions, Decimals and Percentages		asteroids, discuss the effects of gravity and air resistance, and explore why different materials and surfaces affect the size of an impact crater.		ensuring neat, even stitches.	discuss how some Muslims may interpret and follow religious laws in different ways.	<p>Rounders LO: To develop batting skills, identify when I am successful and what I need to do to improve</p> <p>Children will practise batting techniques, reflecting on their performance and identifying ways to improve.</p>	setting, storyline and whether their song will be a character or action song.	suitcase and label them in French.
10:	Assessment Week	<p>LOS</p> <p>To read and interpret tables, To read and interpret two-way tables, read and interpret transport timetables, read and interpret timetables</p>	<p>LO: To collect the data to answer the enquiry question</p> <p>Children will follow their planned route, collect and record fieldwork data, and work safely using their chosen data collection methods.</p>	<p>LO: To gather, record and measure data accurately.</p> <p>Children will make model asteroids of different masses, carry out the crater test fairly, measure crater diameters in centimetres and record their results, including calculating an average.</p>	<p>LO: To code a micro:bit to simulate a magic 8 ball</p> <p>Children will create a "Magic 8 Ball" program by generating a random number variable and using if statements to display different answers when the micro:bit is shaken or a button is pressed.</p>	<p>LO: To create and add decorations to fabric.</p> <p>Children will use a range of stitches (running, cross-stitch and blanket stitch) to attach decorations to fabric.</p>	<p>LO: To understand how Sikh Gurus were selected and the qualities valued in Sikh teachings.</p> <p>Children will learn how Guru Nanak chose a successor, explore the virtues shown by Sikh Gurus, and compare Sikh ideas about leadership with leadership in other religions and communities.</p>	<p>Tag Rugby LO: To work as a team to delay opponents and stop the opposition from scoring</p> <p>Children will develop defensive teamwork by working together to mark, track and slow down attackers in game situations.</p> <p>Rounders LO: To develop fielding techniques and begin to use these under pressure</p> <p>Children will develop fielding skills such as stopping and returning the ball, applying these in game situations under pressure.</p>	<p>LO: To create a musical theatre scene using song, movement and dialogue.</p> <p>Children will develop their planned scene by creating lyrics or selecting music, adding movement and dialogue, and combining these elements to tell a clear story.</p>	<p>LO: To understand a simple holiday story in French.</p> <p>Children will read a short French text about a holiday, identify familiar words and use clues to work out meaning, then answer simple questions to show their understanding.</p>
11:	<p>LOS</p> <p>To write a free verse poem to introduce a narrative.</p> <p>To use poetic devices such as repetition, imagery and figurative language for effect.</p> <p>To write poems in different forms to retell key events.</p> <p>To evaluate, edit and improve poetry for impact on the reader.</p> <p>Guided Reading</p> <p>SPAG</p> <p>To use dashes for parenthesis to add extra detail or effect.</p>	Assessment Week	<p>LO: To determine an answer to the enquiry question</p> <p>Children will analyse their fieldwork data, identify patterns and draw conclusions.</p>	<p>LO: To present data clearly on a line graph and identify patterns in results</p> <p>Children will use their average crater data to label axes, choose a suitable scale, plot points on a line graph and draw a line of best fit to spot patterns.</p>	<p>LO: To create an automatic scoreboard display using a micro:bit.</p> <p>Children will create a micro:bit scoreboard by programming variables to increase when a goal is scored.</p>	<p>LO: To use a blanket stitch to assemble the components of a stuffed toy.</p> <p>Children will sew their toy pieces together using a blanket stitch, carefully stuff their toy, secure any gaps.</p>	<p>LO: To explore leadership qualities through monarchs and religious leaders.</p> <p>Children will compare leaders from different backgrounds, consider how age, virtues and selection methods affect leadership, and discuss what makes someone a good leader.</p>	<p>Tag Rugby LO: To apply attacking skills to create space and beat a defender</p> <p>Children will practise movement and positioning to create space, using feints and direction changes to get past defenders.</p> <p>Rounders LO: To understand the need for tactics and identify when to use them</p> <p>Children will explore simple tactics in games, recognising when to apply them to improve team performance.</p>	<p>LO: To rehearse a musical theatre scene.</p> <p>Children will practise their musical scenes in groups, refining singing, movement and dialogue, and improving timing, transitions and overall performance quality.</p>	<p>LO: To plan a simple holiday in French.</p> <p>Children will choose a place in France, decide how they will travel and what they will take, then complete a simple holiday planner using key French words and phrases.</p>
12:	<p>Genre: Informal Letter</p> <p>LOS</p> <p>To explore the features and purpose of an informal letter.</p> <p>To identify how thoughts and feelings</p>	<p>LOS</p> <p>Calculate with timetables, read and interpret line graphs, draw line graphs</p>	<p>LO: To present my findings</p> <p>Children will create and present their enquiry outcomes using maps, data and visuals.</p>	<p>LO: To write a conclusion and evaluate the trustworthiness of an investigation</p> <p>Children will use their results to write</p>	<p>LO: To debug and improve a micro:bit program using variables and selection</p> <p>Children will test their existing programs (e.g.</p>	<p>LO: To add decorative features to improve a textile product.</p> <p>Children will select and attach decorative elements (e.g. fabric pieces, buttons, stitching)</p>	<p>LO: To explain how the Guru Granth Sahib can be a guiding, living leader in the Sikh worldview.</p> <p>Children will explore</p>	<p>Tag Rugby LO: To apply rules and skills to take part in competitive games</p> <p>Children will take part in competitive matches, applying their skills.</p>		<p>LO: To present my holiday plans in French.</p> <p>Children will use their completed holiday plans to create and deliver a short presentation.</p>

	<p>can be conveyed in a personal letter. To infer a character's feelings and viewpoints from events in a text. To plan an informal letter from a character's point of view.</p> <p>Guided Reading SPAG: To edit and evaluate writing for clarity, punctuation and meaning.</p>		<p>explaining their process and conclusions to an audience.</p>	<p>a scientific conclusion, then evaluate whether the test was fair, accurate and reliable, suggesting improvements and further questions.</p>	<p>Magic 8 Ball or scoreboard), identify errors or improvements, and refine their code by adjusting variables, events and if statements to make it more reliable and effective.</p>	<p>to enhance their stuffed toy, ensuring they are securely fixed and match their design.</p>	<p>why Guru Gobind Singh chose the Guru Granth Sahib as the eternal Guru, discuss how it guides Sikhs, and work in groups to explain why a sacred text can be a leader.</p>	<p>teamwork and understanding of rules to game play. Rounders LO: To apply skills and knowledge to compete in a tournament using tactics identified. Children will take part in a mini tournament, applying their skills, teamwork and tactics in competitive play.</p>		<p>speaking in simple French sentences about where they are going, what they will do and what they will take.</p>
13:	<p>LOS To draft an informal letter using an appropriate tone and viewpoint. To use first person and informal language to create a personal voice. To include thoughts, feelings and key events in a letter. To edit and improve an informal letter for cohesion and effect.</p> <p>Guided Reading SPAG: To use parenthesis to add extra information in a sentence.</p>	<p>LOS Multiply numbers mentally, using known facts, Multiply 4 digits by 2 digits, Divide 4 digits by 1 digit</p>	<p>Assess and Review Children will complete the end of unit quiz</p>	<p>End of Unit assessment Children will complete the end of unit quiz</p>	<p>LO: To design and create a final micro:bit project using selection, variables and inputs Children will design and create their own micro:bit project (e.g. game, quiz or tool), combining variables, if statements and inputs, and then test and evaluate how well it works.</p>	<p>LO: To evaluate a finished textile product Children will evaluate their stuffed toy against the design criteria, identifying strengths and areas for improvement and reflecting on their sewing techniques.</p>	<p>End of Unit assessment Children will complete the end of unit quiz to showcase what they have learnt.</p>	<p>Tag Rugby LO: To take part in a tag rugby tournament. Children will organise, referee and play in a tag rugby tournament. Rounders LO: To apply skills and knowledge to compete in a tournament using tactics identified. Children will take part in a mini tournament, applying their skills, teamwork and tactics in competitive play.</p>	<p>LO: To perform a musical theatre scene. Children will perform their final musical scenes to an audience, demonstrating teamwork, expression and timing, while combining singing, acting and movement effectively.</p>	<p>End of unit assessment Children will complete the end of unit assessment quiz to showcase their understanding of French.</p>