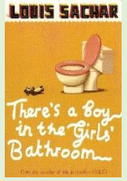
Medium Term Planning: Term 4 (2025-2026)

Class: Bannister

	Week 1 23rd February	**Week 2** 2nd March Book Fair	**Week 3** 9th March	**Week 4** 16th March	**Week 5** 23rd March	**Week 6** 30th March
Topic Theme	**Why do animals migrate?** **History:** Why do populations change? **Learning Outcome:** Create a geographical environment for an animal **Enrichment:** London school trip					
Linked Class Reader	**There's a boy in the girls' bathroom.**  by Louis Sachar					
Reading focus	To enjoy exciting stories with memorable characters. Draw inferences about characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.	To explore dilemmas, empathising with characters. Read and discuss a wide range of fiction. Participate in discussions about books, building on their own and others' ideas and challenging views.	Explain and discuss, understanding of what has been read. Read books that are structured in different ways. Identify and discuss themes and conventions.	To explore dilemmas, empathising with characters. Discuss understanding and explore meaning of words in context. Ask questions to improve understanding.	Engage in echo reading taking account of pace, prosody, and accuracy. Draw inferences such as inferring characters' feelings, thoughts and motives for their actions and justifying inferences with evidence.	Participate in discussions about books, building on their own and others' ideas and challenging views. Explain and discuss their understanding of what they have read.
Spag/ spelling	**Supersonic Spelling stars** *Words with silent letters- mixed spellings:* Aisle, autumn, column, debris, doubt, isle, solemn, subtle, viscount, wreath, wreckage, writer	**Supersonic Spelling stars** *Common Exception Words~ Uncommon Silent Letters:* Bargain, controversy, disastrous, familiar, guarantee, mischievous, parliament, restaurant, rhyme, rhythm	**Supersonic Spelling stars** *Words with /ough/ spelling as /or/ sound* Afterthought, bought, brought, fought, nought, ought, overwrought, sought, thought, thoughtfulness, thoughtless, wrought	**Supersonic Spelling stars** *Words with different pronunciations for the spelling /ough/* Although, bough, borough, cough, dough, doughnut, enough, plough, rough, though, through, tough	**Supersonic Spelling stars** *Words with /ee/ sound spelt as /ei/* Caffeine, ceiling, conceive, deceit, deceive, either, neither, perceive, protein, receipt, receive, seize	**Supersonic Spelling stars** *Common Exception Words /z/ sound spelt /s/* Bruise, physical, busy, criticise, exercise, potatoes, prioritise, recognise, suppose, surprise
Writing Composition Linked to reading and topic.	**Incidental Outcome** Develop a character and setting	**Incidental Outcome** Contemporary Narrative	**Main Outcome** Diary entry (1st person in role as character) GDS- Writing in different tones of voice of characters Joined handwriting evidence	**FREE WRITE ASSESSMENT** Free write, including planning and editing	**Incidental Outcome** Argument writing Poetry	**Main Outcome** Descriptive writing about character and events
	Use inference to inform about characters	Add detail to enhance description of a scene.	Diary entries from different characters		Use further organisational and presentational devices to structure text and to guide the reader.	Descriptive Writing Create atmosphere Use dialogue to move characters forward.
Writing Technical	Relative clauses, main clauses Secure use of simple/ embellished simple sentences.	Subordinating and coordinating conjunctions. Secure use of compound sentences and complex sentences.	Layout paragraphs Formal vs informal language	Adjectives / adverbs Using all senses for description	Precise verbs Adjectives / adverbs Using all senses for description Noun phrases	Change word order, move clauses around for different effect.

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Maths Objectives	**Algebra/ Decimals**	**Decimals**	**Decimals and percentages**	**Decimals and percentages**	**Area and Shape**	**Position and Direction**
	Solving 1-step and 2-step equations Solving problems with unknowns Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.	Multiply 1-digit numbers with up to 2 decimal places by whole numbers Use written division methods in cases where the answer has up to 2 decimal places Solve problems which require answers to be rounded to specified degrees of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. Compare and order fractions, including fractions >1 Solve problems involving the calculation of percentages and the use of percentages for comparison Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 d.p. where appropriate;	Understand percentages as fractions and decimals. Equivalent FDP. Percentage increase and decrease. Order FDP from largest to smallest and vice versa.	Calculating area and perimeter of various 2D shapes Calculating volume of cuboids and 3D shapes	Describe positions on the full coordinate grid (all four quadrants) Draw and translate simple shapes on the coordinate plane and reflect them in the axes.
Math fluency/arithmetic	All x tables TO x TO HTO x TO	Mental addition and subtraction methods	Fractions Decimals Percentages	Algebra Fractions	All x tables TO x TO HTO x TO	FDP (Fractions, Decimals, Percentages)
Science **All Living Things**	**Classify living organisms** Explain how living things are classified by designing their own chart and comparing their size Describe how to classify a range of living animals and plants Identify ways to differentiate living things	**Understand the Kingdoms of life** Explain a key feature or member of each animal kingdom Understand MRS GREN and how a living organism follows these rules Know that living organisms can be arranged into kingdoms	**Classify living things using the Linnaean System** Explain how different organisms can be classified using the Linnaean system Understand how an animal can be classified depending on its characteristics Use research to help classify a living organism	**Identify the characteristics of different types of microorganisms** Represent research and data in a creative way to summarise knowledge Know and explain that microorganisms are both helpful and harmful Understand that microorganisms are microscopic and cannot be seen with the naked eye	**Investigate asexual reproduction through spore dispersal** Explain the differences between fungi and other organisms Outline the similarities between plants and fungi Identify that fungi are a separate kingdom to plants	**Classify and describe a living organism** Describe, represent and present data about a living organism Describe and represent data about a member of the animal kingdom Represent data about a member of the animal kingdom
History **Unheard histories: Who should go on the £10 banknote?**	**Who features on banknotes and why?** • Name the features of a banknote. • Make inferences about people featured on banknotes. • Describe the contribution of historically significant individuals.	**Was Alfred the Great or Elizabeth I the more significant monarch?** • Make deductions from sources. • Apply criteria to decide historical significance. • Explain why a person is historically significant.	**How were Ellen Wilkinson and Betty Boothroyd historically significant?** • Make inferences about a historical figure from sources. • Ask historically valid questions. • Create criteria for selecting someone to feature on a banknote.	**Why is William Tuke historically significant?** • Make inferences from sources. • Compare the living conditions in hospitals over a period of time. • Explain the legacy of William Tuke.	**Why are Lily Parr and Betty Snowball historically significant?** • Research important aspects of a person's life. • Create a fact file to describe their legacies. • Apply criteria to explore who should go on a banknote.	**Who will be the face of the new £10 note?** • Identify the achievements and legacies of historical figures. • Evaluate the changes a person's contributions made. • Explain which historical figure should be on a banknote.
RSHE Healthy Me Purple = RSE Green = PSHE	Take responsibility for my health and wellbeing • Can take responsibility for my health and make choices that benefit my health and well-being	Drugs • Know about different types of drugs and their uses and their effects on the body particularly the liver and heart	Exploitation • Understand that some people can be exploited and made to do things that are against the law	Gangs • Know why some people join gangs and the risks this involves • Can suggest strategies someone could use to avoid being pressurised	Emotional and mental health • Understand what it means to be emotionally well and explore people's attitudes towards mental health/illness	Managing stress and pressure • Can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse

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	• I am motivated to care for my physical and emotional health	• Am motivated to find ways to be happy and cope with life's situations without using drugs	• Can suggest ways that someone who is being exploited can help themselves		• Know how to help myself feel emotionally healthy and recognise when I need help with this	• Can use different strategies to manage stress and pressure
Computing **Animation – Animated Cartoon Character Gif**	To know how to choose and create different types of animations to best explain learning.	To make an animated talking GIF of a cartoon character.	To know how to create videos using a range of media – green screen, animations, film, and image.	To explore new techniques in creating animation.	To critically evaluate my work and suggest improvements.	To explain the ways in which anyone can develop a positive online reputation.
R.E. **Expressing:** **Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists)**	Express ideas about how and why religions can help believers when times are hard, giving examples.	Explain some similarities and differences between beliefs about life after death.	Explain some reasons why Christians and Humanists have different ideas about the afterlife.	Show understanding of value of sacred buildings and art.	Suggest reasons why some believers see generosity and charity as more important that buildings and art.	Describe some Christian and Humanist values simply.
P.E. Gymnastics	To develop the straddle, forward and backward roll. To develop jumps and explore the effect of height.	To develop rolling into sequence work and on apparatus.	To develop counterbalance and counter tension. To develop inverted movements with control. To use flight from hands to travel over apparatus.	To develop counterbalance and counter tension into sequence work with apparatus.	To explore jump sequence work with consideration of performance tools.	To create a group sequence using formations and apparatus. To create a contrasting group sequence using formations and apparatus.
Spanish	Una conversacion Write an in-depth conversation covering everything learned. Record and upload to Seesaw	Una conversacion Write an in-depth conversation covering everything learned. Record and upload to Seesaw	Una conversacion Write an in-depth conversation covering everything learned. Record and upload to Seesaw	Vocabulary and grammar revision for all topics learnt from Y3 – Y5 To be able to write fluently with grammatically correct Spanish	Vocabulary and grammar revision for all topics learnt from Y3 – Y5 To be able to write fluently with grammatically correct Spanish	Vocabulary and grammar revision for all topics learnt from Y3 – Y5 To be able to write fluently with grammatically correct Spanish
Art **Print and Activism**	See how my classmates may have different things they care about, but they are all valid.	Create visuals and text which communicate my message.	Use line, shape and colour to make my artwork. Create visuals and text which communicate my message. Use typography to make my messages stand out.	Use typography to make my messages stand out.	Combine different techniques such as print, collage and drawing.	Share my work with the class, reflecting on what was successful, where to develop, and be able to give useful feedback on the work of my peers.
How does music teach us about our community? **Musical Styles Connect Us**	**Songs:** • Let's Rock • Simple Gifts • Friendship Should Never End	Notes to play: C, D, E, F, G, A, B	Moderato – At a moderate speed (116 bpm)	5/4 – there are five crotchet beats in a bar.	G Major – there is one sharp in the key signature (#)	Minims, dotted crotchets, crotchets and quavers.