Medium Term Planning: Term 1 (2025-2026)

Class: Bannister

	Week 1 2nd September	Week 2 8th September 11+ Kent Test	Week 3 15th September	Week 4 22nd September Bewl Residential	Week 5 29th September	Week 6 6th October	Week 7 13th October
Topic Theme	**Should Residential Trips Be Banned?** **History: Ancient Egyptians** **Learning Outcome:** Letter to Bewl Water and Speech Writing and Delivery **Enrichment:** Bewl Water Residential						
Linked Class Reader	**Mama Miti** **by Donna Jo Napoli** 						
Reading	Reading books that are structured in different ways and reading for a range of purposes. Reading aloud to children include whole books so that they meet books and authors that they might not choose to read themselves.	Ask questions to improve their understanding. Draw inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied.	Making comparisons within and across books. Checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	Bewl Water	Engage in echo reading taking account of pace, prosody, and accuracy. Summarising paragraphs and texts.	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' views courteously.	Explain and discuss their understanding of what is read, including through presentations and debates, maintaining a focus on the topic, and using notes where necessary.
Spag/ spelling	**Supersonic Spelling stars** Grp 1 – suffix cious (Adding the suffix /cious/ to make adjectives) Spacious Delicious Ferocious Precious Vivacious Gracious Tenacious Conscious Luscious Suspicious Malicious Atrocious	**Supersonic Spelling stars** Grp 2 – suffix tious (Adding the suffix /tious/ to make adjectives) Superstitious Ambitious Cautious Conscientious Scrumptious Gumptious Contentious Nutritious Vexatious Expeditious Repetitious	**Supersonic Spelling stars** Common Exception words – split digraph CEW Accommodate Achieve Appreciate Communicate Criticise Exaggerate Guide Persuade Recognise Sacrifice	Bewl Water	**Supersonic Spelling stars** Grp 3 – suffix tial (Adding the suffix /tial/ to make adjectives) Partial Spatial Impartial Initial Essential Torrential Potential Sequential Palatial Residential Influential Confidential	**Supersonic Spelling stars** Grp 4 – suffix cial (Adding suffix /tial/ to words to make adjectives Partial Spatial Impartial Initial Essential Torrential Potential Sequential Palatial Residential Influential Confidential	**Supersonic Spelling stars** Common Exception Words – Easy CEW Individual Lightning Neighbour Relevant Shoulder Symbol System Temperature Twelfth Vegetable
Writing Composition **4 lessons** **Linked to reading and topic.**	Biographies and Autobiographies			Bewl Water	Letter writing Informal Vs Formal		Independent Writing Assessment Piece
	Introduce text, make predictions about text.	Identify features of a biography and analyse examples of a biographical text, differentiating the	Create own carefully constructed paragraphs to make a speech debating for and against a view.	Bewl Water	Using letter structure to thank and identify the benefits from Residential.	Informal and formal letter writing to campaign for the environment.	Assessing the effectiveness of their own and others' writing through pupil conferencing and the

	Drama recount of power of reading text.	difference from an autobiography. Composing a biography on an individual.	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.		Use a range of devices to build cohesion within and across paragraphs.	Summarise and answer comprehension questions about text	summary, respond positively, question format.
Writing Technical	Layout devices to structure text e.g. headings, sub-headings, columns, bullets, tables. Use of semi-colon, colon and dash to mark the boundary between independent clauses.	Noting and developing initial ideas, drawing on reading and research where necessary. Use a range of devices to build cohesion within and across paragraphs.	Paragraphs (TipTop) Use of colon to introduce a list and use of semi-colons in lists. Punctuation of bullet points to list information.	Bewl Water	Layout and structure of the text Formal vs informal language		
Maths Objectives	Block 1 Place Value ThHTU Numbers to ten million Compare and order any number	Block 1 Place Value ThHTU Round any number	Block 2 All Calculation Add and subtract whole numbers using the most efficient method.	Bewl Water	Block 2 All Calculation Consolidate multiplication	Block 2 All Calculation Short Division	Assessment Week and Nrich problem solving and reasoning practice
	Partition and build numbers using multiples of PV. (calculators) Partition and build numbers using digit cards Use the words digit and number correctly. Partition numbers in different ways / given criteria Partition numbers to a specific PV (beginnings of rounding) e.g. 23456 is 23000 + 456 or 20000 + 3456. Play Zap numbers on calculator by subtracting specific PV.	Position numbers between given PV multiples on a number line. Identify the half way number for any given PV multiples. Round by positioning on a number line Round by using a constructed procedure.	Column addition Mental methods (rounding and adjusting) for adding near multiples 99. Compare methods Column subtraction Mental methods (rounding and adjusting) for subtracting From a number with many 0s. Subtracting a near multiple eg 3999 (round to 4000 and adjust)	Bewl Water	Use vocab Factors and multiples HTU x U HTU x TU ThHTU x TU	Use vocab Factors and multiples Short division Division using factors Common factors Primes	Revision of arithmetic and problem-solving paper and drills, SATS example questions related to completed topics.
Math fluency/arithmetic	Number bonds Addition games Bridging Doubles	Partitioning Adding multiples of 100. 1000. Etc to a large number.	Times tables and related facts X 3 x 30 x 300 x 0.3 etc X 6 x 60 x 600 x 0.6	Bewl Water	Times tables Using doubling diamonds X 2 X 4 and x 8	X 2 x 20 x 200 x 0.2 X 4 x 40 x 400 x 0.4 X 8 x 80 x 800 x 0.8	Revision of misconceptions and gaps identified in Term 1
Science (Light)	Recognise that light appears to travel in straight lines.	Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.	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.	Bewl Water	Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	Revision of topic, key vocabulary and evaluation of science experiments	Science Light Assessment
Curriculum – History Ancient Egypt	To consolidate pupil's chronological grasp. Note connections, contrasts, and trends over time.	I can explain why the River Nile was important to ancient Egyptians. Make deductions from clues, knowing how to cite evidence to prove an	I can describe what the Rosetta Stone is and why it is important. I can identify how hieroglyphics changed over time.	Bewl Water	To use a range of sources to explore the importance of gods and goddesses in ancient Egypt.	To investigate beliefs about the afterlife in Ancient Egypt. To evaluate continuity and change by identifying what happened to the pharaohs when they died.	Evaluate the reliability of primary and secondary resources Investigate a range of sources to draw inferences.

	I can describe when ancient Egyptians lived. I can identify Egypt's location and its key geographical features.	assertion.	I can create a timeline about hieroglyphics.		Understand how knowledge of the past is constructed from a range of sources. To use terms such as 'most', 'the majority; 'common', 'exceptions to the rule' etc when generalising.		
PSHE Health and Wellbeing	Know about children's universal rights (United Nations Convention on the Rights of the Child) Know about the lives of children in other parts of the world. Be able to compare their life with the lives of those less fortunate.	Know that personal choices can affect others locally and globally. Know how to set goals for the year ahead. Know own wants and needs.	Understand what fears and worries are. Understand that their own choices result in different consequences and rewards. Can demonstrate attributes of a positive role-model.	Bewl Water	Understand how democracy and having a voice benefits the school community. Understand how to contribute towards the democratic process. Nurture Principle 1: Children's learning is understood developmentally	Demonstrate empathy and understanding towards others. Know how to regulate my emotions. Be able to make others feel welcomed and valued.	Can take positive action to help others. Be able to contribute towards a group task. Know what effective group work is.
RSE Healthy bodies and minds	Describe self-respect. Explain how self-respect can affect our mental health and wellbeing.	Describe how the internet and social media can affect personal wellbeing.	Explain where and how to get help if we feel worried about or are affected by something we have seen online.		Explain what we mean by mental health.	Describe some symptoms of mental ill health and identify some sources of help.	Describe some ways to look after our mental health.
Computing Presentation- App Prototype Key Vocabulary: Prototype, transition, animation, layout, duplicate, navigation, homepage, instant, alpha.	Internet safety and digital literacy session	To format text to suit a purpose. To publish documents online regularly and discuss the audience and purpose of my content.	To know how to design an app prototype that links multimedia pages together with hyperlinks.		To know how to choose applications to communicate to a specific audience.	To know how to evaluate own content and consider ways to improve.	To know how to edit a picture to remove items, add backgrounds, merge 2 photos.
R.E. **Living:** What matters most to Christians and Humanists?	Apply ideas about values and from scriptures to the title question.	Explore values of Christians.	Express own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied.		Explore what matters most to Humanists.	Compare and contrast Christians and Humanists values of what matters most.	R.E. Mini Assessment
P.E. Tag Rugby on Common	To select the appropriate skill, choosing when to run and when to pass.	To move into space to support a teammate abiding by the rules.	To use defending skills to gain possession.		To work as a defending unit to prevent attackers from scoring.	To use a variety of attacking skills to be a defender.	To apply rules, skills and tactics learnt to play in a tag rugby tournament.
P.E. Basketball on TWFS Playground	To dribble with control under pressure.	To move into and create space to support a teammate.	To choose when to pass and when to dribble.		To use the appropriate defensive technique for the situation.	To develop shooting technique and make decisions when to pass, dribble or shoot.	To apply principles, rules, and tactics to a tournament.
Spanish Conversation May day celebrations	Una conversacion Encompassing everything learnt since Y3	Una conversacion Encompassing everything learnt since Y3	Culture compare Celebrating May Day		Culture compare Celebrating May Day	Tapas-	
Art 2D drawing to 3D Making Claire Harrup	Use my sketchbook to record and reflect, collecting the ideas and approaches liked which others artists use.	Use line, mark making, tonal values, colour, shape and composition to make my work interesting.	Explore typography and design lettering which is fit for purpose.		Use collage, paint and resources to create marks, pattern and texture.	Transform my drawing into a three-dimensional object.	Share my work with the class, reflected upon what was successful, where to develop, and be able to give useful feedback on the work of my peers.

Music How does music bring us together? Notes to play: C, D, E, F, G, A, B Adagio – At a slow speed 2/4 – there are two crotchets in a bar C Major – no sharps or flats. Minims, crotchets, quavers and semi-quavers	**Songs:** • Do What You Want To	• Do What You Want To	• Its All About Love		• Its All About Love	• Sunshine on a Rainy Day	• Sunshine on a Rainy Day