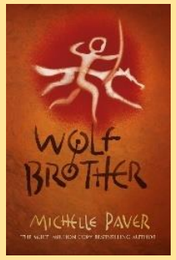
Medium Term Planning: Term 2 (2025- 2026)

Class: Bannister

	Week 1 3rd November	**Week 2** 10th November	**Week 3** 17th November	**Week 4** 24th November	**Week 5** 1st December Enterprise Week	**Week 6** 8th December	**Week 7** 15th December Christmas Performance
Topic Theme	**How important is electricity?** **Geography:** Where does our energy come from? **Learning Outcome:** Enterprise Week (Design, Create and Sell a product) **Enrichment:** Enterprise Week and Christmas Performance						
Linked Class Reader	**Wolf Brother** By Michelle Paver  						
Reading	• To understand the genre of 'quest stories' • Increase familiarity with a range of books; • Discuss words and phrases that capture readers' interest and imagination; • Predict what might happen from details stated and implied.	• To build an imaginative picture of a different world • Draw inferences about characters' feelings, thoughts, emotions, and actions: How does an author develop a setting?	• To explore dilemmas, empathising with characters • Ask questions to improve understanding. • Identify how language, structure and presentation contribute to meaning.	• To consider different viewpoints' • Identify themes and conventions and compare these across books they have read. • Show understanding through intonation (prosody), tone, volume, and action;	• To explore themes of bravery and loyalty through a fictional text. • Engage in echo reading taking account of pace, prosody, and accuracy.	• Apply their growing knowledge of root words, prefixes, and suffixes both to read aloud and to understand the meaning of new words that they meet.	• Engage in echo reading taking account of pace, prosody, and accuracy.
Spag/ spelling	**Supersonic Spelling stars** Words ending with Suffix-/ant/ Distant Fragrant Hesitant Observant Expectant Assistant Inhabitant Abundant Dominant Elegant Vacant Brilliant	**Supersonic Spelling stars** Common Exception words-ee words instead of e Decide Describe Determined Develop Equip Equipment Equipped Frequently Recent Remember	**Supersonic Spelling stars** Words ending with Suffix /ance/ Distance Fragrance Hesitance Observance Expectance Assistance Inhabitance Abundance Dominance Elegance Attendance Brilliance	**Supersonic Spelling stars** Words ending with Suffix /ancy/ Accountancy Consultancy Elegancy Hesitancy Infancy Inhabitancy Expectancy Occupancy Reluctancy Relevancy Vacancy Vibrancy	**Supersonic Spelling stars** CEW (Common Exception Words) that sound like "shun" but are spelt as /tion/sion/ and /ssion/ Competition Dictionary Explanation Mention Occasion Position Possession Profession Pronunciation Question	**Supersonic Spelling stars** Words end in /ent/ Competent Frequent Decent Innocent Confident Obedient Absorbent Independent Excellent Existent Convenient Incident	Revision and consolidation of tricky words during green pen marking and assessments.

Writing Composition **4 lessons** **Linked to reading and topic.**	Incidental Outcomes: Develop a character Create own carefully constructed paragraphs to describe a character	Main Outcome: Writing in the Role of the character Incidental Outcome: Write own carefully constructed paragraphs to describe a scene.	Main Outcome: Informal diary in role Incidental Outcome: Create own carefully constructed paragraphs to describe a character	Quest Story writing Show, Not Tell Descriptive Writing Create atmosphere Use dialogue to move forward	Main Outcome: Shared and individual poetry	Free Write Assessment for end of Term 2 Proof-read for spelling and punctuation errors.	Prepare play scripts to read aloud. Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear.
Writing Technical	Precise verbs Adjectives / adverbs Using all senses for description Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form. Note and develop initial ideas, drawing on reading. Plan by using the mention, linger, mention format. Draft and write by selecting appropriate grammar and vocabulary.	Adjectives / adverbs Using all senses for description Use of synonyms to develop scene Show Not Tell Mention, Linger, Mention technique	Layout paragraphs Formal vs informal language Colon to introduce a list Lists using commas or bullet points. Use a range of devices to build cohesion within and across paragraphs. Evaluate and edit by proposing changes to vocabulary, grammar, and punctuation.	Subordinating and coordinating conjunctions Contractions In narratives, describe settings, characters, and atmosphere, integrate dialogue to convey character and advance action. Select appropriate grammar and vocabulary and understand how such choices can change and enhance meaning.	Noun phrases Secure use of simple/ embellished simple sentences. Secure use of compound sentences and complex sentences. Subordinating and coordinating conjunctions. Use further organisational and presentational devices to structure text and to guide the reader	Assessment of technical skills taught	Move sentence chunks around for different effect. To consider sentence structure and its impact for the reader.
Maths Objectives	Block 3 Multiplication	Four Operations/ Division	Division	Division	Shape	Shape	Assessment
	Revise Multplication drills Multiplication word problems Multiplying 4-digit by 2-digit Addition/Subtraction drills	Multi-step problems Order of Operations number calculations Short Division- Bus-stop method Addition/Subtraction drills	Long Division with remainders Solve problems with divisions Solve multi-step problems Addition/Subtraction drills	Long Division with remainders Solve problems with divisions Solve multi-step problems Addition/Subtraction drills	Coordinates in the first quadrant Coordinates in 4 quadrants Translations Reflections Properties of 2D shape: • Classifying triangles • Classifying Quadrilaterals • Parts of a circle	Coordinates in the first quadrant Coordinates in 4 quadrants Translations Reflections Properties of 2D shape: • Classifying triangles • Classifying Quadrilaterals • Parts of a circle	Revision of mathematical concepts covered Nrich problem solving questions.
Math fluency/arithmetic	Division of money Bridging doubles	Division related facts Division fluency	Times tables and related facts X 3 x 30 x 300 x 0.3 etc X 6 x 60 x 600 x 0.6	Unit fractions of amounts Dividing the remainder	Non unit fractions Inverse operations	Decimal addition and subtraction fluency	Multiplying and dividing by 10, 100, 100 with decimal notation
Science (Electricity)	**Identifying and classification** Identify and name the main parts of an electrical circuit	**Comparative and fair test** Construct simple series circuits Answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors	**Pattern seeking** Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit	**Comparative and fair test** Compare and give reasons for variations in how components function, including the brightness of lamps, the volume of buzzers and the on/off position of switches	**Identifying and classification** Use recognised symbols when representing a simple circuit in a diagram	Revision of topic, key vocabulary and evaluation of science experiments	**Science Electricity Assessment**

Geography Where does our energy come from?	What is renewable energy? To understand the benefits and drawbacks of different energy sources. I can state the difference between renewable and non-renewable energy sources. I can describe the benefits and drawbacks of an energy source. I can discuss what to consider when deciding which energy source to use.	How does the United States Generate Energy? To understand how energy is generated in the United States. I can explain the significance of the Prime Meridian and time zones. I can discuss how the United States generates its energy. I can use a digital map to identify energy production in an area of Texas.	How does the United Kingdom Generate Energy? To know how energy sources are distributed in an area. I can locate cities in the UK. I can use grid references on an OS map to locate human and physical features. I can describe similarities and differences between two areas.	What is the best way to generate energy? To explain reasons for choosing an energy source. I can discuss the benefits and drawbacks of an energy source. I can justify the location of an energy source. I can make considerations when planning new energy source facilities.	Where is the best place for a solar panel on the school grounds? To collect and present data on where to position a solar panel on the school grounds. I can use interview questions to collect qualitative data. I can draw a sketch map using contours where needed. I can use data collected to justify a proposed location for a solar panel.		**Where does our energy come from?** **Assessment**
PSHE Understand and celebrating Difference	Accept that everyone is different I understand there are different perceptions of what is normal means. I can emphasise with people who are different.	Include others when working and playing. I understand how being different could affect someone's life. I am aware of my attitude towards people who are different to me.	Know how to help when someone is being bullied. I can explain some of the ways in which one person or a group can have power over another. I know how it can feel to be treated badly or excluded by being different in some way.	Try to solve problems. I know some of the reasons why people use bullying behaviours. I can tell you a range of strategies for managing my feelings in bullying situations and problem-solving to resolve it.	Try to use kind words. I can give examples of people with disabilities who lead and live amazing lives. I appreciate people for who they are.	Know how to give and receive compliments. I can explain ways difference can be source of a conflict and a cause for celebration. I can show empathy for people in either situation.	Know how to give and receive compliments. Recognise how people may behave differently when receiving compliments.
RSE Healthy and Happy Friendships		Demonstrate ways to resist pressures that threatens our personal safety. Demonstrate skills to help us be assertive against pressure to take risks. Consider the benefits and costs of trusting other people.		Understand the ways that change can impact friendships. Identify ways that our feelings can change towards the people in our lives. Identify our values around relationships with family and friends.		List a wider range of emotions. Explain why we may feel a range of mixed emotions and that it happens to everyone and how to manage them. Talk about different situations which could make us feel different things and respond in a particular way.	
Computing AR and VR – Interactive AR Scene	To understand and explain what AR and VR is. **Key Vocabulary:** Embed, VR, 360, aspect ratio, upload, trim, record, export.	To know how to create a web site which includes a variety of media. Using a web designer.	To know how to create a web site which includes a variety of media.	To create an interactive VR experience. To explain how VR and AR works.	To create an interactive VR experience. To explain how VR and AR works.	To create an interactive VR experience. To explain how VR and AR works.	To create an interactive VR experience. To explain how VR and AR works.

R.E. What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)?	Revision of topics from Term 1	• What does it mean for Hindus, Muslims and Christians to commit to key beliefs? Clarify my own commitments and understand others' commitments; • Think about what difference religious commitments make; • Describe some of the impacts of religious commitments on life.	How do Muslim people build their community, the Ummah, by following their Prophet? • Retell the life story of Prophet Muhammad • Show sensitivity toward Muslims beliefs about the drawing of non-figurative images.	How do Muslim people build their community, the Ummah, by following their Prophet? • Consider how the practice of Islam in Britain today, including local practice, follows the example and teaching of the Prophet Muhammad, and is part of the global Ummah, or community. • Understand the life and significance of the Prophet Muhammad for the Muslim community / Ummah in Britain today.	What does harmlessness mean in the Hindu religion? • The example of the ways Gandhi stood up for his beliefs and commitments? • Identify some of the values that Gandhi showed in his life	What does harmlessness mean in the Hindu religion? • Make links between Gandhi's beliefs and the way he chose to live his life • Describe the impact of some of Gandhi's principles and show how his words can be used to address contemporary situations	What does harmlessness mean in the Hindu religion? • Use religious vocabulary to describe aspects of lives and teachings of inspiring leaders and inspirational people, giving examples of how these have influenced the lives of followers.
P.E. Football @ the Commons	To maintain position when dribbling.	To dribble with control under pressure.	To select the appropriate skill, choosing when to pass and when to dribble.	To move into and create space to support a teammate.	To use the appropriate defensive technique for the situation.	To apply rules, skills and principles to play in a tournament.	To apply rules, skills and principles to play in a tournament.
P.E. Fitness @ the Commons	To develop an awareness of what your body is able to do.	To develop speed and stamina.	To develop strength using my own body weight.	To develop co-ordination.	To develop agility.	To develop balancing with control.	To develop balancing with control.
Music **Singing Swinging Star** Playing Glockenspiels Christmas song performance	<u>Singing Swinging Star</u> Adagio – At a slow speed (66 bpm)	<u>Singing Swinging Star</u> 3/4 – there are three crotchet beats in a bar	<u>Singing Swinging Star</u> Christmas song performance with instrumental version	<u>Singing Swinging Star</u> Christmas song performance with instrumental version	<u>Singing Swinging Star</u> Minims, dotted crotchets, crotchets.	<u>Singing Swinging Star</u> Dotted quavers, quavers and semiquavers.	<u>Singing Swinging Star</u> Final Christmas song performance.
Design and Technology Enterprise Week Project Woodwork and Textiles Christmas Tree corkscrew ornaments	Design a product with planned commercial	Measure and cut out the template for the product design	Make products through stages of prototypes, making continual refinements.	Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).	Showcase a variety of different stiches when working on textiles element of product (zigzag stitch, ladder stitch, back stitch, running stitch).	Film a commercial for promoting the product highlighting the unique selling point.	Evaluate Enterprise Week project
Spanish Environment vocabulary Poster RRR Translation/Comprehension	Hobbies and pastimes	Musical instruments	Research on Spanish music and dance	Research on Spanish music and dance	Research on Spanish music and dance	Write up research	Christmas