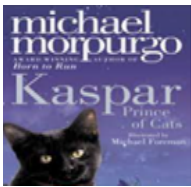







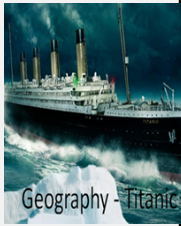

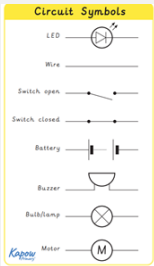





Elveden C of E Primary Academy -Medium Term Plan
LKS2 CYCLE A- SUMMER TERM 2024

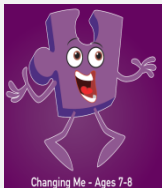

ENGLISH, READING, WRITING & MATHS


	Week 1, 2 & 3	Week 4, 5 & 6	Week 7	Week 8 & 9	Week 10
English Reading & Writing	Fiction We will be writing diary entries, recounts and descriptive writing based on the experiences of characters from <i>Kaspar</i> and the <i>Prince of Cats</i> . 	Non- Fiction We will be writing non-fiction reports based on the <i>Titanic</i> , what happened on that eventful night when the vessel left Southampton and also <i>Biographies of Suffolk Titanic Survivor</i> . 	Non Fiction We will be writing newspaper articles about the tragedy. 	Non-Fiction We will be writing discursively to debate whether lifeboats should have been allocated by social class. 	Fiction-RE We will be reading <i>Yeti and the Jolly lama</i> and learning about Buddhism by writing stories with moral dilemmas. 
Maths Y3	Fractions	Money	Time	Shape	Statistics
Maths Y4	Decimals	Money	Time	Shape	Position & Direction
	TOPIC				
Science – States of Matter 	I am learning to compare and group materials together according to whether they are solids, liquids or gases. Chn to explore different materials and sort them into Solids, Liquids.	I am learning to compare and group materials together according to whether they are solids, liquids or gases. Chn investigates solids, liquids, gases and sort them into groups.	I am learning to observe that some materials change state when they are heated/cooled/measured or research the temperature at which this happens (°C). Chn plan, design and carry out melting experiment	I am learning to recognise and name <i>evaporation</i> and <i>condensation</i> as changes of state. Chn carry out an experiment turning water into vapour.	I am learning to identify the part played by evaporation and condensation in the water cycle/associate the rate of evaporation with temperature Chn create an indoor sealed garden or water cycle in a bag to show understanding of the water cycle in action!
Science- Electricity 	I am learning to classify objects and identify common appliances that run on electricity. Chn explore items and draw	I am learning to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Chn plan, carry out/record results form an	I am learning to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Chn plan, carry out/record results form	I am learning to recognise some common conductors and insulators, and associate metals with being good conductors. Chn to test a variety of materials	LO: I am learning to recognise switches that open and close a circuit and associate this with whether or not a lamp lights in a simple series circuit . Chn design/create a card for someone

	conclusions about their properties. They must record what they have found out and explain specifically what they now know.	investigation on how light a bulb.	an investigation on how light a bulb.	for conduction and record results.	that shows a circuit with a particular feature.
History- The Titanic/Suffolk Survivor. 	I am learning to understand the reasons and results behind a historical event. Chn learn/research the Sinking of HMS Titanic. What do we already know? Show video of model titanic sinking and discuss the reasons why the Titanic hit the iceberg. Chn create a table with reasons/results of evidence	I am learning to present historical information in a newspaper article. Chn to examine old historical information/articles on the sinking and write their own news on this tragedy-what do they know? What had an impact on the iceberg incident?	I am learning to organise the events into a detailed timeline and make links with how the Titanic changed today's ship designs. Chn create a timeline of events and discuss how they influenced ship design today. Look at plan of RMS Titanic II and discuss why it has more lifeboats, safety deck, etc.	I am learning to describe the experiences of Titanic passengers from different social backgrounds. Chn to pick one type of passenger (either 1st or 3rd class) and describe their experience. They present these using Titanic green screens.	I am learning use evidence to ask questions and find answers to questions about the past survivors-Violet Jessop. Chn to write a diary entry as the Titanic survivors from Suffolk.
Geography- The Titanic 	I am learning Identify and describe how physical/location al features affect the human activity within a location. Chn to Look at the route the Titanic took on IWB then look at map on From Belfast – Southampton – Cherbourg – Queenstown (Ireland) – onto New York, where it sank.	I am learning to locate countries and use physical/location al features to describe characteristic features of a location. Chn to create a list of physical and human features in the Atlantic Ocean and how these features could have impacted Titanic voyage.	I am learning to use a range of geographical resources to give detailed descriptions and opinions of a location. Chn to answer questions about the movement of icebergs in the North Atlantic Ocean/learn how the iceberg only 'scraped' the Titanic!.	I am learning to describe physical/topograp hical features of icebergs, and how they are formed over time. Chn to create a PowerPoint or fact file about how the icebergs were formed using all of the knowledge they have so far.	I am learning to show my knowledge of physical/location al geography to evaluate the Titanic, journey across the Atlantic and what key factors could have impacted its sinking!. Chn to create double page spread which summarises their learning about icebergs and how they were so significant in the demise of the Titanic.

Art-Sketching 	<p>I am learning to represent objects with correct proportions.</p> <p>Chn learn how to sketch a variety of objects in correct proportions.</p>	<p>I am learning to use observational drawings as opening studies for more developed work.</p> <p>Chn start to experiment with observational sketching with boats/ships.</p>	<p>I am learning to demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Chn add detail using different grades creating soft/hard lines.</p>	<p>I am learning to observe how shape, colour and tone can be used to describe form.</p> <p>Chn develop their ship's shape, color and tone to show it's realistic.</p>	<p>I am learning to return to work using a range of techniques to develop the final image.</p> <p>Chn create final sketch using contrast/tone to add effects: clouds, steam, waves</p>
DT: Electrical Systems 	<p>I am learning about electrical items and how they work.</p> <p>Chn to recap electrical insulators and conductors and how a switch is needed to conduct electricity to complete the circuit. Then chn make a simple switch:</p>	<p>I am learning to evaluate a range of different torches and identify the features of a torch: housing, reflector, circuit and switch.</p> <p>Chn look at different torches and identify their features.</p>	<p>I am learning to create a torch design for a particular audience.</p> <p>Chn are to design a torch for a particular person (the user) based on that person's profile (user profile).</p>	<p>I am learning evaluate my torch and its key features</p> <p>Chn evaluate their final creation based on its features and use.</p>	
Music: How Does Music Make a Difference to Us Every Day	<p>I am learning to share your thoughts and feelings about music.</p>	<p>I am learning to play and perform an instrumental part by ear or from standard notation and as part of the song being learnt.</p>	<p>I am learning to explore its musical style through the style indicators of the music and its performers.</p>	<p>I am learning to create a four or six-bar melody according to the instructions given. Make an informed decision as to which notes to use when composing and improvising with the song.</p>	<p>I am learning to make an informed decision as to which notes to use when composing and improvising with the song</p>
Music: How Does Music Connect Us with Our Planet?	<p>I am learning to demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.</p>	<p>I am learning to identify and describe feelings as they relate to music.</p>	<p>I am learning to become more skilled in improvising; perhaps trying more notes and rhythms.</p>	<p>I am learning to follow a steady beat and staying 'in time'.</p>	<p>I am learning to become more skilled in improvising; perhaps trying more notes and rhythms.</p>

Computing: Emails (3.5)	I am learning to think about the different methods of communication. Chn explore ways to communicate and what devices are used for these.	I am learning to open and respond to an email. Chn practice opening/responding to a dummy email.	I am learning how to use email safe. Chn learn how to ensure their emails sent/received are safe.	I am learning to add an attachment to an email. Chn start to attach items to emails.	I am learning to explore a simulated email Scenario. Chn work out how they would deal with a nightmare email scenario.
Computing: Graphing (Unit 3.8)	I am learning to set up a graph with a given number of fields. Chn to create graphs of their choice.	I am learning to use 2Graph to Solve an Investigation. Chn complete the maths graph investigation.			
PE- Tennis 	I am learning the concept of outwitting an opponent. Chn learn the importance of outwitting in tennis.	I am learning to use of rackets and the forehand shot. Chn learn the forehand shot.	I am learning to master the forehand shot. Chn master the forehand shot to impact a game.	I am learning to create space to win a point. Chn learn about space and how it can help them win.	Consolidate how to win a game. Chn play tactically to win a tennis game.
PE- Cricket 	I am learning to develop an understanding of batting and fielding. Chn learn to bat/field and why both are needed in cricket.	I am learning to bowl underarm. Chn learn to bowl underarm and say why it's vital in cricket.	I am learning to develop stopping and returning the ball. Chn practice stopping/return the ball.	I am learning to develop retrieving and returning the ball Chn practice retrieving/return the ball.	I am learning to strike the ball at different angles and speeds. Chn learn to strike and play tactically in cricket.
RSE- Relationships Y3 	I am learning to identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. Chn look at roles of their family members and how they differ.	I am learning to identify and put into practice some of the skills of friendship. Chn talk about their own friendships and what skills they bring.	I am learning to know and use some strategies for keeping myself safe online. Chn create artwork to show their understanding of being safe online.	I am learning to explain how some of the actions and work of people around the world help and influence my life. Chn discuss actions and how they influence others.	I am learning to understand how my needs and rights are shared by children around the world and to identify how our lives may be different. Chn explore the UNCRC and discuss the diversity in these around the world.

RSE- Changing me Y3 	<p>I am learning to understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female, who has the baby.</p> <p>Chn discuss changes and how usually the females reproduce.</p>	<p>I am learning to understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow.</p> <p>Chn discuss what a baby needs to grow.</p>	<p>I am learning to understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.</p> <p>Chn identify changes in their own bodies as they grow.</p>	<p>I am learning to identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary, so that their bodies can make babies when they grow up.</p> <p>Chn look at changes in/outside their bodies.</p>	<p>I am learning to identify what I am looking forward to when I move to my next class.</p> <p>Chn discuss what they are looking forward and also what they may be feelings anxious about next year.</p>
Changing me Y4 	<p>I am learning to understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.</p> <p>Chn look at genetics and how/why they are like both parents.</p>	<p>I am learning to correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>Chn label internal/external parts of female/male bodies.</p>	<p>I am learning to describe how a girl's body changes in order for her to be able to have babies when she is an adult, and what menstruation (having periods) is a natural part of this.</p> <p>Chn learn about periods and why they are vital to reproduce.</p>	<p>I am learning to know how the circle of change works and can apply it to changes I want to make in my life.</p> <p>Chn learn about circle of change and discuss what it means to them.</p>	<p>I am learning to identify changes that have been and may continue to be outside of my control that I learnt to accept.</p> <p>Chn learn about changes they can/cannot control and how they deal with them.</p>
RE: Christianity and why Christians believe they are 'people on a mission'?	<p>I am learning to engage in the idea of being 'on a mission'.</p> <p>Chn engage in the concept of going on a mission and what Jonah's one was.</p>	<p>I am learning to enquire into what a Christian means by 'Mission'.</p> <p>Chn learn about the importance of Salt & Light to Christians.</p>	<p>I am learning to explore Christian understanding of 'mission' through (i) Biblical narrative.</p> <p>Chn learn about Jesus' Great Commission.</p>	<p>I am learning to explore Christian understanding of 'mission' through (ii) Church Practice</p> <p>Chn learn about the Pentecost.</p>	<p>I am learning to explore Christian understanding of 'mission' through (iii) Christian living.</p> <p>Chn learn how Christians get involved in the church's mission in their everyday lives.</p>

Cont.-	<p>I am learning to evaluate my RE learning about the Christian concept of 'mission'.in this unit.</p> <p>Chn evaluate and do a quick quiz about the Christian idea of Mission.</p>	<p>I am learning to express my learning so it can be shared with others</p> <p>Chn create their 5 marks of mission artwork</p>			
RE: Judaism and covenant through Judaism	<p>I am learning to engage with the idea of symbols / objects helping people remember.</p> <p>Chn engage with symbols and stories that help Jewish people remember their covenant with God.</p>	<p>I am learning to enquire into the ideas about promises and covenants using stories of Abraham.</p> <p>Chn enquire into the story of Abraham.</p>	<p>I am learning to explore how objects can hold important memories from Jewish Narrative.</p> <p>Chn explore how objects can hold special memories/meanings for Jews.</p>	<p>I am learning to explore how Passover is a reminder of the covenant in the Jewish community practice.</p> <p>Chn explore the meaning behind Passover.</p>	<p>I am learning to explore how keeping the covenant with God is the basis of Jewish Living</p> <p>Chn explore how the Jewish community live keeping the covenant.</p>
Cont.-	<p>I am learning to evaluate my learning about the Jewish idea of covenant.</p> <p>Chn evaluate and do a quick quiz about the Jewish idea of Covenant.</p>	<p>I am learning to express my learning about the Jewish idea of covenant.</p> <p>Chn express what they have learnt.</p>			
MFL: French Cafe 	<p>I am learning to be able to order drinks and snacks in a French café</p> <p>Chn learn vocab for drinks/food.</p>	<p>I am learning to foods that may be ordered for breakfast at a French café.</p> <p>Chn now learn to order breakfast food.</p>	<p>I am learning to recognise/ask for food and drink in a french cafe.</p> <p>Chn move on with conversation now about food they want to order in a french cafe.</p>	<p>I am learning to gather data about food choices.</p> <p>Chn gather their food choices and talk about what they like/dislike..</p>	<p>I am learning to order a breakfast in French and learn extra vocabulary for other types of snacks available at a French café.</p> <p>Chn take part in a french cafe with parents..</p>