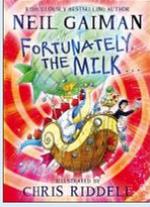


### Medium Term Planning – Class 5 – Spring 2

	Overview/Topic	Week 1 23.02.26	Week 2 02.03.26	Week 3 09.03.26	Week 4 16.03.26	Week 5 23.03.26	Week 6 30.03.26
<b>Key events</b>		<b>Fri– Inset Day FS Window - Open</b>	<b>Thursday- World book day</b>	<b>DofE day</b>			<b>Friday- Good Friday</b>
<b>Maths Miss Bond</b>	<b>Measurement</b>	Measurement – time	Measurement – time	Measurement – time	Measurement – length and height	Measurement – length and height	Statistics
<b>English T4W Mrs Adams- Bond</b>	<b>Recount</b> 	<b>Hook</b>  Front cover predictions.  Recount on Hook relating to the story.  Listening to story.	<b>Immerse</b>  Listening to story.  Exposure to recount vocabulary.	<b>Imitate</b>  Imitating a recount.  Identifying features of a recount.	<b>Innovate</b>  Using a boxing up method to plan their own recount.	<b>Innovate</b>  Independent  Writing up their own recount.  Trip and write up their recount of trip	<b>Innovate</b>  Independent  Editing and publishing their recount.  Sharing with class.
<b>Science Miss Bond</b>	<b>Earth</b>	Introduction	Describe the structure of the Earth	State why days are longer in the summer	State that the sun is a star	State that gravity is a force that acts downwards towards Earth	Consolidation

<p><b>Humanities</b> <b>Mrs Adams Bond</b></p>	<p><b>Victorians</b></p>	<p><b>A World Transformed.</b></p> <p>Explore the reign of Queen Victoria (1837-1901), the rapid growth of the railway network, and the shift from rural to urban living.</p>	<p><b>Industry and Empire.</b></p> <p>Investigate the "Workshop of the World"—industrial growth, technological advancements, and the expansion of the British Empire.</p>	<p><b>The Victorian Workhouse and Poverty.</b></p> <p>Analyze primary sources regarding the Poor Laws, daily life in the workhouse, and Dickensian perceptions of poverty.</p>	<p><b>Children's Lives - Rich and Poor.</b></p> <p>Compare the experiences of child labor (chimney sweeps/factory workers) against the lives of wealthy children.</p>	<p><b>Medicine and Social Reform.</b></p> <p>Study public health crises (e.g., Soho Cholera outbreak), the work of Dr. John Snow, and advances in nursing.</p>	<p><b>Legacy and Assessment.</b></p> <p>Analyze the significance of the era's end, including key inventions. Conclude with a summative assessment analyzing primary sources</p>
<p><b>RSHE</b> <b>Mr Simmons</b></p>	<p><b>Careers</b></p>	<p>What personal skills and qualities are required in relation to jobs and work?</p> <p><b>E:</b> I can name some skills and qualities that people might need in a job.</p> <p><b>D:</b> I can explain how different skills and qualities are useful for different types of work.</p> <p><b>S:</b> I can identify and explain the key skills and qualities needed</p>	<p>Recognise and be able to challenge stereotypes and family expectations.</p> <p><b>E:</b> I can recognise that some people have fixed ideas about who should do certain jobs.</p> <p><b>D:</b> I can explain how stereotypes or family expectations might influence career choices.</p> <p><b>S:</b> I can challenge job stereotypes and explain why everyone should</p>	<p>What personal skills and qualities are required in relation to jobs and work?</p> <p><b>E:</b> I can name some skills and qualities that people might need in a job.</p> <p><b>D:</b> I can explain how different skills and qualities are useful for different types of work.</p> <p><b>S:</b> I can identify and explain the key skills and qualities needed</p>	<p>What are possible jobs linked to your skills and qualities?</p> <p><b>E:</b> I can identify some of my own skills, strengths, or interests.</p> <p><b>D:</b> I can link my skills and interests to possible job options.</p> <p><b>S:</b> I can explain why certain jobs may suit me based on my skills, strengths, and interests.</p>	<p>What are possible jobs linked to your skills and qualities?</p> <p><b>E:</b> I can identify some of my own skills, strengths, or interests.</p> <p><b>D:</b> I can link my skills and interests to possible job options.</p> <p><b>S:</b> I can explain why certain jobs may suit me based on my skills, strengths, and interests.</p>	<p>Consolidation activities: review key learning points and revisit key learning from consent unit</p>

		for a range of jobs, using examples.	be free to choose the career that suits them.	for a range of jobs, using examples.			
<b>RE Mr Pinney</b>		Who was Moses?	Where were the Israelites going?	What are the 10 commandments?	What is Tzedakah?	Which rules are important for us?	Recap and assessment
<b>PE Mr Young</b>	<b>Invasion Games</b>	Invasion Games Hockey Basic Stick/ball skills – control, push pass – unopposed situations	Invasion Games Hockey Basic Stick/ball skills – control, push pass in opposed situations (minimal pressure, attacking overload)	, , Invasion Games Hockey Basic Stick/ball skills – control, push pass in opposed situations	Invasion Games Rugby Basic ball handling skills – catching, passing – unopposed situations	Invasion Games Rugby Basic ball handling skills – catching, passing – Passing backwards, supporting the ball carrier in unopposed & opposed situations (minimal pressure, attacking overload)	Invasion Games Rugby Basic ball handling skills – catching, passing – Passing backwards, supporting the ball carrier in opposed situations
<b>Art Mrs Adams-Bond</b>	<b>Medium:</b> Printing <b>Topic:</b> Whole school project flags- UK celebrations	<b>Hook / research.</b>  Researching UK celebrations.	<b>Planning</b>  Listing resources Designing  Practice Techniques.	<b>Create</b>  Design on polystyrene tile.	<b>Create</b>  Use ink and transfer to card.	<b>Share with other classes.</b>  Whole school celebration?	<b>Evaluate</b>  Evaluation form WWW? EBI? Resources used? What did you enjoy?

		Research Andy Warhol and William Morris. Practice techniques and experiment.					What did you find a challenge? Techniques used?
<b>Computing</b>	<b>Mr Whelan</b> Being Safe and Responsible Online	<p><b>Lesson 1 – Personal Information Online Learning Objective:</b> We are learning what personal information is so that we can recognise what should and should not be shared online.</p> <p><b>Summary:</b> Discussion of examples (name, address, passwords, photos). Young people sort safe vs unsafe information.</p>	<p><b>Lesson 2 – Protecting Our Privacy Learning Objective:</b> We are learning simple methods to protect our personal information so that we can stay safe online.</p> <p><b>Summary:</b> Strategies include using nicknames, checking privacy settings, logging out. Young people role-play safe vs unsafe choices online.</p>	<p><b>Lesson 3 – Why Security Features Matter Learning Objective:</b> We are learning what security features are so that we understand how they protect our devices and accounts.</p> <p><b>Summary:</b> Introduction to authentication (passwords, PINs, biometrics). Young people discuss how these stop other people from getting in.</p>	<p><b>Lesson 3 – Why Security Features Matter Learning Objective:</b> We are learning what security features are so that we understand how they protect our devices and accounts.</p> <p><b>Summary:</b> Introduction to authentication (passwords, PINs, biometrics). Young people discuss how these stop other people from getting in.</p>	<p><b>Lesson 4 – Setting up Authentication Learning Objective:</b> We are learning how to set up authentication methods so that only we can access our devices and accounts.</p> <p><b>Summary:</b> Young people practise setting up PINs or passwords on demo devices/accounts. Teacher reinforces importance of not sharing.</p>	<p><b>Lesson 5 – Using Security Features Safely Learning Objective:</b> We are learning how to use security features correctly so that our devices and accounts remain safe.</p> <p><b>Summary:</b> Young people practise logging in and out safely. They review common mistakes (sharing passwords, leaving devices unlocked).</p>

<p><b>Careers</b></p>		<p><b>I can say what I am good at or find difficult.</b></p>	<p><b>Careers &amp; Jobs (Learning about jobs at school)</b></p>	<p><b>Careers &amp; Jobs (Learning about jobs at school)</b></p>	<p><b>careers &amp; Jobs (Learning about jobs on visits)</b></p>	<p><b>Careers &amp; Jobs (Recap &amp; ideas about own jobs)</b></p>
		<p><b>I can identify my own strengths and weaknesses and plan how to improve</b></p> <p>Introduce job skills. Reflect on their strengths and areas for development and create a plan of how to make these improvements.</p> <p><b>Careers &amp; Jobs (Linked to Trips and Visits)</b></p> <p>Doing linking activity between workplaces and jobs who works where?</p> <p>How do we know someone is at work? Activity linked to uniforms, extension of this could be safety uniform or personal protective equipment. Why do they wear this?</p>	<p>Investigate jobs at school- How many different roles are there? Where do they work? Who could help me with this activity? As well as staff you could include asking young people currently doing work experience on and offsite.</p> <p><b>Careers &amp; Jobs (Learning about jobs on visits)</b></p> <p>Whilst on visits consider who is at work?</p> <p>What job do they do?</p> <p>This could be a game where you have to spot people doing different things- Can you see someone helping? Can you see someone serving a customer? Can you see someone</p>	<p>Investigate jobs at school- How many different roles are there? Where do they work? Who could help me with this activity? As well as staff you could include asking young people currently doing work experience on and offsite.</p> <p><b>Careers &amp; Jobs (Learning about jobs on visits)</b></p> <p>Whilst on visits consider who is at work?</p> <p>What job do they do?</p> <p>This could be a game where you have to spot people doing different things- Can you see someone helping? Can you see someone serving a customer? Can you see someone</p>	<p>Whilst on visits consider who is at work?</p> <p>What job do they do?</p> <p>This could be a game where you have to spot people doing different things- Can you see someone helping? Can you see someone serving a customer? Can you see someone delivering something? This could be an activity where you spotted activities that you then do further research and learning about at school. You could also ask these questions live whilst out on your visit. This activity could be repeated each week on each different visit to see and learn about the widest range of jobs</p>	<p>Learn about skills and qualities. Match their own skills and qualities to future job role ideas. Consider how work makes up part of adult life. What else would you like to do? How much time will you spend doing all the activities that make up adult life?</p> <p>Having investigated lots of jobs at school and on visits what jobs are young people interested in now. Young people should be able to show a preference to a job they have seen. Can they link what they are good at to what they might like to do.</p>

		Introduction to topic.	<p>delivering something? This could be an activity where you spotted activities that you then do further research and learning about at school. You could also ask these questions live whilst out on your visit. This activity could be repeated each week on each different visit to see and learn about the widest range of jobs possible. Sometimes young people don't know what they do or don't want until they see it. You could also use videos here if there are jobs young people are interested here that they can't visit.</p>	<p>delivering something? This could be an activity where you spotted activities that you then do further research and learning about at school. You could also ask these questions live whilst out on your visit. This activity could be repeated each week on each different visit to see and learn about the widest range of jobs possible. Sometimes young people don't know what they do or don't want until they see it. You could also use videos here if there are jobs young people are interested here that they can't visit.</p>	<p>possible. Sometimes young people don't know what they do or don't want until they see it. You could also use videos here if there are jobs young people are interested here that they can't visit.</p>	
--	--	------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--